

COMPETENCY BASED CURRICULUM

DIPLOMA IN BUSINESS MANAGEMENT

**(Duration 3 Years)
NSQF Level – 5**



**Under
Haryana State Board of Technical Education**



Developed By
Curriculum Development Center
National Institute of Technical Teachers Training & Research
(Ministry of Education, Government of India)
Sector - 26, Chandigarh, UT, India.
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PREFACE

Learning and learning experience are the foundation of any education system. Appropriateness of education and its useful implications stand on the platform of knowledge and skill. But the knowledge and skill cannot be quantified qualitatively without ensuring learning experience. Curriculum is the pathway to select and organise learning experience. It helps the teachers to provide tangible resources, goals and objectives to learners. Curriculum acts as a catalyst to stimulate creativity, innovation, ethics, values, responsibility and many human factors. Curriculum embodies rigour and high standards and creates coherence to empower learner to meet the industrial and societal needs. Curriculum is a central guide for a teacher to plan a standard based sequence for the instructional delivery.

The industrial revolution 4.0 has forced the technical education system to reinvent the curriculum to meet the human resource requirement of the industry. The data driven systems relying on the subjects like machine-learning, Artificial Intelligence, Data Science etc are literally forcing the technical education system to offer different subjects differently to address the emerging challenges. The non-linear way of learning now facilitates students to choose path of knowledge to skill or vice-versa. The bi-directional process requires innovative curriculum design and revision. Diploma programme is now more challenging than ever. The level of skill and knowledge demanded by industry from diploma holders are highly interdisciplinary at the same time address special need. Hence, there is a need to align the curriculum to National Skill Qualification Framework (NSQF).

National Education Policy, NEP-2020 has now opened up diversities for the education system to explore and exploit to make the education relevant. The policy emphasises to inculcate value, ethics, respect to culture and society etc along with industry ready knowledge and skill among the students. The interdisciplinary nature of curriculum, academic bank of credits and integration of technology in teaching-learning envisaged in NEP-2020 make it more challenging for curriculum development. NITTTR, Chandigarh has developed the art of curriculum development over 54 years of its existence. The expertise and experience available in the institute follow time-tested and acclaimed scientific methods to design/revise curriculum. The experienced faculty members entrusted with the curriculum development or revision activities are well-versed with NSQF, NEP and Outcome based education. I am happy to note that **Haryana State Board of Technical Education, Puncikula, Haryana** reposed their confidence on this expertise to develop **AICTE/NSQF/NEP 2020** aligned curriculum for the state. This documented curriculum is an outcome of meticulous planning and discussions among renowned experts of the subject through series of workshops. The effective implementation of this curriculum supported with quality instructional resources will go a long way in infusing the learning experience among learners to make them industry ready.

Director
National Institute of Technical Teachers Training & Research, Chandigarh

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**Professor and Head
Curriculum Development Center
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1. SALIENT FEATURES

1. Name : **Diploma in Business Management**
2. Duration : **03 Years**
3. Hours per week : **35**
4. Entry Qualification : **10th Pass**
5. Student Intake : **As per sanctioned strength**
6. Pattern : **Semester**
7. Scheme : **Multipoint Entry and Exit**
8. NSQF Level : **5**
9. Theory Practical Ratio : **36 : 64**
10. Project Work : **Minor and Major Project**
11. In-house/Industrial Internship : **Mandatory after First and Second Year**
11. Professional Training : **Six Month internship**

2. NSQF GUIDELINES

National Skill Qualification Framework has defined total Ten Levels. Each level of the NSQF is associated with a set of descriptors made up of five outcome statements, which describe in general terms, the minimum knowledge, skills and attributes that a learner needs to acquire in order to be certified for that level.



Fig.1: NSQF Domains

NSQF LEVEL - 3 COMPLIANCE

The NSQF level - 3 descriptor is as follows:

| | |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Process | • Person may carry out a job which may require limited range of activities routine and predictable. |
| Professional Knowledge | • Basic facts, process and principle applied in trade of employment. |
| Professional Skill | • Recall and demonstrate practical skill, routine and repetitive in narrow range of application. |
| Core Skill | • Communication written and oral, with minimum required clarity, skill of basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment. |
| Responsibility | • Under close supervision. Some responsibility for own work within defined limit. |

Fig 2: NSQF Level – 3 Descriptor

Work requiring knowledge, skills and aptitudes at level 3 will be routine and predictable. Job holders will be responsible for carrying out a limited range of jobs under close supervision. Their work may require the completion of a number of related tasks. People carrying out these job roles may be described as “Semi skilled workers”. Individuals in jobs which require level 3 qualifications will normally be expected to be able to communicate clearly in speech and writing and may be required to use arithmetic and algebraic processes. They will be expected to have previous knowledge and skills in the occupation and should know the basic facts, processes and principles applied in the trade for which they are qualified and be able to apply the basic skills of the trade to a limited range of straightforward jobs in the occupation.

They will be expected to understand what constitutes quality in their job role and more widely in the sector or sub-sector and to distinguish between good and bad quality in the context of the jobs they are given. Job holders at this level will be expected to carry out the jobs they are given safely and securely. They will work hygienically and in ways which show an understanding of environmental issues. This means that they will be expected to take responsibility for their own health and safety and that of fellow workers and, where appropriate, customers and/or clients. In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social environment. They should be able to make a good contribution to team work.

NSQF LEVEL - 4 COMPLIANCE

The NSQF level-4 descriptor is given below:



Fig 3: NSQF Level – 4 Descriptor

Work requiring knowledge, skills and aptitudes at level 4 will be carried out in familiar, predictable and routine situations. Job holders will be responsible for carrying out a range of jobs, some of which will require them to make choices about the approaches they adopt. They will be expected to learn and improve their practice on the job. People carrying out these jobs may be described as “skilled workers”. Individuals in jobs which require level 4 qualifications should be able to communicate clearly in speech and writing and may be required to use arithmetic and algebraic processes. They will be expected to have previous knowledge and skills in the occupation in which they are employed, to appreciate the nature of the occupation and to understand and apply the rules which govern good practice. They will be able to make choices about the best way to carry out routine jobs where the choices are clear.

They will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their job roles. Job holders at this level will be expected to carry out their work safely and securely and take full account of the health and safety on colleagues and customers. They will work hygienically and in ways which show an understanding of environmental issues. In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social and political environment. They should be able to guide or lead teams on work within their capability.

NSQF LEVEL - 5 COMPLIANCE

The NSQF level-5 description is given below:

| | |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Process | <ul style="list-style-type: none"> • Job that requires well developed skill, with clear choice of procedures in familiar context. |
| Professional Knowledge | <ul style="list-style-type: none"> • Knowledge of facts, principles, processes and general concepts, in a field of work or study. |
| Professional Skill | <ul style="list-style-type: none"> • A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information. |
| Core Skill | <ul style="list-style-type: none"> • Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication. |
| Responsibility | <ul style="list-style-type: none"> • Responsibility for own work and learning and some responsibility for others' works and learning |

Fig 4: NSQF Level – 5 Descriptor

Work requiring knowledge, skills and aptitudes at level 5 will also be carried out in familiar situations, but also ones where problems may arise. Job holders will be able to make choices about the best procedures to adopt to address problems where the choices are clear. Individuals in jobs which require level 5 qualifications will normally be responsible for the completion of their own work and expected to learn and improve their performance on the job. They will require well developed practical and cognitive skills to complete their work. They may also have some responsibility for others' work and learning. People carrying out these jobs may be described as "fully skilled workers" or "supervisors".

Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing and may be required to apply mathematical processes. They should also be able to collect and organise information to communicate about the work. They will solve problems by selecting and applying methods, tools, materials and information. They will be expected to have previous knowledge and skills in the occupation, and to know and apply facts, principles, processes and general concepts in the occupation. They will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their work. They will be expected to operate hygienically and in ways which show an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or supervise.

In working with others, they will be expected to conduct themselves in ways which show an understanding of the social and political environment.

3. NATIONAL EDUCATION POLICY (NEP) - 2020

NEP 2020 aims at a comprehensive holistic education to develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, and moral - in an integrated manner. A holistic arts education will help develop well-rounded individuals that possess: critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.

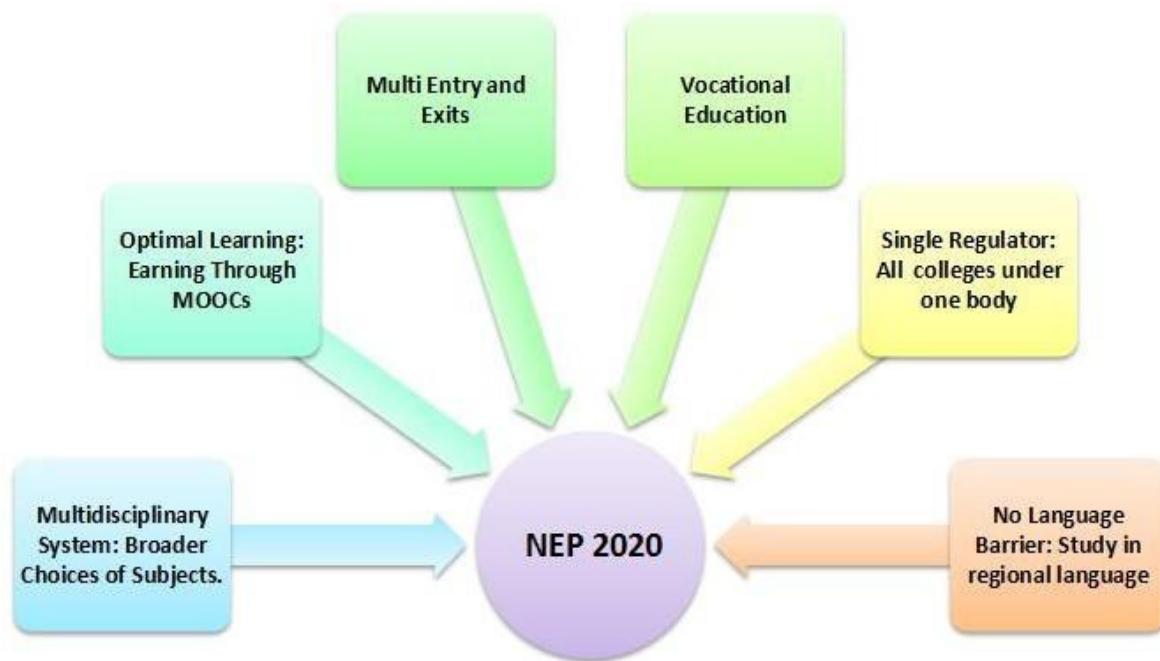


Fig 5: NEP 2020

Flexibility in curriculum and novel and engaging course options will be on offer to students, in addition to rigorous specialisation in a subject or subjects. Pedagogy for courses will strive for significantly less rote learning and an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking. The flexible and innovative curriculum shall emphasize on offering credit-based courses and projects in the areas of community engagement and service, environmental education and value-based education. As part of a holistic education, students will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, villages and local communities, etc., as well as

research internships with faculty and researchers at their own or other HEIs or research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

Effective learning requires relevant curriculum, engaging pedagogy, continuous formative assessment and adequate student support. The curriculum must be updated regularly aligning with the latest knowledge requirements and shall meet specified learning outcomes. High-quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students - thus directly influencing learning outcomes. The assessment methods have to be scientific and test the application of knowledge. Higher Education Institutes should move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable. HEIs should also move away from high-stakes examinations towards more continuous and comprehensive evaluation.

4. PROGRAMME OUTCOMES

The programme outcomes are derived from five domains of NSQF Level namely Process, Professional Knowledge, Professional Skill, Core Skill, Responsibility. After completing this programme, the student will be able to:

- PO1: Utilize information by applying a variety of business and industry standard to major business functions (e.g., marketing, retailing, and human resource management).
- PO2: Analyze business and organizational situations using ethical and social responsibilities approaches to decision making within the business context.
- PO3: Demonstrate critical thinking skills and apply key theories, models and applications in business related situations.
- PO4: Demonstrate skill of communication, information technology along with knowledge of social, political and natural environment.
- PO5: Demonstrate the capabilities required to apply cross-functional business knowledge and technologies in solving real-world business problems.
- PO6: Engage in multidisciplinary fields in the context of business environment for independent and life-long learning activities.

5. DERIVING CURRICULUM AREAS FROM PROGRAMME OUTCOMES

The following curriculum areas have been derived from Programme outcomes:

| Sr. No. | Programme Outcomes | Curriculum Subjects / Areas |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | PO1: Utilize information by applying a variety of business and industry standard to major business functions (e.g., marketing, retailing, and human resource management) | <ul style="list-style-type: none"> ● Principles of Management ● Business Organization ● Fundamentals of Accountancy ● Business Environment ● Business Economics ● Human Resource Management ● Marketing Management ● Product and Price Management ● Fundamentals of Retail Management ● Human Resource Development ● Marketing of services ● E –retailing ● Retail Operations and Store ● Management |
| 2. | PO2: Analyze business and organizational situations using ethical and social responsibilities approaches to decision making within the business context | <ul style="list-style-type: none"> ● Principles of Management ● Business Organization ● Business Statistics ● Business Economics ● Organizational Behavior ● Operations Management ● Product and Price Management ● Supply Chain Management ● Human Resource Development ● Human Resource Planning ● Organisational Change and Development ● Consumer Behaviour ● Customer Relation Management ● Performance and Compensation Management |

| | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | <p>PO3: Demonstrate critical thinking skills and apply key theories, models and applications in business related situations.</p> | <ul style="list-style-type: none"> ● Business Environment ● Fundamentals of Accountancy ● Business Economics ● Organizational Behavior ● Human Resource Management ● Computer application in Business Management ● Rural Marketing ● Supply Chain Management ● Retail Shopper's Behaviour ● Human Resource Planning ● Principles of Cost Accounting ● Marketing of services ● Retail Operations and Store ● Management ● Labour Laws and Industrial Relations |
| 4. | <p>PO4: Demonstrate skill of communication, information technology along with knowledge of social, political and natural environment.</p> | <ul style="list-style-type: none"> ● English & Communication Skills I,II ● Fundamentals of IT ● Computers for Office Management ● Environment & Disaster Management ● Business Law ● Marketing Management ● Marketing Communication Management ● Entrepreneurship Development & Management ● Retail Shopper's Behaviour ● Consumer Behaviour ● Business Ethics ● Customer Relation Management ● Human Resource Information system ● Labour Laws and Industrial Relations |

| | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. | <p>PO5: Demonstrate the capabilities required to apply cross-functional business knowledge and technologies in solving real-world business problems</p> | <ul style="list-style-type: none"> ● Principles of Management ● Business Environment ● Business Statistics ● Business Law ● Operations Management ● Computer application in Business Management ● Principles of Cost ● Organisational Change and Development ● Digital Marketing ● Business Ethics ● Research Methodology ● E -retailing ● Performance and Compensation Management |
| 6. | <p>PO6: Engage in multidisciplinary fields in the context of business environment for independent and life-long learning activities.</p> | <ul style="list-style-type: none"> ● Multidisciplinary Elective ● Open Elective ● Minor Project ● International Marketing ● Business Ethics ● Human Resource Information system ● International HRM |

FIRST YEAR

NSQF LEVEL - 3

FIRST YEAR
6. STUDY AND EVALUATION SCHEME

FIRST SEMESTER:

| Sr. No. | SUBJECTS | STUDY SCHEME Periods/Wee k | | Credits (C) L+P = C | MARKS IN EVALUATION SCHEME | | | | | | Total Marks of Internal & External | | |
|--------------|--------------------------------------|-------------------------------------|-----------|---------------------------|----------------------------|------------|------------|------------|------------|------------|---------------------------------------------|--|--|
| | | INTERNAL ASSESSMENT | | | EXTERNAL ASSESSMENT | | | | | | | | |
| | | L | P | | Th | Pr | Tot | Th | Pr | Tot | | | |
| 1.1 | * English & Communication Skills - I | 2 | 2 | 2+1=3 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 1.2 | ** Principles of Management | 4 | 2 | 4+1=5 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 1.3 | **Business Organization | 4 | 2 | 4+1=5 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 1.4 | **Fundamentals of Accountancy | 3 | 4 | 3+2=5 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 1.5 | * Fundamentals of IT | 2 | 4 | 2+2=4 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| | #Student Centred Activities (SCA) | - | 6 | - | - | - | - | - | - | - | - | | |
| Total | | 15 | 20 | 22 | 200 | 200 | 400 | 300 | 300 | 600 | 1000 | | |

* Common with other diploma programmes

** Common with FAA diploma program

Student Centred Activities will comprise of co-curricular activities like extension lectures on Constitution of India, Games, Yoga, Human Values & Ethics, Knowledge of Indian System, Hobby Clubs e.g. Photography etc., Seminars, Declamation Contests, Educational Field Visits, NCC, NSS, Cultural Activities and Self-study etc.

SECOND SEMESTER:

| Sr. No. | SUBJECTS | STUDY SCHEME Periods/Wee k | | Credits (C) L+P = C | MARKS IN EVALUATION SCHEME | | | | | | Total Marks of Internal & External | | |
|-----------------------------------|-----------------------------------------------|-------------------------------------|-----------|---------------------------|----------------------------|------------|------------|------------|------------|------------|---------------------------------------------|--|--|
| | | INTERNAL ASSESSMENT | | | EXTERNAL ASSESSMENT | | | | | | | | |
| | | L | P | | Th | Pr | Tot | Th | Pr | Tot | | | |
| 2.1 | **Organizational Behavior | 4 | 2 | 4+1=5 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 2.2 | **Business Economics | 4 | 2 | 4+1=5 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 2.3 | **Business Statistics | 3 | 4 | 3+2=5 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 2.4 | **Computers for Office Management | - | 6 | 0+3=3 | | 40 | 40 | | 60 | 60 | 100 | | |
| 2.5 | **Business Environment | 3 | 2 | 3+1=4 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 2.6 | * Environmental Studies & Disaster Management | 2 | - | 2+0=2 | 40 | - | 40 | 60 | - | 60 | 100 | | |
| #Student Centred Activities (SCA) | | - | 3 | | | | | | | | | | |
| Total | | 16 | 19 | 24 | 200 | 200 | 400 | 300 | 300 | 600 | 1000 | | |

* Common with other diploma programmes

** Common with FAA diploma program

Student Centred Activities will comprise of co-curricular activities like extension lectures on Constitution of India, Games, Yoga, Human Values & Ethics, Knowledge of Indian System, Hobby Clubs e.g. Photography etc., Seminars, Declamation Contests, Educational Field Visits, NCC, NSS, Cultural Activities and Self-study etc.

Summer Industrial/In-house Training : After 2nd semester, students shall undergo Summer Training of 4 Weeks.

7. HORIZONTAL AND VERTICAL SUBJECTS ORGANISATION

| Sr. No. | Subjects | Hours Per Week | |
|----------------|---------------------------------------------|-----------------------|------------------------|
| | | First Semester | Second Semester |
| 1. | English and Communication Skills - I | 4 | - |
| 2. | Principles of Management | 6 | - |
| 3. | Business Organization | 6 | - |
| 4. | Fundamentals of Accountancy | 7 | - |
| 5. | Fundamentals of IT | 6 | |
| 6. | Student Centered Activities | 6 | - |
| 7. | Organizational Behavior | - | 6 |
| 8. | Business Economics | - | 6 |
| 9. | Business Statistics | | 7 |
| 10. | Computers for Office Management | | 6 |
| 11. | Business Environment | - | 5 |
| 12. | Environmental Studies & Disaster Management | - | 2 |
| 13. | Student Centered Activities | | 3 |
| Total | | 35 | 35 |

8. COMPETENCY PROFILE & EMPLOYMENT OPPORTUNITIES

Business management is the field of study that imparts information and instruction on the planning, implementation, supervision, and analysis of a business operation. In this subject of study, students learn about the formation of a business or organisation, as well as several functional levels such as production, financial, administrative, human resources, sales and marketing, and so on.

Business Management courses prepare students for managerial roles in the corporate world. These courses provide the necessary skills to the students to develop leadership abilities and run organizations successfully. These courses have numerous specializations. Both Government and private organizations require skilled management professionals. Managers ensure smooth functioning of any company, organization or industry. Managers take care of human resource management, day to day operations, finance and accounting activities taking place in companies and organizations.

The NSQF Level – 3 pass out students are expected to recall and demonstrate practical routine and repetitive skills, in narrow range of Manager. The course imparts basic and essential management skills to the students. If candidates want to take first step towards management education, this course may prove helpful to them. This diploma course trains students in such a way that they become capable and qualified managers.

Companies require dynamic business managers across verticals whose expertise can be leveraged to help run the business successfully. They are normally expected to communicate clearly in speech and along with knowledge of arithmetic and algebraic processes.

With a wide range of fields Business administration is one of the most paid jobs of this era. There are limitless opportunities in the diverse areas with good remuneration. Diploma holders may secure entry level managerial or administrative jobs at wide variety of companies, business houses, organizations and industries. Career opportunities available in the field of management are marketing manager, finance manager, operations manager, and human resource manager. A candidate with good knowledge and some experience can set up his/her own business. Professional managers, who have man, resource and operation management skills, are needed by business houses, offices, organizations as well as industries, to function smoothly and efficiently.

9. PROGRAMME OUTCOMES

The programme outcomes are derived from five domains of NSQF Level – 3 namely Process, Professional Knowledge, Professional Skill, Core Skill, Responsibility. After completing this programme, the student will be able to:

- PO1:** Perform out a task using logical reasoning patterns for evaluating information, materials, and data for practical implementation for different business problems.
- PO2:** Apply knowledge of management theories and practices to solve business problems.
- PO3:** Encourages analytical and critical thinking abilities for business decision making.
- PO4:** Communicate accurately and appropriately and demonstrate professional behavior with basic understanding of social and natural environment.
- PO5:** Be responsible to perform task under close supervision with some responsibility with undefined limit

10. ASSESSMENT OF PROGRAMME AND COURSE OUTCOMES

| Programme Outcomes to be assessed | Assessment criteria for the Course Outcomes |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>PO1: Perform out a task using logical reasoning patterns for evaluating information, materials, and data for practical implementation for different business problems</p> | <ul style="list-style-type: none"> • Identify the concept of business and different forms of Business Organisations. • Acquire knowledge on the concept and suitability of sole proprietorship and Partnership forms of business. • Imbibe the essence of various sources of finance for different capital requirements of business. • Identify the role of accounting for different users. • Develop understanding about the factors those affecting Organisational Behavior. • Elaborate the various types of personality and its roles in Organisational Behavior. • Imbibe the knowledge about the needs of motivation and important theories of motivation. • Apply the various methods of central tendency and their uses. • Acquire basic knowledge about the index numbers and their uses. • Acquire knowledge on factors affecting the economic environment and liberalization of business. • Apply the concept of technological environment and ecological environment and its impact. |

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|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>PO2: Apply knowledge of management theories and practices to solve business problems.</p> | <ul style="list-style-type: none"> • Integrate management principles into management practice. • Assess Managerial practice and choices relating to management principles. • Specify how the managerial task of planning, organizing and controlling can be executed in a variety of circumstances. • Identify the role of accounting for different users. • Record transactions in Journal, ledger and subsidiary book. • Develop the understanding of preparation of trading and profit and loss account and balance sheet. • Identify the basic knowledge of Micro and Macro Economics. • Apply the standard analytical techniques of law of demand and demand curve. • Comprehend concept of supply in General life. • Identify the basic knowledge of Micro and Macro Economics. |
| <p>PO3: Encourages analytical and critical thinking abilities for business decision making.</p> | <ul style="list-style-type: none"> • Acquire knowledge on the concept and suitability of sole proprietorship and Partnership forms of business. • Describe the incorporation and functioning of Joint stock, Private and Public Company. • Imbibe the essence of various sources of finance for different capital requirement of business. • Develop understanding about the factors those affecting Organisational Behavior. • Detail various terms contribute in the formation of attitude and perception. • Elaborate the various types of personality and |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>its roles in Organisational Behavior.</p> <ul style="list-style-type: none"> • Analyse and Present the data for purpose of Business Decision Making. • Apply the various methods of central tendency and their uses. • Elaborate the various methods and values of dispersion. • Acquire knowledge on factors affecting the economic environment and liberalization of business. • Identify the factors affecting the Socio-cultural environment and its impact on Business. • Imbibe the essence of Political and Legal environment on Business. • Apply the concept of technological environment and ecological environment and its impact. |
| PO4: Communicate accurately and appropriately and demonstrate professional behavior along with skill of basic arithmetic and algebraic principles, and basic understanding of social and natural environment. | <ul style="list-style-type: none"> • Identify the nuances of Communication, both Oral and Written. • Acquire knowledge of the meaning of communication, communication process and speaking skills. • Acquire enhanced vocabulary and in-depth understanding of Grammatical Structures and their usage in the communication. • Communicate effectively with an increased confidence to read, write and speak in English language fluently • By the end of the course student will be able to • Explain the basic components of Computers, Internet and issues of abuses/ attacks on information and computers • Handle the computer/laptop/mobiles/Internet Utilities and Install/Configure OS • Assemble a PC and connect it to external |

| | |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>devices</p> <ul style="list-style-type: none"> • Manage and Use Office practiced Automation Tools • Develop worksheets and Prepare presentations • Comprehend the importance of sustainable ecosystem. • Clarify interdisciplinary nature of environmental issues. • Describe corrective measures for the abatement of pollution. • Identify the role of non-conventional energy resources in environmental protection. • Recognize various types of disasters. |
| PO5: Be responsible to perform task under close supervision with some responsibility with undefined limit. | <ul style="list-style-type: none"> • Specify how the managerial task of planning, organizing and controlling can be executed in a variety of circumstances. • Determine the most effective action to take in specific situation. • Identifying the process of recruitment, selection and training. • Identify the concept of business and different forms of Business Organisations. • Acquire knowledge on the concept and suitability of sole proprietorship and Partnership forms of business. • Identify the concept of domestic trade and global enterprises along with understanding of role of wholesalers and retailers in trade. • Record transactions in Journal, ledger and subsidiary book. • Prepare trial balance and identify the type and location of error and their rectification. • Develop the understanding of preparation of trading and profit and loss account and balance sheet. |

- Develop understanding about the factors those affecting Organisational Behavior.
- Elaborate the various types of personality and its roles in Organisational Behavior.
- Imbibe the knowledge about the needs of motivation and important theories of motivation.
- Identify the basic knowledge of Micro and Macro Economics.
- Apply the standard analytical techniques of law of demand and demand curve.
- Apply concept of cost, nature of production and its relationship of business operation.
- Identify the factors affecting the Socio-cultural environment and its impact on Business.
- Imbibe the essence of Political and Legal environment on Business.
- Apply the concept of technological environment and ecological environment and its impact.

11. SUBJECTS & CONTENTS (FIRST YEAR)

FIRST SEMESTER

| | | |
|-----|---------------------------------|-------|
| 1.1 | English & Communication Skill-I | 22-25 |
| 1.2 | Principles of Management | 26-28 |
| 1.3 | Business Organization | 29-31 |
| 1.4 | Fundamentals of Accountancy | 32-34 |
| 1.5 | Fundamentals of IT | 35-38 |

1.1 ENGLISH & COMMUNICATION SKILLS – I

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RATIONALE

Language as the most commonly used medium of self-expression remains indispensable in all spheres of human life –personal, social and professional. This course is intended to break fresh ground in teaching of Communicative English as per the requirements of National Skill Quality Framework. This course is designed to help students to acquire the concept of communication and develop an ability or skills to use them effectively to communicate with the individuals and community.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

- CO1: Identify the nuances of Communication, both Oral and Written.
- CO2: Acquire knowledge of the meaning of communication, communication process and speaking skills.
- CO3: Acquire enhanced vocabulary and in-depth understanding of Grammatical Structures and their usage in the communication.
- CO4: Communicate effectively with an increased confidence to read, write and speak in English language fluently.

DETAILED CONTENTS

UNIT I

Reading

- 1.1 Techniques of reading: Skimming and Scanning
- 1.2 Extensive and Intensive Reading: Textual Study
- 1.3 Homecoming – R.N. Tagore
- 1.4 Life Sketch of Sir Mokshagundam Visvesvarayya
- 1.5 Life Sketch of Dr. Abdul Kalam
- 1.6 Narayan Murthy's speech at LBSNA, Dehradun

UNIT II**Fundamentals of Communication**

- 2.1 Concept and Process of Communication
- 2.2 Types of Communication (Verbal Communication)
- 2.3 Barriers to Communication
- 2.4 Speaking Skill: Significance and essentials of Spoken Communication
- 2.5 Listening Skill: Significance and essentials of Listening

UNIT III**Grammar and Usage**

- 3.1 Nouns
- 3.2 Pronouns
- 3.3 Articles
- 3.4 Verbs(Main and Auxiliary)
- 3.5 Tenses

UNIT IV**Writing Skills**

- 4.1 Significance, essentials and effectiveness of Written Communication
- 4.2 Notice Writing
- 4.3 Official Letters and E-mails.
- 4.4 Frequently-used Abbreviations used in Letter-Writing
- 4.5 Paragraph Writing
- 4.6 Netiquettes

PRACTICE EXERCISES**1 READING**

Reading Practice of lessons in the Lab Activity classes.

- i. Comprehension exercises of unseen passages along with the lessons prescribed.
- ii. Vocabulary enrichment and grammar exercises based on the selected readings.
- iii. Reading aloud Newspaper headlines and important articles.

2 FUNDAMENTALS OF COMMUNICATION

- i. Introducing oneself, others and leave-taking(talking about yourself)
- ii. Just a minute (JAM) sessions: Speaking extempore for one minute on given topics

- iii. Situational Conversation: Offering-Responding to offers; Congratulating; Apologizing and Forgiving; Complaining; Talking about likes and dislikes, Self-introduction Mock Interviews

3 GRAMMAR AND USAGE

- i. Written and Oral Drills will be undertaken in the class to facilitate holistic linguistic competency among learners.
- ii. Exercises on the prescribed grammar topics.

4 WRITING SKILLS

- i. Students should be given Written Practice in groups so as to inculcate team-spirit and collaborative learning .
- ii. Group exercises on writing paragraphs on given topics.
- iii. Opening an e-mail account, receiving and sending emails

RECOMMENDED BOOKS

- 1) Alvinder Dhillon and Parmod Kumar Singla, “Text Book of English and Communication Skills Vol – 2”, M/S Abhishek Publications, Chandigarh.
- 2) V Sasikumar & PV Dhamija, “Spoken English”, Tata MC Graw Hills, New Delhi, Second Edition.
- 3) JK Gangal, “A Practical Course in Spoken English”, PHI Learning Pvt. Ltd., New Delhi.
- 4) NK Aggarwal and FT Wood, “English Grammar, Composition and Usage”, Macmillan Publishers India Ltd., New Delhi.
- 5) RC Sharma and Krishna Mohan, “Business Correspondence & Report writing”, Tata MC Graw Hills, New Delhi, Fourth Edition.
- 6) Kavita Tyagi & Padma Misra, “Professional Communication”, PHI Learning Pvt. Ltd., New Delhi.
- 7) Nira Konar, “Communication Skills for professionals”, PHI Learning Pvt. Ltd., New Delhi.
- 8) Krishna Mohan & Meera Banerji, “Developing Communication Skills”, Macmillan Publishers India Ltd., New Delhi, Second Edition
- 9) M. Ashraf Rizwi, “Effective Technical Communication”, Tata MC Graw Hills, New Delhi.
- 10) Andrea J Rutherford, “Basic Communication Skills for Technology”, Pearson Education, New Delhi.

INSTRUCTIONAL STRATEGY

This is practice based subject and topics taught in the class should be practiced as exercises in the Lab regularly for development of communication skills in the students. The students should be involved in activities to enhance their personality skills. This subject contains four units of equal weightage.

1.2 PRINCIPLES OF MANAGEMENT

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RATIONALE

The study and understanding of principles of management concepts and different functions of management is very essential for the students of this diploma. The subject includes elementary knowledge of concepts of management viz. planning, organizing, staffing, directing and controlling. The basic knowledge of various functions of management will enable the students to take effective steps for performing various office duties.

COURSE OUTCOMES

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

- CO1: Integrate management principles into management practice.
- CO2: Assess Managerial practice and choices relating to management principles.
- CO3: Specify how the managerial task of planning, organizing and controlling can be executed in a variety of circumstances.
- CO4: Determine the most effective action to take in specific situation.
- CO5: Identifying the process of recruitment, selection and training.

DETAILED CONTENTS

UNIT I

Introduction & Planning

- 1.1 Meaning, Features and Objective of management
- 1.2 Management Principles
- 1.3 Functions of Management
- 1.4 Levels of Management
- 1.5 Meaning, features and importance of Planning
- 1.6 Planning process
- 1.7 Types of Planning
- 1.8 Effective Planning

UNIT II

Organizing

- 2.1 Meaning, features and importance
- 2.2 Formal and informal organization

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- 2.3 Organizational structures
 - 2.4 Centralization and Decentralization
 - 2.5 Delegation of Authority

UNIT III

Staffing

- 3.1 Meaning, Need & Objectives.
- 3.2 Characteristics of Staffing
- 3.3 Steps involved in Staffing Process
- 3.4 Recruitment and Selection Process
- 3.5 Essentials of Effective Training
- 3.6 Introduction to ‘on the job’ and ‘off the job’ training

UNIT IV

Directing

- 4.1 Leadership - Concept, Importance, Types of Leaders
- 4.2 Qualities of good leader
- 4.3 Motivation - Meaning, Types and Importance

UNIT V

Controlling

- 5.1 Meaning & Importance
- 5.2 Objective of controlling
- 5.3 Traditional and modern methods
- 5.4 Steps involved in controlling process

PRACTICE EXERCISES

- 1. Designing a plan for setting-up of a business
- 2. Preparation of Organization Charts for Commercial and industrial organizations
- 3. Visit to industrial Organization and preparation of report
- 4. Role of playing exercises on Motivation of the employees
- 5. Case studies on management (10 Case Studies)
- 6. Discuss the leadership styles and determine an appropriate style for a given situation

RECOMMENDED BOOKS

- 1) T.N. Chhabra, Dhanpat Rai & Sons, “Principles & Practice of Management”
- 2) L.M. Prasad, Sultan Chand and Sons, “Principles & Practice of Management”
- 3) P.C. Tripathi & P.N. Reddy , “Principles of Management”, Mc Graw Hill Education.
- 4) Poonam Gandhi, “Business studies-II”, V.K. Publication.
- 5) Subhash Dey, “Business studies- II”, Geeta Publishing House.
- 6) R.K. Singla, “Business studies-II”, V.K. Publication.
- 7) C.B Gupta, “Management – Theory and Practice”, Kalyani Publisher, New Delhi.
- 8) J.C Katyal, C.B Gupta, “Business Organization Principles and Practices”, Sultan Chand & Sons, New Delhi

INSTRUCTIONAL STRATEGY

This is a skill bases subject and topics taught in the class should be practiced by studying Case Studies for development of required skills in students. This subject contains five units of 20% equal weight age with more than 60% hands on practice for skill development. Teacher may invite experts from various organizations to deliver extension lectures. Case studies should be discussed with the students in the class pertaining to all topics of the cases. Educational trips in industries and govt. offices should be organized. Teacher should prepare assignment of case study for the students and students may also be encouraged to prepare and present the case studies.

1.3 BUSINESS ORGANISATION

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RATIONALE

This course provides a basic overview of the different forms of business organizations. Students attending this course will have an idea of various forms of business structures and will equip them with the minimum knowledge to start a business on their own. This course examines the organisational elements essential for optimizing the results of a production unit. This course analyses the source of wealth creation, with a brief description of the environment and the key internal factors of an organization.

COURSE OUTCOMES

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

- CO1: Identify the concept of business and different forms of Business Organisations.
- CO2: Acquire knowledge on the concept and suitability of sole proprietorship and Partnership forms of business.
- CO3: Describe the incorporation and functioning of Joint stock, Private and Public Company.
- CO4: Imbibe the essence of various sources of finance for different capital requirements of business.
- CO5: Identify the concept of domestic trade and global enterprises along with understanding of role of wholesalers and retailers in trade.

DETAILED CONTENTS

UNIT I

- 1.1 Business: Meaning, Objectives, Nature, Scope and Functions of Business
- 1.2 Characteristics of Business, Profession and their Comparison
- 1.3 Classification of business activities
- 1.4 Concept of trade, commerce & industry
- 1.5 Meaning and causes of business risk
- 1.6 Business Organisation: Meaning and Importance, Forms of Business Organisation

UNIT II

- 2.1 Meaning, Objectives, Nature and Scope of Sole proprietorship
- 2.2 Characteristics, Merits & Demerits of Sole proprietorship.

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- 2.3 Meaning, Objectives, Nature, and Scope of Partnership
 - 2.4 Characteristics, Merits & Demerits of Partnership
 - 2.5 Contents of Partnership deed
 - 2.6 Partners rights & duties
 - 2.7 Difference between Partnership & Sole proprietorship

UNIT III

- 3.1 Joint Stock Companies Meaning, Characteristics, Merits and Demerits
- 3.2 Classification of Joint Stock Companies
- 3.3 Difference between Private & Public company
- 3.4 Incorporation of a company: Stages and Documentation
- 3.5 Limited Liability of Partnership (LLP)

UNIT IV

- 4.1 Concept of Domestic trade and Global enterprises
- 4.2 Concept of Wholesale trade and Retail trade
- 4.3 Type of Retail trade
- 4.4 Difference between Wholesaler & Retailer
- 4.5 Objectives of Global enterprises
- 4.6 Merits & demerits of Global enterprises

UNIT V

- 5.1 Sources and requirement of Finance
- 5.2 Factors determining the requirement of Fixed Capital and Working Capital
- 5.3 Various Sources of Finance – Shares, Debentures, Public Deposits, Ploughing Back of Profits
- 5.4 Bank Credit and Trade Credit - Relative Merits and Demerits.

PRACTICE BASED CASE STUDIES

- 1. To study the profiles of any five-neighborhood grocery/stationery store
- 2. To conduct a study into the functioning of a Joint Stock company
- 3. To enquire into the profile of five partnerships firms
- 4. To study the ideology and working of cooperative societies in the area
- 5. To study the profiles of any five Private companies
- 6. To study the profiles of any five Public companies
- 7. To study the profiles of any five Domestic companies

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8. To study the profiles of any five Global enterprise
 9. To enquire about the various sources of finance of five companies

RECOMMENDED BOOKS

1. K. Sharma and Shashi K. Gupta, “Business Organisation and Office Management”, Kalyani Publishers New Delhi, Revised Edition, 2017.
2. Y.K. Bhushan, “Business Organisation and Management”, Sultan Chand & Sons, New Delhi.
3. R.N. Gupta, “Business Organisation & Management”, S. Chand & Co., New Delhi.
4. T.N. Chabra, “Business Organisation and Management, Sun India Publications, New Delhi.
5. Jagadish Prakash, “Business Organisation & Management”, Kitab Mahal Publishers, New Delhi.
6. P.N Reddy & S. S Gulshan, “Principles of Business Organisation & Management”, S. Chand Limited, New Delhi.
7. P.C. Tulsian & Vishal Pandey, “Business Organisation and Management”, Pearson India, New Delhi.
8. Dr. O.P. Gupta and Dr. N. Mishra, “Business Management & Organisation”, SBPD Publishing House, New Delhi.

INSTRUCTIONAL STRATEGY

This is a skill bases subject and topics taught in the class should be practiced by studying Case Studies for development of required skills in students. This subject contains five units of 20% equal weight age with more than 60% hands on practice for skill development. Teacher may invite experts from various organizations to deliver extension lectures. Case studies should be discussed with the students in the class pertaining to all topics of the cases. Educational trips in industries and govt. offices should be organized. Teacher should prepare assignment of case study for the students and students may also be encouraged to prepare and present the case studies.

1.4 FUNDAMENTALS OF ACCOUNTANCY

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RATIONALE

The student of this diploma will get through knowledge of accounting practices, which are used by every type of organization. The subject will help the students in understanding not only the accounting concepts and procedures, but also will help in assisting the finance department of an organization.

COURSE OUTCOMES

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

- CO1: Identify the role of accounting for different users.
- CO2: Record transactions in Journal, ledger and subsidiary book.
- CO3: Prepare trial balance and identify the type and location of error and their rectification.
- CO4: Develop the understanding of preparation of trading and profit and loss account and balance sheet.

DETAILED CONTENTS

UNIT I

- 1.1 Meaning & Characteristics of Accounting
- 1.2 Objective and role of Accounting
- 1.3 Users of Accounting Information and their needs
- 1.4 Process and basis of Accounting
- 1.5 Limitations of Accounting

UNIT II

- 2.1 Generally Accepted Accounting Principles (GAAP)
- 2.2 Basic terms in Accounting
- 2.3 Meaning and type of accounts
- 2.4 Double entry system
- 2.5 Difference between Accounting and Book Keeping

UNIT III

- 3.1 Journal: Meaning, Merit & Demerits, Journal Entries
- 3.2 Ledger: Meaning, Merit & Demerits, Balancing
- 3.3 Subsidiary book : Cash Book, Purchases Book; Purchases Return Book, Sales Book; Sales Return Book

UNIT IV

- 4.1 Meaning and Objective of trial balance.
- 4.2 Methods of trial balance
- 4.3 Errors revealed by trial balance
- 4.4 Errors not revealed by trial balance
- 4.5 Rectification of Errors

UNIT V

- 5.1 Meaning of Financial Statements
- 5.2 Need for Financial Statements
- 5.3 Trading Account
- 5.4 Profit and loss Accounts
- 5.5 Balance sheet.

PRACTICE EXERCISES

1. Students must ensure identify the business transaction events.
2. Identify the amount in the form of cash, goods, and assets and calculate the capital.
3. Identify the assets and liabilities and express in accounting equation.
4. Identify the revenue, expenditure and revenue receipt.
5. Identify the capital expenditure and capital receipt.
6. Calculation of income with the help of revenue and expenses.
7. Calculation of working capital with the help of Imaginary figure.
8. Collection of source document and preparation of voucher.
9. Recording of transaction in the journal with the help of voucher.
10. Record of cash transaction in cashbook with the help of imaginary figure.
11. Preparation of ledger with the help of journal entries.
12. Preparation of trail balance on the basic of ledger.
13. Prepare a trading account and profit & loss account with imaginary figure of trail balance.
14. Preparing of balance sheet with imaginary figure.

RECOMMENDED BOOKS

1. D.K. Goel, "Accountancy", VK Publications, end year.
2. C.M. Juneja, and Saksena, "Accountancy – theory and practice", R.K. Kalyani Publications.
3. S.P. Jain, and K.L Narang, "Accountancy", Kalyani Publications.
4. Gupta and Sharma, "Book keeping and Accountancy", Dhanpat Rai and sons.

INSTRUCTIONAL STRATEGY

This is a skill bases subject and topics taught in the class should be practiced by studying Case Studies for development of required skills in students. This subject contains five units of 20% equal weight age with more than 60% hands on practice for skill development. Teacher may invite experts from various organizations to deliver extension lectures. Case studies should be discussed with the students in the class pertaining to all topics of the cases. Educational trips in industries and govt. offices should be organized. Teacher should prepare assignment of case study for the students and students may also be encouraged to prepare and present the case studies.

The lecture in various topics should be followed by solution of practical problems relating to concerned aspects of books – keeping and accountancy. The teacher should identify proper tutorial assignments and students may be given small quiz at the end to each topic.

Two Industrial visits need to be performed.

1.5 FUNDAMENTALS OF IT

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RATIONALE

Information technology has great influence on all aspects of life. Almost all work places and living environment are being computerized. In order to prepare diploma holders to work in these environments, it is essential that they are exposed to various aspects of information technology such as understanding the concepts of information technology and its scope, operating a computer: use of various office management tools, using internet and mobile applications etc. This course is intended to make new students comfortable with computing environment - Learning basic computer skills, learning basic application software tools, Understanding Computer Hardware, Cyber security awareness.

COURSE OUTCOMES

At the end of the course student will be able to

- CO1: Explain the basic components of Computers, Internet and issues of abuses/ attacks on information and computers
- CO2: Handle the computer/laptop/mobiles/Internet Utilities and Install/Configure OS
- CO3: Assemble a PC and connect it to external devices
- CO4: Manage and Use Office practiced Automation Tools
- CO5: Develop worksheets and Prepare presentations

DETAILED CONTENTS

UNIT I

Basics of Computer

Brief history of development of computers, Definition of Computer, Block diagram of a Computer, Hardware, Software, Booting: Cold and Hot Booting, Interaction between the CPU and Memory with Input/Output devices, Function of CPU and major functional parts of CPU. Memory, Bit, Nibble, Byte, KB, MB, GB, TB, PB, Functions of memory, Use of storage devices in a Computer, List types of memory used in a Computer, Importance of cache memory, CPU speed and CPU word length

UNIT II**Basic Internet Skills**

Understanding browser, Introduction to WWW, efficient use of search engines, awareness about Digital India portals (state and national portals) and college portals. Advantages of Email, Various email service providers, Creation of email id, sending and receiving emails, attaching documents with email and drive.

Effective use of Gmail, G-Drive, Google Calendar, Google Sites, Google Sheets, Online mode of communication using Google Meet & WebEx.

Unit III**Basic Logic building**

Introduction to Programming, Steps involved in problem solving, Definition of Algorithm, Definition of Flowchart, Steps involved in algorithm development, differentiate algorithm and flowchart, symbols used in flowcharts, algorithms for simple problems, flowcharts for simple problems, Practice logic building using flowchart/algorithms

Unit IV**Office Tools**

Office Tools like LibreOffice/OpenOffice/MSOffice.

OpenOffice Writer – Typesetting Text and Basic Formatting, Inserting Images, Hyperlinks, Bookmarks, Tables and Table Properties in Writer

Introducing LibreOffice/OpenOffice *Calc*, Working with Cells, Sheets, data, tables, using formulae and functions, using charts and graphics.

OpenOffice Impress – Creating and Viewing Presentations, Inserting Pictures and Tables, Slide Master and Slide Design, Custom Animation.

Unit V**Use of Social Media**

Introduction to Digital Marketing – Why Digital Marketing, Characteristics of Digital Marketing, Tools for Digital Marketing, , Effective use of Social Media like LinkedIn, Google+, Facebook, Twitter, etc.: Features of Social media, Advantages and Disadvantages of Social Media.

PRACTICE EXERCISES

1. Browser features, browsing, using various search engines, writing search queries
2. Visit various e-governance/Digital India portals, understand their features, services offered

3. Read Wikipedia pages on computer hardware components, look at those components in lab, identify them, recognize various ports/interfaces and related cables, etc.
4. Using Administrative Tools/Control Panel Settings of Operating Systems
5. Connect various peripherals (printer, scanner, etc.) to computer, explore various features of peripheral and their device driver software.
6. Explore features of Open Office tools and MS-Office, create documents, create presentation, create spread sheet, using these features, do it multiple times
7. Working with Conversion Software like pdfToWord, WordToPPT, etc.
8. Working with Mobile Applications – Searching for Authentic Mobile app, Installation and Settings, Govt. of India Mobile Applications
9. Creating email id, sending and receiving mails with attachments.
10. Using Google drive, Google calendar
11. Create Flow chart and Algorithm for the following
 - i. Addition of n numbers and display result
 - ii. To convert temperature from Celsius to Fahrenheit
 - iii. To find Area and Perimeter of Square
 - iv. Swap Two Numbers
 - v. find the smallest of two numbers
 - vi. Find whether given number is Even or Odd
 - vii. To print first n even Numbers
 - viii. find sum of series $1+2+3+\dots+N$
 - ix. print multiplication Table of a number
 - x. generate first n Fibonacci terms $0,1,1,2,3,5\dots,n$ ($n>2$)
 - xi. sum and average of given series of numbers
 - xii. Factorial of number n ($n!=1\times 2\times 3\times\dots\times n$)
 - xiii. Armstrong Number
 - xiv. Find whether given number is Prime or not

RECOMMENDED BOOKS

1. R.S. Salaria, “Computer Fundamentals”, Khanna Publishing House.
2. Ramesh Bangia, “PC Software Made Easy – The PC Course Kit”, Khanna Publishing House.
3. Online Resources, Linux man pages, Wikipedia
4. Mokhtar Ebrahim and Andrew Mallett, “Mastering Linux Shell Scripting: A practical guide to Linux command-line, Bash scripting, and Shell programming”.

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5. Vikas Gupta, “Comdex Hardware and Networking Course Kit”, Dream Tech press, New Delhi, 2008.
 6. Sumitabha Das, “UNIX concepts and applications” Tata McGraw Hill, New Delhi, 2008, Fourth Edition.

SUGGESTED WEBSITES

1. <https://nptel.ac.in/courses/106/106/106106222/> - NPTEL Course on Modern Application Development
2. https://onlinecourses.swayam2.ac.in/aic19_de01/preview -
3. <https://spoken-tutorial.org/> - Tutorials on Introduction to Computers, HTML, LibreOffice Tools, etc.
4. NOTEPAD++
5. <https://tms-outsource.com/blog/posts/web-development-ide/>

INSTRUCTIONAL STRATEGY

This is a skill based subject and topics taught in the class should be practiced in the Lab regularly for development of required skills in the students. This subject contains five units of equal weight age.

SECOND SEMESTER

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| 2.1 | Organizational Behavior | 39-41 |
| 2.2 | Business Economics | 42-44 |
| 2.3 | Business Statistics | 45-47 |
| 2.4 | Computers for Office Management | 48-51 |
| 2.5 | Business Environment | 52-54 |
| 2.6 | Environmental Studies and Disaster Management | 55-57 |

2.1 ORGANISATIONAL BEHAVIOR

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RATIONALE

The objective of this course is introduce the students to Organisational behavior, its nature and importance to the organisation understanding attitude and personality of people in organisation and its influence on organisation. To know about groups, group dynamics and their importance to organisation, motivation and various theories of motivation.

COURSE OUTCOMES

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

- CO1: Explain the concept of human behavior especially in a Business Organisation.
- CO2: Develop understanding about the factors those affecting Organisational Behavior.
- CO3: Detail various terms contribute in the formation of attitude and perception.
- CO4: Elaborate the various types of personality and its roles in Organisational Behavior.
- CO5: Imbibe the knowledge about the needs of motivation and important theories of motivation.

DETAILED CONTENTS

UNIT I

- 1.1 Definition and meaning of Organisational Behavior (OB)
- 1.2 Importance of OB
- 1.3 Factor affecting OB
- 1.4 Elements of OB
- 1.5 Challenges and opportunity for OB

UNIT II

- 2.1 Concept and definition of Attitude
- 2.2 Factors in attitude formation
- 2.3 Meaning and definition of value
- 2.4 Factors in value formation
- 2.5 Concept and definition of Perception
- 2.6 Factors influencing Perception

UNIT III

- 3.1 Meaning and definition of Personality
- 3.2 Importance of Personality
- 3.3 Determinants of Personality
- 3.4 Personality traits
- 3.5 Impact of Individual Personality on OB

UNIT IV

- 4.1 Meaning and definition of group
- 4.2 Nature and types of group
- 4.3 Reason for group formation
- 4.4 Stages of group development
- 4.5 Meaning and Importance of Team
- 4.6 Types of Teams
- 4.7 Creating an effective Team

UNIT V

- 5.1 Meaning and definition of Motivation
- 5.2 Types of motivation
- 5.3 Theories of motivation: Herzberg's two factor theory, Maslow's need hierarchy theory, theory 'X' and 'Y'
- 5.4 Meaning and definition of Leadership
- 5.5 Qualities and traits of Good Leader
- 5.6 Styles of Leadership

RECOMMENDED BOOKS

1. C.B. Gupta, "A Text Book on Organisational Behaviour", S. Chand.
2. L.M Prashad, "Organisational Behaviour", Sultan Chand & Sons.
3. J.S Chandan, "Organisational Behaviour", Vikas Publication.
4. K. Devis, "Orgaisational Behaviour", Tata McGraw Hills.
5. F. Luthans, "Organisational Behaviour", Tata McGraw Hills.

PRACTICE EXERCISES

1. To organize class room lecture event for students to perform as Business leader.
2. To organize quiz competition for students to promote better understanding among them.

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3. To conduct roles play on theory of Motivation.
 4. To motivate students to make their own motivating strategy and support them for practical implication.
 5. To make small teams of student and give the group assignment.
 6. To enhance leadership quality in students make them leader of team one by one and note their improvement and also help them to improve.
 7. To organize a group discussion among students and motivate them to share their ideas.
 8. To encourage students to give innovative ideas for betterment of work culture.
 9. To organize weekly class room interview of student by student to enhance their assessment skills.
 10. To conduct a perception test in the class room and note the different views of study for a common thing and also explain the reason for these different views from each-other.
 11. Case Studies on OB (5 Case Studies).

INSTRUCTIONAL STRATEGY

This is a skill bases subject and topics taught in the class should be practiced by studying Case Studies for development of required skills in students. This subject contains five units of 20% equal weight age with more than 60% hands on practice for skill development. Teacher may invite experts from various organizations to deliver extension lectures. Case studies should be discussed with the students in the class pertaining to all topics of the cases. Educational trips in industries and govt. offices should be organized. Teacher should prepare assignment of case study for the students and students may also be encouraged to prepare and present the case studies.

2.2 BUSINESS ECONOMICS

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RATIONALE

The objective of this subject is to make the students familiar with the basic concept of economics prevailing in the business world. They will learn about demand, supply, Inflation and economic environment of country by studying, national income etc.

COURSE OUTCOMES

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

- CO1: Identify the basic knowledge of Micro and Macro Economics.
- CO2: Apply the standard analytical techniques of law of demand and demand curve.
- CO3: Comprehend concept of supply in General life.
- CO4: Apply concept of cost, nature of production and its relationship of business operation.
- CO5: Analysie the cause and effect of different market conditions.

DETAILED CONTENTS

UNIT I

- 1.1 Meaning and definition of Business Economics
- 1.2 Nature & Scope of Business Economics
- 1.3 Significance of business Economics
- 1.4 Concept of Micro and Macro Economics
- 1.5 Limitations of Managerial Economics.

UNIT II

- 2.1 Concept of Demand
- 2.2 Demand schedule, Demand curve
- 2.3 Demand function, Determinants of Demand
- 2.4 Law of Demand and its Exceptions
- 2.5 Extension and Contraction of demand

UNIT III

- 3.1 Concept of supply
- 3.2 Supply schedule and supply curve

- 3.3 Determinants of supply
- 3.4 Law of supply
- 3.5 Extension and Contraction of supply

UNIT IV

- 4.1 Production Functions; Types of Production Functions
- 4.2 Laws of Productions
- 4.3 Law of Variable Proportions
- 4.4 Law of Returns to scale
- 4.5 Cost Functions; Concepts of Cost - Total cost, Average cost & Marginal Cost.

UNIT V

- 5.1 Meaning and Definition of Market;
- 5.2 Features of Market; Main Forms of Market
- 5.3 Perfect competition,
- 5.4 Monopoly, Monopolistic Competition,
- 5.5 Oligopoly

PRACTICE EXERCISES

1. Give practical assignment how rational consumer spend their income of goods & services and earn maximum level of satisfaction.
2. Organize a group discussion in the classroom to find the practical implication of demand and supply concept of a business firm.
3. Motivate student to prepare demand schedule with their own data.
4. Tell to student to prepare demand and supply equilibrium with schedule and graph.
5. Make a list of demand and supply determinants and find relation among them.
6. Give practical assignment to student how rational producer use their optimum resources and earn maximum level of profit.
7. Make the chart of various production function and paste in classroom walls.
8. Find and draw a list of the practical implication of law of variable proportion and law of return to scale in current scenario.
9. Draw the chart TC, AC & MCE and also depict the relation among these cost concept
10. Give practical work to student to find how minimize the cost of production.
11. Give assignment to student to find out the market structure of various firm (Teacher will suggest the names of firm) Working in India with the help of features and example give in 5th unit.

RECOMMENDED BOOKS

1. Koutsoyiannis, "Modern Microeconomics", Macmillan Publishing Co., New York.
2. Sloman, "Economics for Business", Pearson Education, Sector 62, Noida, Third Edition.
3. TR Jain and V.K Ohri, "Micro Economics", VK Global Publication Pvt. Ltd.
4. TR Jain and V.K Ohri, "Macro Economics", VK Global Publication Pvt. Ltd.
5. Sandeep Garg, "Macro Economics", Dhanpat Rai Publication.
6. Ashok Khaneja, "Introductory Micro and Macro Economics", Avichal Publication.

INSTRUCTIONAL STRATEGY

This is a skill bases subject and topics taught in the class should be practiced by studying Case Studies for development of required skills in students. This subject contains five units of 20% equal weight age with more than 60% hands on practice for skill development. Teacher may invite experts from various organizations to deliver extension lectures. Case studies should be discussed with the students in the class pertaining to all topics of the cases. Educational trips in industries and govt. offices should be organized. Teacher should prepare assignment of case study for the students and students may also be encouraged to prepare and present the case studies.

2.3 BUSINESS STATISTICS

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RATIONALE

This subject will help the students understanding the use of various statistical tools and techniques in business decision making and help preparing various reports. This will include data, collection of data, and presentation of data, central tendency and dispersion.

COURSE OUTCOMES

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

- CO1: Identify the various tools and techniques of statistics.
- CO2: Analyse and Present the data for purpose of Business Decision Making.
- CO3: Apply the various methods of central tendency and their uses.
- CO4: Elaborate the various methods and values of dispersion.
- CO5: Acquire basic knowledge about the index numbers and their uses.

DETAILED CONTENTS

UNIT I

- 1.1 Meaning and Definition of statistics
- 1.2 Characteristics of statistics
- 1.3 Importance and Scope of statistics in Business Management
- 1.4 Limitations of statistics
- 1.5 Introduction to Sampling and its methods

UNIT II

- 2.1 Meaning, definition of data and types of Data
- 2.2 Primary data: Meanings and method of primary data collection.
- 2.3 Secondary data: Meaning and sources of secondary data
- 2.4 Tabulation of Data – Meaning and Importance and Types
- 2.5 Presentation of Data: Types of graphs, Types of Diagrams, Merits & demerits

UNIT III

- 3.1 Meaning and definition of central tendency
- 3.2 Essentials of good average
- 3.3 Measures of central tendency: Mean, Median, Mode.

3.4 Business Applications of measures of central tendency

UNIT IV

- 4.1 Introduction and Meaning of Dispersion
- 4.2 Objectives of Dispersion
- 4.3 Measures of Dispersion: Range, Quartile deviation, Mean Deviation, Standard Deviation and Variance

UNIT V

- 5.1 Meaning of Index number
- 5.2 Advantages and disadvantages of Index number
- 5.3 Method of calculating Index number

PRACTICE EXERCISES

1. Assign topic to students to collect primary data and to calculate various statistical values from these data.
2. Motivate students to find the practical uses of primary data in business decision making.
3. Find implication of statistical tools in decision making by collecting data on any business problem.
4. Assign topic to students to collect secondary data and to analyse these data for business decision making to solve a specific problem.
5. Motivate students to find the practical uses of secondary data in business decision making.
6. Find implication of statistical tools in decision making by secondary data on any existed business firm.
7. Design a detail plan on uses of statistical tools in business problems.
8. Give past sales data of a company to students and ask them to calculate various values of central tendency to make estimation about future demand of the product.
9. Give class room assignment to students to collect information regarding the practical implication of various values of central tendency in business decision making.
10. Motivate students to make estimation on various areas of business management.
11. Give financial data of a company to students and ask them to calculate various values of dispersion to assess the financial growth of the company.
12. Tell to students about risk assessment technique based on dispersion with imaginary figures.
13. Make familiar to students to apply statistical tools with the help of computer.

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- 14. Give practical assignment based on MS Excel to apply varies formulas of statistics in order to get fast and time bound conclusion.
 - 15. Give practice assignment on index number to students.

RECOMMENDED BOOKS

- 1. S.P Gupta, M.P Gupta, "Statistical Methods", Sultan Chand & Sons.
- 2. R.P. Hooda, "Statistics for Business and Economics", Macmillon Pub. New Delhi.
- 3. G.C Beri, "Business Statistics", Tata McGraw Hill, New Delhi, Third Edition.
- 4. J.K. Sharma, "Business Statistics", Vikas Publishing, Fifth Edition.
- 5. J.K. Thukral, "Fundamentals of Business Statistics", Taxmann Publications Pvt. Ltd.

INSTRUCTIONAL STRATEGY

This is a skill bases subject and topics taught in the class should be practiced by studying Case Studies for development of required skills in students. This subject contains five units of 20% equal weight age with more than 60% hands on practice for skill development. Teacher may invite experts from various organizations to deliver extension lectures. Case studies should be discussed with the students in the class pertaining to all topics of the cases. Educational trips in industries and govt. offices should be organized. Teacher should prepare assignment of case study for the students and students may also be encouraged to prepare and present the case studies.

2.4 COMPUTERS FOR OFFICE MANAGEMENT

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RATIONALE

In order to prepare diploma holders to work in today technological environments, it is essential that they are familiar with latest technology and should be comfortable with working on various applications of computers. This program provides students with detail introduction to computer basics, understanding of Computer Hardware and Software, detail understanding of different Operating Systems, different tools of Microsoft Office. This exposure will enable the students to enter their professions with confidence.

COURSE OUTCOMES

After undergoing the subject, the students will be able to:

- CO1: Demonstrate knowledge of basic computer skills and WINDOWS as OS.
- CO2: Identify Computer hardware components, network components and peripherals.
- CO3: Apply Word Processing software to prepare document.
- CO4: Apply Spreadsheet software to create workbooks and automate calculation.
- CO5: Apply Presentation software to create interactive presentation.

PRACTICE EXERCISES

UNIT I

Fundamentals of Computers

- 1.1 Given a PC, name its various components and peripherals. List their functions.
- 1.2 Block diagram of a computer, Components of computer system, CPU, Memory, Input devices; keyboard, Scanner, mouse etc; Output devices; VDU, LCD, Printers etc.
- 1.3 Familiarization of Primary and Secondary Memory: RAM, ROM, magnetic disks – optical disk (CD, DVD & Blue Ray Disk.), USB/Flash Drive.
- 1.4 Discussion of System software, Application software, Virtualization software and Utility software
- 1.5 Installation of I/O devices, printers, Keyboards
- 1.6 Installation of software, Antivirus.

UNIT II**Windows as an Operating System**

- 2.1 Start, Shut down and restore
- 2.2 Creating and operating the icons
- 2.3 Opening, closing and sizing the windows and working with windows interfacing elements (option buttons, checkbox, scroll etc.)
- 2.4 Using elementary job commands like – creating, saving, modifying, renaming, finding and deleting a file and folders
- 2.5 Changing settings like, date, time, colour (back ground and fore ground etc.)
- 2.6 Using short cuts
- 2.7 Using on line Help

UNIT III**Word Processing (MS Office/Open Office)**

- 3.1 File Management: Opening, creating and saving a document, locating files, copying contents in some different file(s), protecting files, giving password protection for a file
Page set up: Setting margins, tab setting, ruler, indenting, Editing a document: Entering text, cut, copy, paste using tool-bars,
- 3.2 Formatting a document: Using different fonts, changing font size and colour, changing the appearance through bold/italic/underlined, highlighting a text, changing case, using subscript and superscript, using different underline methods, Aligning of text in a document, justification of document, inserting bullets and numbering, Formatting paragraph, inserting page breaks and column breaks, line spacing, Use of headers, footers: Inserting date, time.
- 3.3 Tables and Borders: Creating a table, formatting cells, use of different border styles, shading in tables, merging of cells, partition of cells, inserting and deleting a row in a table, Print preview, zoom, page set up, printing options, Using find, replace options.
- 3.4 Using Tools like: Spell checker, help, mail merge, printing envelops and lables, Using shapes and drawing toolbar, Working with more than one window.

UNIT IV**Spread Sheet Processing (MS Office/Open Office)**

- 4.1 Starting excel, open worksheet, enter, edit, data, formulae to calculate values, format data, save worksheet, switching between different spread sheets

- 4.2 Menu commands: Create, format charts, organise, manage data, solving problem by analyzing data.
- 4.3 Work books: Managing workbooks (create, open, close, save), working in work books, selecting the cells, choosing commands, data entry techniques, formula creation and links, controlling calculations. Editing a worksheet, copying, moving cells, pasting, inserting, deletion cells, rows, columns, find and replace text, numbers of cells, formatting worksheet, conditional formatting.

UNIT V

MS- PowerPoint

- 5.1 Introduction to PowerPoint
 - i. How to start PowerPoint
 - ii. Working environment: concept of toolbars, slide layout & templates.
 - iii. Opening a new/existing presentation
 - iv. Different views for viewing slides in a presentation: normal, slide sorter.
 - v. Addition, deletion and saving of slides
- 5.2 Insertion of multimedia elements
 - i. Adding text boxes
 - ii. Adding/importing pictures
 - iii. Adding movies and sound
 - iv. Adding tables and charts etc.
 - v. Working with Clip Art
- 5.3 Formatting slides
 - i. Changing slide layout
 - ii. Changing slide colour scheme
 - iii. Changing background
- 5.4 Viewing the slide show
 - i. Viewing the presentation using slide navigator
 - ii. Slide transition
 - iii. Animation effects, timing, order etc.

RECOMMENDED BOOKS

1. V Rajaraman, “Fundamentals of Computer”, Prentice Hall of India Pvt. Ltd., New Delhi.
2. B Ram, “Computers Fundamentals Architecture and Organisation”, New Age International Publishers, New Delhi, Revised Edition.
3. SK Basandara, “Computers Today”, Galgotia publication Pvt Ltd. Daryaganj, New Delhi.

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4. Sanjay Saxena, "A First Course in Computer", Vikas Publishing House Pvt. Ltd., Jungpura, New Delhi.
 5. PK Sinha, "Computer Fundamentals", BPB Publication, New Delhi.

INSTRUCTIONAL STRATEGY

Since this subject is practice oriented, the teacher should demonstrate the capabilities of computers to students while doing practical exercises. The students should be made familiar with computer parts, peripherals, connections and proficient in making use of MS Office/Open Office in addition to working on internet. The student should be made capable of working on computers independently.

2.5 BUSINESS ENVIRONMENT

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RATIONALE

The objective of this course is to introduce students to the contemporary issues in Global Business that illustrate the unique challenges faced by managers in the global business environment and to assist students to develop a truly global perspective.

COURSE OUTCOME

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

- CO1: Detail meaning of business environment and its types.
- CO2: Acquire knowledge on factors affecting the economic environment and liberalization of business.
- CO3: Identify the factors affecting the Socio-cultural environment and its impact on Business.
- CO4: Imbibe the essence of Political and Legal environment on Business.
- CO5: Apply the concept of technological environment and ecological environment and its impact.

DETAILED CONTENTS

UNIT I

- 1.1 Meaning and definition of Business Environment
- 1.2 Nature and scope
- 1.3 Objectives of business environment
- 1.4 Types of business environment

UNIT II

- 2.1 Meaning, Nature and Characteristics of Economic environment
- 2.2 Factors affecting Economic environment
- 2.3 Global Economic Environment
- 2.4 Impact of liberalization, privatization and globalization on Indian economy.

UNIT III

- 3.1 Introduction, Nature and scope of Socio-Cultural Environment
- 3.2 Factors affecting Socio-cultural environment

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- 3.3 Business and Society
 - 3.4 Business and Culture
 - 3.5 Social responsibilities of business

UNIT IV

- 4.1 Introduction, of Political Environment and Legal Environment
- 4.2 Factors affecting legal Environment
- 4.3 Exim policy (definition and objectives)
- 4.4 IPR
- 4.5 Major Regulations pertaining to business,

UNIT V

- 5.1 Introduction to Technological Environment and Ecological Environment
- 5.2 Impact of technology on business
- 5.3 Components of ecological environment
- 5.4 Impact of Ecological environment on business decisions.

PRACTICE EXERCISES

- 1. Choose any company of your choice and identify the internal factors affecting its business
- 2. Give examples of how various external forces affect the participants in a business and its functional areas
- 3. To study five companies where demographic changes has affected their business and how they coped up with the change.
- 4. Study five companies which failed or succeeded due to poor/good understanding of Socio-cultural environment of a country.
- 5. Case study on impact of Political and legal environment on business.
- 6. Make a list of five Indian companies which have global operations today. Find out the major products they sell and the countries where they operate.
- 7. Contact any ten families known to you. Find out the changes in their consumption habits over the last five years. Analyse the impact of these changes on the working of business enterprises.
- 8. To study five companies and understand how change in technological environment affected their business.
- 9. To identify and study two industry that has been adversely affected by liberalization policy.

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10. Choose a company of your choice and study the impact of ecological environment on its business decisions.

RECOMMENDED BOOKS

1. K Aswathappa, “Essentials of Business Environment”, Himalaya Publishing House, New Delhi, Thirteen Revised Edition, 2016.
2. Suresh Bedi, “Business Environment-Excel Books”, Ansari Road, Darya Ganj, New Delhi.
3. O.S. Srivastava, “Business Environment”, Kalyan Publishers.
4. Saleem Shaik, “Business Environment”, Pearson Education.
5. Joshi Rosy Walia and Sangam Kapoor, “Business Environment”, Kalyan Publishers.
6. K.N.S Kang, “Modern Business Environment”, Deep and Deep Publishers.
7. Archana Ramachandara and Ravi, “Business Environment”, Himalaya Publishing House, New Delhi, New Edition, 2017.

INSTRUCTIONAL STRATEGY

This is a skill bases subject and topics taught in the class should be practiced by studying Case Studies for development of required skills in students. This subject contains five units of 20% equal weight age with more than 60% hands on practice for skill development. Teacher may invite experts from various organizations to deliver extension lectures. Case studies should be discussed with the students in the class pertaining to all topics of the cases. Educational trips in industries and govt. offices should be organized. Teacher should prepare assignment of case study for the students and students may also be encouraged to prepare and present the case studies.

2.6 ENVIRONMENTAL STUDIES AND DISASTER MANAGEMENT

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RATIONALE

A diploma holder must have knowledge of different types of pollution caused due to industrial and construction activities so that he/she may help in balancing the ecosystem and controlling pollution by various control measures. The course is intended to provide a general concept in the dimensions of environmental pollution and disasters caused by nature beyond the human control as well as the disasters and environmental hazards induced by human activities with emphasis on disaster preparedness, response and recovery.

COURSE OUTCOMES

After undergoing the subject, the student will be able to:

- CO1: Comprehend the importance of sustainable ecosystem.
- CO2: Clarify interdisciplinary nature of environmental issues.
- CO3: Describe corrective measures for the abatement of pollution.
- CO4: Identify the role of non-conventional energy resources in environmental protection.
- CO5: Recognize various types of disasters.

DETAILED CONTENTS

UNIT I

Introduction

- 1.1 Basics of ecology, eco system- concept, and sustainable development, Sources, advantages, disadvantages of renewable and nonrenewable energy.
- 1.2 Rain water harvesting
- 1.3 Deforestation – its effects & control measures

UNIT II

Air and Noise Pollution

- 2.1 Air Pollution: Source of air pollution. Effect of air pollution on human health, economy, Air pollution control methods.
- 2.2 Noise Pollution: Source of noise pollution, Unit of noise, Effect of noise pollution, Acceptable noise level, Different method of minimizing noise pollution.

UNIT III**Water and Soil Pollution**

- 3.1 Water Pollution: Impurities in water, Cause of water pollution, Source of water pollution. Effect of water pollution on human health, Concept of DO, BOD, COD. Prevention of water pollution- Water treatment processes, Sewage treatment. Water quality standard.
- 3.2 Soil Pollution :Sources of soil pollution, Effects and Control of soil pollution, Types of Solid waste- House hold, Industrial, Agricultural, Biomedical, Disposal of solid waste, Solid waste management E-waste, E – waste management

UNIT IV**Impact of Energy Usage on Environment**

Global Warming, Green House Effect, Depletion of Ozone Layer, Acid Rain. Eco-friendly Material, Recycling of Material, Concept of Green Buildings, Concept of Carbon Credit & Carbon footprint.

UNIT V**Disaster Management****A. Different Types of Disaster:**

Natural Disaster: such as Flood, Cyclone, Earthquakes and Landslides etc.

Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea Rail & Road), Structural failures(Building and Bridge), War & Terrorism etc.

B. Disaster Preparedness:

Disaster Preparedness Plan

Prediction, Early Warnings and Safety Measures of Disaster

Psychological response and Management (Trauma, Stress, Rumour and Panic)

RECOMMENDED BOOKS

1. S.C. Sharma & M.P. Poonia, “Environmental Studies”, Khanna Publishing House, New Delhi.
2. BR Sharma, “Environmental and Pollution Awareness”, Satya Prakashan, New Delhi.
3. Dr. RK Khitoliya, “Environmental Pollution”, S Chand Publishing, New Delhi.
4. Erach Bharucha, “Environmental Studies”, University Press (India) Private Ltd., Hyderabad.
5. Suresh K Dhamija, “Environmental Engineering and Management”, S K Kataria and Sons, New Delhi.

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6. E-books/e-tools/relevant software to be used as recommended by AICTE/BTE/NITTTR, Chandigarh.
 7. Dr. Mrinalini Pandey, “Disaster Management”, Wiley India Pvt. Ltd.
 8. Tushar Bhattacharya, “Disaster Science and Management”, McGraw Hill Education (India) Pvt. Ltd.

INSTRUCTIONAL STRATEGY

In addition to theoretical instructions, different activities pertaining to Environmental Studies and Disaster Management like expert lectures, seminars, visits etc. may also be organized. This subject contains five units of equal weightage.

SECOND YEAR

NSQF LEVEL - 4

12. STUDY AND EVALUATION SCHEME

THIRD SEMESTER

| Sr. No. | SUBJECTS | STUDY SCHEME Periods/Week | | Credits L+P=C | MARKS IN EVALUATION SCHEME | | | | | | Total Marks of Internal & External | | |
|-------------------------------------|---------------------------------------------|------------------------------|-----------|------------------|----------------------------|------------|------------|------------|------------|------------|------------------------------------------------|--|--|
| | | INTERNAL ASSESSMENT | | | EXTERNAL ASSESSMENT | | | | | | | | |
| | | L | P | | Th | Pr | Total | Th | Pr | Total | | | |
| 3.1 | Industrial/In-House Training - I | - | 2 | 0+1=1 | - | 40 | 40 | - | 60 | 60 | 100 | | |
| 3.2 | **Business Law | 4 | - | 4+0=4 | 40 | - | 40 | 60 | - | 60 | 100 | | |
| 3.3 | Human Resource Management | 3 | 2 | 3+1=4 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 3.4 | Operations Management | 3 | 2 | 3+1=4 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 3.5 | Marketing Management | 3 | 2 | 3+1=4 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 3.6 | Open Elective (MOOCs ⁺ /Offline) | 2 | - | 2+0=2 | 40 | - | 40 | 60 | - | 60 | 100 | | |
| 3.7 | Computer application in Business Management | - | 8 | 0+4=4 | - | 40 | 40 | - | 60 | 60 | 100 | | |
| # Student Centered Activities (SCA) | | - | 4 | - | - | - | - | - | - | - | - | | |
| Total | | 15 | 20 | 23 | 200 | 200 | 400 | 300 | 300 | 600 | 1000 | | |

** Common with Diploma in Finance Account & Auditing

+ Assessment of Open Elective through MOOCs shall be based on assignments out of 100 marks.

Student Centered Activities will comprise of co-curricular activities like extension lectures on Constitution of India, Electoral Literacy, Motor Vehicles (Driving) Regulations 2017 etc., games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities and self-study etc.

FOURTH SEMESTER: BUSINESS MANAGEMENT (SPECIALIZATION IN MARKETING)

| Sr. No. | SUBJECTS | STUDY SCHEME Periods/Week | | Credits L+P= C | MARKS IN EVALUATION SCHEME | | | | | | Total Marks of Internal & External | | |
|-------------------------------------|--------------------------------------------|---------------------------------|-----------|-------------------|----------------------------|------------|------------|------------|------------|------------|------------------------------------------------|--|--|
| | | INTERNAL ASSESSMENT | | | EXTERNAL ASSESSMENT | | | | | | | | |
| | | L | P | | Th | Pr | Total | Th | Pr | Total | | | |
| 4.1 | *English & Communication Skills-II | 2 | 2 | 2+1 =3 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 4.2 | Product and Price Management | 3 | 2 | 3+1=4 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 4.3 | Marketing Communication Management | 3 | 2 | 3+1=4 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 4.4 | Sales and Distribution Management | 3 | 2 | 3+1=4 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 4.5 | Program Elective-I | 3 | - | 3+0=3 | 40 | - | 40 | 60 | - | 60 | 100 | | |
| 4.6 | *Entrepreneurship Development & Management | 3 | - | 3+0=3 | 40 | - | 40 | 60 | - | 60 | 100 | | |
| 4.7 | Minor Project | - | 6 | 0+3=3 | - | 40 | 40 | - | 60 | 60 | 100 | | |
| # Student Centered Activities (SCA) | | - | 4 | - | - | - | - | - | - | - | - | | |
| Total | | 17 | 18 | 24 | 240 | 200 | 440 | 360 | 300 | 660 | 1100 | | |

* Common with other Diploma Courses

** Common with DBM specialization programmes

Program Elective-I 4.5.1 **Rural Marketing 4.5.2 **Fundamentals of Retail Management

Student Centered Activities will comprise of co-curricular activities like extension lectures on Constitution of India, Electoral Literacy, Motor Vehicles

(Driving) Regulations 2017 etc., games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural

Activities and self-study etc.

Industrial Training: After 4th Semester, students shall undergo Industrial Training of 4 Weeks.

FOURTH SEMESTER: BUSINESS MANAGEMENT (SPECIALIZATION IN RETAIL)

| Sr. No. | SUBJECTS | STUDY SCHEME Periods/Week | | Credits L+P= C | MARKS IN EVALUATION SCHEME | | | | | | Total Marks of Internal & External | | |
|-------------------------------------|--------------------------------------------|------------------------------|-----------|-------------------|----------------------------|------------|------------|------------|------------|------------|------------------------------------------------|--|--|
| | | INTERNAL ASSESSMENT | | | EXTERNAL ASSESSMENT | | | | | | | | |
| | | L | P | | Th | Pr | Total | Th | Pr | Total | | | |
| 4.1 | *English & Communication Skills-II | 2 | 2 | 2+1=3 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 4.2 | Retail Management | 3 | 2 | 3+1=4 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 4.3 | Supply Chain Management | 3 | 2 | 3+1=4 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 4.4 | Retail Shopper's Behaviour | 3 | 2 | 3+1=4 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 4.5 | Program Elective-I | 3 | - | 3+0=3 | 40 | - | 4 0 | 60 | - | 60 | 100 | | |
| 4.6 | *Entrepreneurship Development & Management | 3 | - | 3+0=3 | 40 | - | 4 0 | 60 | - | 60 | 100 | | |
| 4.7 | Minor Project | - | 6 | 0+3=3 | - | 40 | 40 | - | 60 | 60 | 100 | | |
| # Student Centered Activities (SCA) | | - | 4 | - | - | - | - | - | - | - | - | | |
| Total | | 17 | 18 | 24 | 240 | 200 | 440 | 360 | 300 | 660 | 1100 | | |

* Common with other Diploma Courses

** Common with DBM specialization programmes

Program Elective-I 4.5.1 ** Principles of Cost Accounting 4.5.2 ** Rural Marketing

Student Centered Activities will comprise of co-curricular activities like extension lectures on Constitution of India, Electoral Literacy, Motor Vehicles (Driving) Regulations 2017 etc., games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities and self-study etc.

Industrial Training: After 4th Semester, students shall undergo Industrial Training of 4 Weeks

FOURTH SEMESTER: BUSINESS MANAGEMENT (SPECIALIZATION IN HUMAN RESOURCE MANAGEMENT)

| Sr. No. | SUBJECTS | STUDY SCHEME Periods/Week | | Credits L+P= C | MARKS IN EVALUATION SCHEME | | | | | | Total Marks of Internal & External | | |
|-------------------------------------|--------------------------------------------|------------------------------|-----------|-------------------|----------------------------|------------|------------|------------|------------|------------|------------------------------------------------|--|--|
| | | INTERNAL ASSESSMENT | | | EXTERNAL ASSESSMENT | | | | | | | | |
| | | L | P | | Th | Pr | Total | Th | Pr | Total | | | |
| 4.1 | *English & Communication Skills-II | 2 | 2 | 2+1 =3 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 4.2 | Human Resource Development | 3 | 2 | 3+1=4 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 4.3 | Human Resource Planning | 3 | 2 | 3+1=4 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 4.4 | Organisational Change and Development | 3 | 2 | 3+1=4 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 4.5 | Program Elective-I | 3 | - | 3+0=3 | 40 | - | 40 | 60 | - | 60 | 100 | | |
| 4.6 | *Entrepreneurship Development & Management | 3 | - | 3+0=3 | 40 | - | 40 | 60 | - | 60 | 100 | | |
| 4.7 | Minor Project | - | 6 | 0+3=3 | - | 40 | 40 | - | 60 | 60 | 100 | | |
| # Student Centered Activities (SCA) | | - | 4 | - | - | - | - | - | - | - | - | | |
| Total | | 17 | 18 | 24 | 240 | 200 | 440 | 360 | 300 | 660 | 1100 | | |

* Common with other Diploma Courses

** Common with DBM specialization programmes

Program Elective-I 4.5.1 ** Principles of Cost Accounting 4.5.2 **Fundamentals of Retail Management

Student Centered Activities will comprise of co-curricular activities like extension lectures on Constitution of India, Electoral Literacy, Motor Vehicles (Driving) Regulations 2017 etc., games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities and self-study etc.

Industrial Training: After 4th Semester, students shall undergo Industrial Training of 4 Weeks

13. HORIZONTAL AND VERTICAL SUBJECTS ORGANISATION

**BUSINESS MANAGEMENT
(SPECIALIZATION IN MARKETING)**

| Sr. No. | Subjects/Areas | Hours Per Week | |
|----------------|---------------------------------------------|-----------------------|------------------------|
| | | Third Semester | Fourth Semester |
| 1. | Industrial/In-House Training - I | 2 | - |
| 2. | Business Law | 4 | - |
| 3. | Human Resource Management | 5 | - |
| 4. | Operations Management | 5 | - |
| 5. | Marketing Management | 5 | - |
| 6. | Open Elective (MOOCs ⁺ /Offline) | 2 | - |
| 7. | Computer application in Business Management | 8 | - |
| 8. | English & Communication Skills-II | - | 4 |
| 9. | Product and Price Management | - | 5 |
| 10. | Marketing Communication Management | - | 5 |
| 11. | Sales and Distribution Management | - | 5 |
| 12. | Program Elective-I | - | 3 |
| 13. | Entrepreneurship Development & Management | - | 3 |
| 14. | Minor Project | - | 6 |
| 15. | Student Centered Activities | 4 | 4 |
| Total | | 35 | 35 |

**BUSINESS MANAGEMENT
(SPECIALIZATION IN RETAIL)**

| Sr. No. | Subjects/Areas | Hours Per Week | |
|----------------|---------------------------------------------|-----------------------|------------------------|
| | | Third Semester | Fourth Semester |
| 1. | Industrial/In-House Training - I | 2 | - |
| 2. | Business Law | 4 | - |
| 3. | Human Resource Management | 5 | - |
| 4. | Operations Management | 5 | - |
| 5. | Marketing Management | 5 | - |
| 6. | Open Elective (MOOCs ⁺ /Offline) | 2 | - |
| 7. | Computer application in Business Management | 8 | - |
| 8. | English & Communication Skills-II | - | 4 |
| 9. | Retail Management | - | 5 |
| 10. | Supply Chain Management | - | 5 |
| 11. | Retail Shopper's Behavior | - | 5 |
| 12. | Program Elective-I | - | 3 |
| 13. | Entrepreneurship Development & Management | - | 3 |
| 14. | Minor Project | - | 6 |
| 15. | Student Centered Activities | 4 | 4 |
| Total | | 35 | 35 |

BUSINESS MANAGEMENT
(SPECIALIZATION IN HUMAN RESOURCE MANAGEMENT)

| Sr. No. | Subjects/Areas | Hours Per Week | |
|----------------|---------------------------------------------|-----------------------|------------------------|
| | | Third Semester | Fourth Semester |
| 1. | Industrial/In-House Training - I | 2 | - |
| 2. | Business Law | 4 | - |
| 3. | Human Resource Management | 5 | - |
| 4. | Operations Management | 5 | - |
| 5. | Marketing Management | 5 | - |
| 6. | Open Elective (MOOCs ⁺ /Offline) | 2 | - |
| 7. | Computer application in Business Management | 8 | - |
| 8. | English & Communication Skills-II | - | 4 |
| 9. | Human Resource Development | - | 5 |
| 10. | Human Resource Planning | - | 5 |
| 11. | Organisational Change and Development | - | 5 |
| 12. | Program Elective-I | - | 3 |
| 13. | Multidisciplinary Elective(MOOC) | - | 3 |
| 14. | Minor Project | - | 6 |
| 15. | Student Centered Activities | 4 | 4 |
| Total | | 35 | 35 |

14. COMPETENCY PROFILE & EMPLOYMENT OPPORTUNITIES

Business management is the field of study that imparts information and instruction on the planning, implementation, supervision, and analysis of a business operation. In this subject of study, students learn about the formation of a business or organisation, as well as several functional levels such as production, financial, administrative, human resources, sales and marketing, and so on. The Diploma in Business Management course exposes students to a valuable degree that can open up a wide range of job opportunities in the business world. The course covers the basics such as accounting and finance, Indian banking system, use of technology in accounting and finance, etc.

Skilled workers will be responsible for carrying out a range of jobs, some of which will require them to make choices about the approaches they adopt. They will be expected to learn and improve their practice on the job. They should know what constitutes quality in the occupation and should distinguish between good and bad quality in the context of their job roles. In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social and political environment.

NSQF Level – 4 pass out students are expected have the knowledge of resource and operation management skills, needed by business houses, offices, organizations as well as industries, to function smoothly and efficiently. Level 4 pass out students should have good knowledge of managing financial records, analyzing budgets, and preparing financial statements for businesses or individuals. The student will be responsible for overseeing a company's financial operations, including accounting, budgeting, and financial reporting and tax-related issues

Both Government and private organizations require skilled management professionals. Managers ensure smooth functioning of any company, organization or industry. Managers take care of human resource management, day to day operations, finance and accounting activities taking place in companies and organizations.

Job opportunities are diverse and can be found in various sectors, including finance, marketing, operations, and human resources.

1. Business Development Manager: Business Development Managers are responsible for creating and implementing growth strategies to help businesses increase revenue and profitability.

2. Sales Manager: Sales Managers oversee a company's sales team and are responsible for driving revenue growth. A DBM degree can equip graduates with the skills needed to manage and motivate sales teams, analyze sales data, and develop sales strategies.
3. Marketing Manager: Marketing Managers are responsible for developing and implementing marketing strategies to promote a company's products or services. DBM graduates with a specialization in marketing can excel in this role by developing effective marketing campaigns, analyzing market trends, and managing budgets.
4. Human Resources Manager: Human Resources Managers oversee an organization's human resources activities, including recruitment, training, compensation, and employee relations. DBM graduates with a specialization in HR can excel in this role by developing effective HR policies, managing employee benefits, and fostering a positive company culture.
5. Financial Analyst: Financial Analysts analyze financial data to help businesses make investment decisions. DBM graduates with a specialization in finance can excel in this role by analyzing financial statements, identifying trends, and providing insights to help businesses make informed financial decisions.
6. Operations Manager: Operations Managers are responsible for managing the day-to-day operations of a business. DBM graduates with strong organizational and leadership skills can excel in this role by managing budgets, analyzing data, and developing effective operational strategies.

15. PROGRAMME OUTCOMES

The program outcomes are derived from five domains of NSQF Level – 4 namely Process, Professional Knowledge, Professional Skill, Core Skill, Responsibility. After completing this level, the student will be able to:

- PO1:** Perform out task in familiar, predictable, routine situation of clear choice in field of Business Management.
- PO2:** Acquire factual knowledge to integrate fundamental concepts and knowledge of management to solve business problems.
- PO3:** Demonstrate quality skills in routine and repetitive in Retailing, Human Resource Management and Marketing with reference to Business Management.
- PO4:** Communicate in writing and speaking with required clarity and demonstrate Professional behavior to face the challenges of the corporate world.
- PO5:** Adopt self-study learning and acquire knowledge aiming towards holistic development of learners through MOOCs.

16. ASSESSMENT OF PROGRAM AND COURSE OUTCOMES

| Programme Outcomes to be assessed | Assessment criteria for the Course Outcomes |
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| <p>PO1: Perform out task in familiar, predictable, routine situation of clear choice in field of Business Management.</p> | <ul style="list-style-type: none"> • Comprehend the meaning, function and evolution of HRM in management studies. • Understand the various concepts of recruitment & selection and methods • Identify and analyze different types of inventory management systems • Comprehend the marketing concept, marketing mix, and marketing environment. • Demonstrate proficiency in using MS Office tools for effective communication and productivity in a business environment. • Create and format professional documents in Microsoft Word, including the use of advanced features like mail merge and macros. • Use Microsoft Excel for data analysis and manipulation, including working with large datasets, creating formulas, and using charts and graphs to present data effectively. • Create engaging presentations using Microsoft PowerPoint, including the use of multimedia, animations, and hyperlinks. • Understand the impact of pricing on brand and profitability. • Familiar with advertising, public relations, sales promotions, direct marketing, and personal selling. • Comprehend how to develop and execute integrated marketing communication plans. • Align with business objectives and effectively reach target audiences. • Comprehend the unique characteristics of the rural market in India. |

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| | <ul style="list-style-type: none"> • Familiarize the role of digital marketing in rural marketing • Define retailing and describe the types of retailers. • Comprehend the retail selling process and the retail life cycle. • Identify certain ways for improving consumer involvement; • Understand the influence of demographics, lifestyle and other factors impacting the retail shopper's behaviour. • Acquire knowledge about interventions designed for organizational development. • Acquire knowledge change management and its role and needs in organization development. • Gain insights on organization as learning system and its implications for future. |
| PO2: Acquire factual knowledge to integrate fundamental concepts and knowledge of management to solve business problems. | <ul style="list-style-type: none"> • Providing knowledge make a legal contract for smooth and safe functioning of business organization exposure about illegal and legal contract. • Comprehend the meaning, function and evolution of HRM in management studies. Analyse Job, Job design, methods of job analysis and job design • Understand the various concepts of recruitment & selection and methods • Know the meaning of training & Development, Needs of training, Types of training • Understand the needs of performance appraisal, methods, process and legal issues. • Describe the scope of Operations Management. • Identify and analyze different types of inventory management systems • Comprehend the marketing concept, marketing mix, and marketing environment. • Demonstrate proficiency in using MS Office tools for effective communication and productivity in a |

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| | <p>business environment.</p> <ul style="list-style-type: none">• Use productivity tools like email, calendar, and task management software to enhance workflow and collaboration, while also understanding digital safety and security considerations.• Understand the product development process.• Familiar with advertising, public relations, sales promotions, direct marketing, and personal selling.• Comprehend how to develop and execute integrated marketing communication plans.• Align with business objectives and effectively reach target audiences.• Comprehend the unique characteristics of the rural market in India.• Identify the different strategies used for rural marketing• Familiarize the role of digital marketing in rural marketing• Comprehend the concept and importance of sales and distribution management• Explain the role of sales in the marketing mix• Identify the different approaches to sales management• Define retailing and describe the types of retailers.• Comprehend the retail selling process and the retail life cycle.• Familiarize various pricing strategies used in retail industry.• Comprehend the importance of entrepreneurship and its role in nation's development.• Conduct market survey and prepare project report.• Comprehend the fundamental elements and functions of supply chain management.• Illustrate various warehousing management system• Identify certain ways for improving consumer involvement;• Design and implement HRD programs that align with organizational goals.• Contribute to the development of a productive and engaged workforce.• Developing and implementing HRD strategies. |
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| | <ul style="list-style-type: none"> • Develop HRP strategies of the organization's goals, workforce needs, and external factors. • Acquire knowledge about interventions designed for organizational development. • Gain understanding on action research, as a process and approach of organization development. • Acquire knowledge change management and its role and needs in organization development. • Gain insights on organization as learning system and its implications for future. |
| PO3: Demonstrate quality skills in routine and repetitive in Retailing, Human Resource Management and Marketing with reference to Business Management. | <ul style="list-style-type: none"> • Providing knowledge make a legal contract for smooth and safe functioning of business organization exposure about illegal and legal contract. • Detailed knowledge about content of sale and classification of goods. • Procedure to remove consumer's exploitation and grievance redressal procedure. • Analyse Job, Job design, methods of job analysis and job design • Describe the scope of Operations Management. • Analyze and apply production planning techniques to optimize the production process. • Evaluate and implement different process improvement strategies to increase efficiency and reduce waste. • Analyze market opportunities and develop effective marketing strategies. • Evaluate the effectiveness of marketing programs and marketing mix. • Apply marketing research techniques to gather and analyze data to make informed marketing decisions. • Develop critical thinking and problem-solving skills to manage marketing challenges in a dynamic business environment. • Demonstrate proficiency in using MS Office |

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| | <p>tools for effective communication and productivity in a business environment.</p> <ul style="list-style-type: none">• Use productivity tools like email, calendar, and task management software to enhance workflow and collaboration, while also understanding digital safety and security considerations.• Understand the product development process.• Analyze pricing strategies.• Conduct market research.• Develop effective product positioning.• Align with business objectives and effectively reach target audiences.• Analyse the challenges faced by marketers in the rural markets.• Explain the role of sales in the marketing mix• Identify the different approaches to sales management• Analyze market data to identify sales opportunities and threats• Develop and implement effective channel management and distribution strategies• Define retailing and describe the types of retailers.• Explain how retailers use marketing communications to build a brand image and customer loyalty.• Explain the principles of management including its functions in an organisation.• Conduct market survey and prepare project report.• Apply various techniques of inventory management and in practical situations• Analyse supply chain decisions related to facility location as applied to various industries• Determine how logistics and supply chain strategies can create value generation by IT applications.• Intelligently compute cost information, Control |
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| | <p>and manage the cost.</p> <ul style="list-style-type: none"> • Determine the cost of inventory items as recorded into stock in the accounting records. • Adopt the fair system of wage payment and minimization of labor turnover. • Achieve economies of scale to optimize production and overall operation. • Design and implement HRD programs that align with organizational goals. • Contribute to the development of a productive and engaged workforce. • Forecast the demand for and supply of employees and types of employees • Evaluate the effectiveness of HRP strategies and initiatives by assessing key performance indicators. • Apply to apply HRP indicators such as employee turnover, productivity, and engagement. • Gain understanding on action research, as a process and approach of organization development. • Acquire knowledge change management and its role and needs in organization development. • Gain insights on organization as learning system and its implications for future. |
| PO4: Communicate in writing and speaking with required clarity and demonstrate Professional behavior to face the challenges of the corporate world. | <ul style="list-style-type: none"> • Take necessary safety precautions and measures. • Learn about present and future requirement of industries. • Work in team for solving industrial problems. • Develop required competencies and skills for relevant industries. • Develop required competencies for effective communication and presentation. • State the basic concepts and principles about the subject of interest. • Perform in a better way in the professional world. • Select and learn the subject related to own |

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| | <p>interest.</p> <ul style="list-style-type: none">• Explore latest developments in the field of interest.• Develop the habit of self-learning through online courses.• Communicate effectively with an increased confidence; read, write and speak in English language fluently.• Comprehend special features of format and style of formal communication through various modes.• Write a Report, Resume, make a Presentation, Participate in GDs and Face Interviews• Illustrate use of communication to build a positive self-image through self-expression• and develop more productive interpersonal relationships• Comprehend how to develop and execute integrated marketing communication plans.• Align with business objectives and effectively reach target audiences.• Create writing and communication skills. Develop Presentation skills.• Develop writing, speaking and presentations skills. |
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| <p>PO5: Adopt self-study learning and acquire knowledge aiming towards holistic development of learners through MOOCs.</p> | <ul style="list-style-type: none">• Understand the working environment of industries.• Take necessary safety precautions and measures.• Learn about present and future requirement of industries.• Work in team for solving industrial problems.• Develop required competencies and skills for relevant industries.• Develop required competencies for effective communication and presentation.• State the basic concepts and principles about the subject of interest.• Perform in a better way in the professional world.• Select and learn the subject related to own interest.• Explore latest developments in the field of interest.• Develop the habit of self-learning through online courses.• Identify present and future requirements of relevant industries.• Work as a team member for successful completion of minor project.• Acquire Life Long Learning skills.• Comprehend how to develop and execute integrated marketing communication plans.• Align with business objectives and effectively reach target audiences. |
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17. SUBJECTS & CONTENTS (SECOND YEAR)

THIRD SEMESTER

| | | |
|-----|---------------------------------------------|---------|
| 3.1 | Industrial/In-House Training - I | 76 - 77 |
| 3.2 | Business Law | 78 - 80 |
| 3.3 | Human Resource Management | 81 – 83 |
| 3.4 | Operations Management | 84 – 86 |
| 3.5 | Marketing Management | 87 - 89 |
| 3.6 | Open Elective | 90 - 91 |
| 3.7 | Computer application in Business Management | 92 - 95 |

3.1 INDUSTRIAL/IN-HOUSE TRAINING- I

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RATIONALE

Industrial training / In – house training will help the students to understand the working environment of relevant industries. The student will learn to work in team to solve the industrial problems. It will also give exposure about the present and future requirements of the relevant industries. This training is very important for development of required competencies and skills for employment and start- ups.

COURSE OUTCOMES

After undergoing the subject, the students will be able to:

- CO1: Understand the working environment of industries.
- CO2: Take necessary safety precautions and measures.
- CO3: Learn about present and future requirement of industries.
- CO4: Work in team for solving industrial problems.
- CO5: Develop required competencies and skills for relevant industries.
- CO6: Develop writing, speaking and presentations skills.

PRACTICAL EXERCISES

1. Report writing based on industrial training.
2. Preparation of Power Point Slides based on industrial training and presentation by the candidate.
3. Internal Evaluation based on quality of Report, PPT preparation, PPT presentation and answer to queries.
4. External Evaluation based on quality of Report, PPT preparation, PPT presentation and answer to queries.

GUIDELINES

Students will be evaluated based on Industrial training / In – house training report and their presentation using Power Point about the knowledge and skills gained during the training. The Head of the Department will depute faculty coordinators by assigning a group of students to each. The coordinators will mentor and guide the students in preparing the PPTs for final presentation. The following performance parameters are to be considered for assessment of the students out of 100 marks:

| | Parameter | Weightage |
|-----|------------------------------------------------------------------|------------------|
| i | Industrial / In-house assessment of the candidate by the trainer | 40% |
| ii | Report Writing | 20% |
| iii | Power Point Presentation | 20% |
| iv | Viva-voce | 20% |

3.2 BUSINESS LAW

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RATIONALE

This subject will facilitate the students to learn about various Acts and legal provisions which will help them to understand the legal environment prevailing in India. It includes different acts and laws viz. Law of Contract Act, Sale of Goods Act, Negotiable Instrument Act, Consumer Protection Act, and Right to Information Act etc. Hence this subject.

COURSE OUTCOMES

After undergoing the subject, student will be able to:

- CO1: Make a legal contract for smooth and safe functioning of business organization
- CO2: Detailed various partnership firm and how it is different from proprietorship and company.
- CO3: Comprehend details about illegal and legal contracts.
- CO4: Detail about content of sale and classification of goods.
- CO5: Illustrate procedure to remove consumer's exploitation and grievance redressal procedure.

DETAILED CONTENTS

UNIT I

Law of Contract Act 1872 (with Latest Amendments)

- 1.1 Nature of contract
- 1.2 Offer and Acceptance
- 1.3 Classification of contract
- 1.4 Capacity of Parties
- 1.5. Free Consent
- 1.6 Consideration and legality of objects (features only)

UNIT II

The Indian Partnership Act 1930 (with Latest Amendments)

- 2.1 The nature of partnership
- 2.2 Relation of partners to one another

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- 2.3 Relation of partners to third Parties
 - 2.4 Incoming and outgoing partners
 - 2.5 Dissolution of a firm

UNIT III

Sale of Goods Act (with Latest Amendments)

- 3.1 Formation of contract of sale
- 3.2 Goods and their classification
- 3.3 Conditions and warranties
- 3.4 Transfer of property in goods

UNIT IV

Consumer Protection Act 1986 (with Latest Amendments)

- 4.1 Definition and features
- 4.2 Rights of consumers
- 4.3 Causes of consumer exploitation
- 4.4 Grievance redressed machinery

UNIT V

Negotiable Instrument Act 1881 (with Latest Amendments)

- 5.1. Definition of Key Terms
- 5.2. Cheques
- 5.3. Bill of Exchange
- 5.4. Negotiable Notes

RECOMMENDED BOOKS

- 1. Chawala Garg, “Commercial Laws”, Kalyani Publishers, Ludhiana.
- 2. N.D. Kapoor, “Business Laws”, Sultan Chand Publishers, New Delhi.
- 3. M.C. Kunchhal, “Mercantile Law”, Vikas Publishing House, New Delhi.

INSTRUCTIONAL STRATEGY

Teachers must explain how to read and refer Bare Act. In addition, he should explain laws and various provisions in the Acts with the help of taking practical example. Students should be given a case study task by the teacher, and they may be encouraged to prepare and deliver their own case studies. This subject contains five units of equal weightage.

3.3 HUMAN RESOURCE MANAGEMENT

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RATIONALE

Human Resource Management (HRM) typically covers a range of topics related to managing people within an organization. This will prepare students to understand the importance of managing human capital, and to equip them with the knowledge and skills needed to effectively manage people in the workplace.

COURSE OUTCOMES

After undergoing the subject, student will be able to:

- CO 1: Comprehend the meaning, function and evolution of HRM in management studies.
- CO 2: Analyse Job, Job design, methods of job analysis and job design?
- CO 3: Understand the various concepts of recruitment & selection and methods
- CO 4: Illustrate the meaning of training & Development, Needs of training, Types of training
- CO 5: Detail needs of performance appraisal, methods, process and legal issues.

DETAILED CONTENTS

UNIT 1

Introduction to Human Resource Management

- 1.1. Definition
- 1.2. Nature of HRM
- 1.3. Scope & Importance - HRM in India
- 1.4. Objectives & Functions
- 1.5. Quality of a good Human Resource Managers

UNIT II

Job Dynamics

- 2.1 Job Analysis: Meaning, Importance & Methods
- 2.2 Job Design: Concept, Importance and Techniques of job design
- 2.3 Concept of Job Description and Job Specification
- 2.4 Job evaluation: Importance & Methods

UNIT III**Human Resource Planning**

- 3.1 Concept & Objectives
- 3.2 Importance
- 3.3 Process of Human Resource Planning
- 3.4 Recruitment: Concept & Sources
- 3.5 Selection: Concept & Process
- 3.6 Concept of Induction, Placement and Orientation

UNIT IV**Training and Development**

- 4.1. Definition & Importance of training and development
- 4.2. Difference between training and development
- 4.3. Training needs analysis
- 4.4. Methods of Training and Development

UNIT V**Performance Appraisal & Compensation Management**

- 5.1. Meaning & Concept of Performance Appraisal
- 5.2. Methods of Performance Appraisal
- 5.3. Concept and elements of compensation
- 5.4. Incentives Plans
- 5.5. Fringe Benefits

PRACTICE EXERCISES

1. Organise mock interviews of students to improve their interpersonal skills
2. Conduct a job analysis for a specific role in a company.
3. Develop an employee training and development program for a company.
4. Create a performance appraisal system for a department in a company.
5. Analyze the impact of employee motivation on job satisfaction.
6. Develop a recruitment strategy for a company looking to expand.
7. Conduct an employee engagement survey and analyze the results.
8. Develop a succession planning strategy for a company's leadership team.
9. Analyze the impact of diversity and inclusion in the workplace.
10. Develop a compensation and benefits package for a company.

RECOMMENDED BOOKS

1. Neeru Vashisth & Vibhuti Vashisth, “Fundamentals of Human Resource Management”.
2. K. Aswathappa, “Human Resource Management Texts & Cases”.
3. David Lepak, “Human Resource Management”.
4. Pravin Durai, “Human Resource Management”.
5. C B Gupta, “Human Resource Management”, Sultan Chand & Sons.
6. Shashi K Gupta, “Human Resource Management”, Kalyani Publishers, New Delhi.
7. VSP Rao, “Human Resource Management”, Excel Books.

INSTRUCTIONAL STRATEGY

Teacher should focus on helping students to develop the knowledge, skills, and competencies needed to effectively manage people in the workplace. This can involve a combination of classroom lectures, case studies, group discussions, and hands-on activities. To be effective, the teaching strategy should also emphasize the importance of staying up-to-date with the latest HR trends and best practices, and provide opportunities for students to gain practical experience through internships, capstone projects, or other real-world experiences. Overall, an effective teaching strategy for HRM should help students develop the skills and knowledge they need to succeed as HR professionals in a dynamic and ever-changing business environment. This subject contains five units of equal weightage.

3.4 OPERATIONS MANAGEMENT

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RATIONALE

Operations Management is to optimize and streamline business processes to increase efficiency, reduce costs, and improve overall productivity. It involves managing the entire value chain, from sourcing raw materials to delivering finished products or services to customers. Operations Management is essential to ensuring that businesses can meet customer demand while maintaining quality standards and maximizing profits. By utilizing Operations Management techniques, businesses can gain a competitive advantage in their industry by effectively managing resources and ensuring that all aspects of the business are working together to achieve common goals.

COURSE OUTCOMES

After undergoing the subject, student will be able to:

- CO 1: Describe the scope of Operations Management.
- CO2: Analyze and apply production planning techniques to optimize the production process.
- CO3: Evaluate and implement different process improvement strategies to increase efficiency and reduce waste.
- CO4: Identify and analyze different types of inventory management systems

DETAILED CONTENTS

UNIT I

Basics of Operations Management

- 1.1 Overview
- 1.2 Definition and Scope
- 1.3 Evolution and Development of Operations Management
- 1.4 Operations Strategy
- 1.5 Competitive Strategy and Competitive advantage
- 1.6 Workplace Organization

UNIT II**Production Planning**

- 2.1 Purpose of Production Planning
- 2.2 Production Planning Techniques
- 2.3 Product Design
- 2.4 Productivity
- 2.5 Capacity Planning

UNIT III**Production Process**

- 3.1 Process Design
- 3.2 Process Planning
- 3.3 Process Control
- 3.4 Process Improvement
- 3.5 Zero defect

UNIT IV**Inventory Management**

- 4.1 Concept & Importance
- 4.2 Economic Order Quantity (EOQ)
- 4.3 ABC Analysis
- 4.4 Lean System
- 4.5 Just-in-Time

UNIT V**Quality Management**

- 5.1 Quality Control
- 5.2 Concept of Supply Chain
- 5.3 Supply Chain Management
- 5.4 Need of Forecasting

PRACTICE EXERCISES

1. Analyze a production process to identify waste and develop a lean manufacturing strategy.
 2. Conduct a value stream mapping exercise to improve process flow.
-

3. Develop a materials requirement plan to optimize inventory management.
4. Conduct a cost-benefit analysis of different automation options for a production system.
5. Develop a production plan for a new product.
6. Conduct a time and motion study to improve process efficiency.
7. Analyze a production system to identify bottlenecks and areas for improvement.
8. Develop a quality control plan to improve product quality.
9. Conduct a capacity analysis to determine production capabilities.
10. Develop a maintenance plan to reduce equipment downtime.

RECOMMENDED BOOKS

1. S. Anil Kumar and N. Suresh, “Production and Operations Management”.
2. R. B. Khanna, “Production and Operations Management”.
3. B. Mahadevan, “Operations Management: Theory and Practice”.
4. R. P. Mohanty, “Operations Management: Contemporary Concepts and Cases”.
5. V. K. Kapoor and S. Chandrasekaran, “Quantitative Techniques in Management”.
6. S. N. Chary, “Production and Operations Management: Concepts, Models and Cases”.

INSTRUCTIONAL STRATEGY

The teaching of Production and Operations Management should focus on providing students with a comprehensive understanding of production processes and techniques to improve efficiency, quality, and profitability. This can involve a combination of classroom lectures, case studies, and hands-on activities. The teaching strategy should also emphasize the importance of using data analysis and technology tools to make informed decisions in real-world production and operations management scenarios. Furthermore, the strategy should focus on improving communication, teamwork, and leadership skills necessary to manage cross-functional teams and effectively implement changes in production processes. This subject contains five units of equal weightage.

3.5 MARKETING MANAGEMENT

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RATIONALE

Marketing management is a critical subject in the field of business and management. The course aims to provide students with a comprehensive understanding of the marketing concept, its evolution, and its role in contemporary business. It also equips students with skills and knowledge required to manage marketing activities effectively, including identifying and assessing customer needs, developing marketing strategies, managing the marketing mix, and evaluating marketing performance.

COURSE OUTCOMES

After undergoing the subject, student will be able to:

- CO1: Comprehend the marketing concept, marketing mix, and marketing environment.
- CO2: Analyze market opportunities and develop effective marketing strategies.
- CO3: Evaluate the effectiveness of marketing programs and marketing mix.
- CO4: Apply marketing research techniques to gather and analyze data to make informed marketing decisions.
- CO5: Develop critical thinking and problem-solving skills to manage marketing challenges in a dynamic business environment.

DETAILED CONTENTS

UNIT I

Introduction to Marketing Management

- 1.1 Introduction to Marketing Concepts, Meaning & Definitions
- 1.2 Marketing Mix and its elements
- 1.3 Marketing Environment and its impact
- 1.4 Consumer behaviour and market segmentation

UNIT II**Product and Brand Management**

- 2.1 Product Development and Life Cycle
- 2.2 Branding Strategies
- 2.3 Product Positioning and Differentiation
- 2.4 Product Mix and Portfolio Management

UNIT III**Pricing and Promotion Management**

- 3.1 Pricing Strategies and Tactics
- 3.2 Promotional Mix and Advertising
- 3.3 Sales Promotion and Public Relations
- 3.3 Personal Selling and Direct Marketing

UNIT IV**Retail Management**

- 4.4 Retailing Concepts and Strategies
- 4.2 Retail Formats, New updates in retailing
- 4.3 Retail Marketing and Merchandising

UNIT V**Marketing Research and Analytics**

- 5.1 Marketing Research Process and Techniques
- 5.2 Sampling and Data Collection
- 5.3 Data Analysis and Interpretation
- 5.4 Marketing Analytics and Metrics

PRACTICE EXERCISES

1. Conduct a consumer behaviour study on a specific demographic.
2. Create a social media marketing strategy for a brand.
3. Develop a pricing strategy for a new product.
4. Evaluate the effectiveness of a current marketing strategy for a company.
5. Conduct a competitive analysis for a specific industry.
6. Develop a brand positioning strategy for a company.
7. Conduct a SWOT analysis for a local business of your choice.
8. Develop a marketing plan for a new product or service.

9. Analyze a successful marketing campaign and identify its key elements.
10. Conduct a market research study to identify new product opportunities.

RECOMMENDED BOOKS

1. Philip Kotler and Kevin Lane Keller, "Marketing Management".
2. T. N. Chhabra, "Brand Management: Strategy, Measurement and Yield Analysis".
3. Kevin Lane Keller, Abraham Koshy, and Mithileshwar, "Marketing Management: A South Asian Perspective".
4. Michael R, "Consumer Behaviour: Buying, Having, and Being".
5. Naresh K. Malhotra, "Marketing Research: An Applied Orientation".

INSTRUCTIONAL STRATEGY

Teaching marketing management by using lecture method as well as assignments and industry integrated project is beneficial for learner to get skills and exposures of real world. To teach marketing management effectively, it is important to start with the fundamentals, use real-world examples, encourage critical thinking, emphasize the importance of data, incorporate technology, foster collaboration, and stay up-to-date with the latest marketing trends and best practices. By providing a strong foundation, challenging students to think critically, and encouraging collaboration and innovation, you can help your students develop the skills and knowledge they need to succeed in today's dynamic marketing landscape. This subject contains five units of equal weightage.

3.6 OPEN ELECTIVE

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RATIONALE

Open electives are very important and play major role in implementation of National Education Policy. These subjects provide greater autonomy to the students in the curriculum, giving them the opportunity to customize it to reflect their passions and interests. The system of open electives also encourages cross learning, as students pick and choose subjects from the different streams.

COURSE OUTCOMES

At the end of the open elective, the students will be able to:

- CO1: State the basic concepts and principles about the subject of interest.
- CO2: Perform in a better way in the professional world.
- CO3: Select and learn the subject related to own interest.
- CO4: Explore latest developments in the field of interest.
- CO5: Develop the habit of self-learning through online courses.

LIST OF OPEN ELECTIVES

(The list is indicative and not exhaustive)

1. Computer Application in Business
2. Introduction to NGO Management
3. Basics of Event Management
4. Event Planning
5. Administrative Law
6. Introduction to Advertising
7. Moodle Learning Management System
8. Linux Operating System
9. E-Commerce Technologies
10. NCC
11. Marketing and Sales
12. Graphics and Animations
13. Digital Marketing
14. Human Resource Management

-
- 15. Supply Chain Management
 - 16. TQM

GUIDELINES

Open Elective shall be offered preferably in online mode. Online mode open elective shall preferably be through Massive Open Online Courses (MOOCs) from Swayam, NPTEL, Upgrad, Udemy, KhanAcademy or any other online portal to promote self-learning. A flexible basket of large number of open electives is suggested which can be modified depending upon the availability of courses at suggested portals and requirements. For online open electives, department coordinators shall be assigned to monitor and guide the group of students for selection of minimum 20 hours duration online course of their choice. For offline open electives, a suitable relevant subject shall be offered by the respective department to the students with minimum 40% of the total class strength as per present and future requirements.

Assessment of MOOCs open elective shall be based on continuous evaluation by the respective coordinator. The coordinator shall consider the submitted assignments by the students from time to time during the conduct of MOOCs. The MOOCs assessment shall be conducted by the coordinator along with one external expert by considering submitted assignments out of 100 marks.

In case, no suitable open elective is available online, only then the course may be conducted in offline mode. The assessment of offline open elective shall be internal and external. The offline open elective internal assessment of 40 marks shall be based on internal sessional tests; assignments etc. and external assessment of 60 marks shall be based on external examination at institute level.

NOTE

The students enrolled under NCC will compulsorily undertake NCC as an open elective subject.

SUGGESTED WEBSITES

- 1. <https://swayam.gov.in/>
- 2. <https://www.udemy.com/>
- 3. <https://www.upgrad.com/>
- 4. <https://www.khanacademy.org/>

3.7 COMPUTER APPLICATION IN MANAGEMENT

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RATIONALE

Computer Application in Management is to equip students with the technical skills and knowledge needed to effectively use computer applications in a business environment. This involves understanding how to use various software programs to manage information, create and deliver presentations, analyze data, and communicate effectively with team members and stakeholders. Additionally, the course aims to develop problem-solving and critical thinking skills through hands-on exercises and real-world case studies. Overall, the course seeks to prepare students for the increasingly technology-driven business landscape by providing them with the tools and skills needed to effectively leverage computer applications for improved business outcomes.

COURSE OUTCOMES

After undergoing the subject, the students will be able to:

- CO1: Demonstrate proficiency in using MS Office tools for effective communication and productivity in a business environment.
- CO2: Create and format professional documents in Microsoft Word, including the use of advanced features like mail merge and macros.
- CO3: Use Microsoft Excel for data analysis and manipulation, including working with large datasets, creating formulas, and using charts and graphs to present data effectively.
- CO4: Create engaging presentations using Microsoft PowerPoint, including the use of multimedia, animations, and hyperlinks.
- CO5: Use productivity tools like email, calendar, and task management software to enhance workflow and collaboration, while also understanding digital safety and security considerations.

DETAILED CONTENTS CUM PRACTICE EXERCISES

UNIT I

Introduction to Computer Applications

- Basic computer components and keyboard shortcuts
- Overview of MS Office Tools
- Introduction to Microsoft Office
- Overview of MS Office Components
- Understanding the MS Office User Interface

UNIT II

Word Processing

- Understanding the Word Processor
- Creating a Document in Word
- Working with Text, Fonts and Formatting
- Inserting Images and Other Media
- Using Tables, Charts and Smart Art
- Mail Merge and Macros.

UNIT III

Microsoft Excel

Interface basics

- Working with data, Formatting and Manipulating Data
- Formatting cells
- Creating formulas
- Working with functions
- Sorting and filtering data
- Using charts and graphs
- Using pivot tables
- Working with macros
- Data validation
- Working with Large Data Sets
- Working with multiple worksheets
- Consolidating data
- Working with external data
- Analyzing data
- Collaborating with Excel

- Sharing spreadsheets
- Protecting worksheets
- Using comments
- Working in teams

UNIT IV

Presentations

- Understanding Presentations
- Creating a Presentation
- Working with Text, Fonts and Formatting
- Inserting Images and Other Media
- Animations, Transitions and Hyperlinks
- Working with Layouts and Masters

UNIT V

Productivity Tools

- Using email, calendar and task management
- Using Online Collaboration tools
- Working with databases
- Using imaging software
- Understanding digital safety and security
- Understanding digital media and communication
- Understanding digital storage and backup

PRACTICE EXERCISES

1. Create a professional resume using Microsoft Word.
2. Create a budget worksheet using Microsoft Excel.
3. Design a presentation on a chosen topic using Microsoft PowerPoint.
4. Create a mail merge document for a mass mailing using Microsoft Word.
5. Analyze and manipulate data using Excel's sorting, filtering, and pivot table functions.
6. Create a collaborative document using Google Docs or other online tools.
7. Use digital imaging software to edit and enhance an image.
8. Create a simple database using Microsoft Access or other software.
9. Discuss the importance of digital security and develop strategies for protecting digital assets.
10. Evaluate and select appropriate productivity tools for specific tasks or projects.

RECOMMENDED BOOKS

1. Priya Sachdeva and Manish Schdeva, "Fundamentals of IT".
2. Vipan Arora, "Advances in IT".
3. Puja Bajaj and Preeti Srivastava, "Fundamentals of IT", North Publication.
4. Efraim Turban and Linda Volonino, "Information Technology for Management: Digital Strategies for Insight, Action, and Sustainable Performance".
5. Ramesh Sharda, Dursun Delen, Efraim Turban, and David King, "Business Intelligence and Analytics: Systems for Decision Support".

INSTRUCTIONAL STRATEGY

The teaching strategy for Computer Application in Management should emphasize hands-on learning and practical applications of computer software in a business environment. Students should be given opportunities to practice using software programs and tools, with instructors providing guidance and support as needed. The strategy should also include real-world case studies and scenarios that challenge students to apply their technical skills to solve business problems. Additionally, the teaching strategy should emphasize the importance of effective communication, collaboration, and time management skills, which are critical for success in a technology-driven business environment. Overall, the teaching strategy for Computer Application in Management should aim to prepare students for the challenges of the modern workplace by providing them with the necessary technical and soft skills to thrive in a highly competitive and dynamic business environment.

FOURTH SEMESTER

BUSINESS MANAGEMENT (SPECIALIZATION IN MARKETING)

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|-----|-------------------------------------------|-----------|
| 4.1 | English & Communication Skills-II | 96 – 100 |
| 4.2 | Product and Price Management | 101- 104 |
| 4.3 | Marketing Communication Management | 105 -107 |
| 4.4 | Sales and Distribution Management | 108 – 110 |
| 4.5 | Program Elective-I | 111– 115 |
| 4.6 | Entrepreneurship Development & Management | 116– 118 |
| 4.7 | Minor Project | 119 -120 |

FOURTH SEMESTER

BUSINESS MANAGEMENT (SPECIALIZATION IN RETAIL)

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|-----|-------------------------------------------|-----------|
| 4.1 | English & Communication Skills-II | 121 - 125 |
| 4.2 | Retail Management | 126- 128 |
| 4.3 | Supply Chain Management | 129 - 131 |
| 4.4 | Retail Shopper's Behaviour | 132 - 133 |
| 4.5 | Program Elective-I | 134 - 138 |
| 4.6 | Entrepreneurship Development & Management | 139 - 141 |
| 4.7 | Minor Project | 142 -143 |

FOURTH SEMESTER**BUSINESS MANAGEMENT****(SPECIALIZATION IN HUMAN RESOURCE MANAGEMENT)**

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|-----|-------------------------------------------|---------|
| 4.1 | English & Communication Skills-II | 144-148 |
| 4.2 | Human Resource Development | 149-151 |
| 4.3 | Human Resource Planning | 152-154 |
| 4.4 | Organisational Change and Development | 155-157 |
| 4.5 | Program Elective-I | 158-163 |
| 4.6 | Entrepreneurship Development & Management | 164-166 |
| 4.7 | Minor Project | 167-168 |

4.1 ENGLISH AND COMMUNICATION SKILL - II

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RATIONALE

Communication II moves a step further from Communication Skills I and is aimed at enhancing the linguistic competency of the students. Language as the most commonly used medium of self-expression remains indispensable in all spheres of human life – personal, social and professional. This course is intended to make fresh ground in teaching of Communicative English as per the requirements of National Skill Quality Framework.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Communicate effectively with an increased confidence; read, write and speak in English language fluently.
- CO2: Comprehend special features of format and style of formal communication through various modes.
- CO3: Write a Report, Resume, make a Presentation, Participate in GDs and Face Interviews
- CO4: Illustrate use of communication to build a positive self-image through self-expression and develop more productive interpersonal relationships.

DETAILED CONTENTS

UNIT I

Reading

- 1.1 Portrait of a Lady - Khushwant Singh
- 1.2 The Doctor's Word by R K Narayan
- 1.3 Speech by Dr Kiran Bedi at IIM Indore2007 Leadership Concepts
- 1.4 The Bet - by Anton Chekov

UNIT II

Effective Communication Skills

- 2.1 Modern means of Communication (Video Conferencing, e- mail, Teleconferencing)
- 2.2 Effective Communication Skills: 7 C's of Communication

- 2.3 Non-verbal Communication – Significance, Types and Techniques for Effective Communication
- 2.4 Barriers and Effectiveness in Listening Skills
- 2.5 Barriers and Effectiveness in Speaking Skills

Unit III

Professional Writing

- 3.1 Correspondence: Enquiry letters, placing orders, complaint letters
- 3.2 Report Writing
- 3.3 Memos
- 3.4 Circulars
- 3.5 Press Release
- 3.6 Inspection Notes and tips for Note-taking
- 3.7 Corrigendum writing
- 3.8 Cover Letter

UNIT IV

Grammar and Vocabulary

- 4.1 Prepositions
- 4.2 Conjunctions
- 4.3 Punctuation
- 4.4 Idioms and Phrases: A bird of ill omen, A bird's eye view, A burning question, A child's play, A cat and dog life, A feather in one's cap, A fish out of water, A shark, A snail's pace, A snake in the grass, A wild goose chase, As busy as a bee, As faithful as dog, Apple of One's eye, Behind one's back, Breath one's last, Below the belt, Beat about the bush, Birds of a feather flock together, Black Sheep, Blue blood, By hook or crook, Chicken hearted, Cut a sorry figure ,Hand in glove, In black and white, In the twinkling, In full swing ,Is blind as a bat, No rose without a thorn, Once in a blue moon, Out of the frying pan in to the fire, know no bounds ,To back out, To bell the cat, To blow one's trumpet, To call a spade a spade, To cut one's coat according to one's cloth, To eat humble pie, To give ear to, To have a thing on one's finger tips, To have one's foot in the grave, To hold one's tongue, To kill two birds with one stone, To make an ass of oneself, To put two and two together, To the back bone, Turn coat, ups and downs.
- 4.5 Pairs of words commonly misused and confused: Accept-except, Access-excess, Affect-effect, Artificial- artful, Aspire-expire, Bail-bale, Bare-bear, Berth-birth, Beside-besides, Break-brake, Canvas-canvass, Course- coarse, Casual-causal, Council-counsel, Continual-continuous, Coma-comma, Cue- queue, Corpse- corps-core, Dairy-diary,

Desert-dessert, Dual-duel, Dew- due, Die-dye, Draft- draught-drought, Device-devise, Doze-dose, Eligible-illegible, Emigrant- immigrant, Envelop-envelope, Farther-further, Gate-gait, Goal-goal, Human-humane, Honorable-honorary, Hail-hale, Hair-heir-hare, Industrial-industrious, Impossible- impassable, Idle-idol-ideal, Lose-loose, Later-latter, Lesson-lessen, Main-Mane, Mental-mantle, Metal-mettle, Meter-metre, Oar-ore, Pray-prey, Plain-plan, Principal - principle, Personal- personnel, Roll- role, Route-rout- roote, Stationary-stationery, Union- unity, Urban- urbane, Vocation- vacation, Vain- vein-vane, Vary- very.

- 4.6 Translation of Administrative and Technical Terms in Hindi or Mother tongue: Academy, Abandon, Acting in official capacity, Administrator, Admission, Aforesaid, Affidavit, Agenda, Alma Master, Ambiguous, Appointing Authority, Apprentice, Additional, Advertisement, Assistant, Assumption of charge, Assurance, Attested copy, Bonafide, Bond, Cashier, Chief Minister, Chief Justice Clerical error, Commanding Officer, Consent, Contractor, corruption, Craftsman, Compensation, Code, Compensatory allowance, Compile, Confidential letter, Daily Wager, Data, Dearness allowance, Death - Cum Retirement, Dispatch, Dispatch Register, Disciplinary, Disciplinary Action, Disparity Department, Dictionary, Director, Director of Technical Education, Earned Leave, Efficiency Bar, Estate, Exemption, Executive Engineer, Extraordinary, Employment Exchange, Flying Squad, General Body, Head Clerk, Head Office, High Commission, Inconvenience, Income Tax, Indian Assembly Service, Justify, Legislative Assembly, Negligence, Officiating ,Office Record, Office Discipline, On Probation, Part Time, Performance, Polytechnic, Proof Reader Precautionary, Provisional, Qualified, Regret, Responsibility, Self-Sufficient, Senior, Simultaneous ,Staff, Stenography ,Superior, Slate, Takeover, Target Data Technical Approval, Tenure, Temporary, Timely Compliance, Under Investigation, Under Consideration, Verification, Viva-voce, Write off, Working Committee, Warning, Yours Faithfully , Zero Hour.

UNIT V

Employability Skills

- 5.1 Presentation Skills: How to prepare and deliver a good presentation
- 5.2 Telephone Etiquettes
- 5.3 Importance of developing employable and soft skills
- 5.4 Resume Writing: Definition, Kinds of Resume, Difference between Bio-data and Curriculum Vitae and Preparing a Resume for Job/ Internship
- 5.5 Group discussions: Concept and fundamentals of GD, and learning Group Dynamics.
- 5.6 Case Studies and Role Plays

PRACTICAL EXERCISES

1. Reading Practice of the above lessons in the Lab Activity classes.
2. Comprehension exercises of unseen passages along with the given lessons.
3. Vocabulary enrichment and grammar exercises based on the above selective readings.
4. Situational Conversation: Requesting and responding to requests; Expressing sympathy and condolence.
5. Warning; Asking and giving information.
6. Getting and giving permission.
7. Asking for and giving opinions.
8. A small formal and informal speech.
9. Seminar.
10. Debate.
11. Interview Skills: Preparing for the Interview and guidelines for success in the Interview and significance of acceptable body-language during the Interview.
12. Written Drills will be undertaken in the class to facilitate a holistic linguistic competency among learners.
13. Participation in a GD, Functional and Non-functional roles in GD, Case Studies and Role Plays
14. Presentations, using audio-visual aids (including power-point).
15. Telephonic interviews, face to face interviews.
16. Presentations as Mode of Communication: Persuasive Presentations using multi-media aids.
17. Practice of idioms and phrases on: Above board , Apple of One's eye , At sea, At random, At large, A burning question, A child's play, A wolf in sheep's clothing, A deal, Breath one's last, Bid fair to, Beat about the bush, Blue Blood, Big Gun, Bring to Book, Cut a sorry figure, Call names, Carry weight, Dark Horse, Eat Humble pie, Feel small, French leave, Grease the palm, Go against the grains, Get One's nerves, Hard and Fast, Hue and Cry, Head and ears, In full swing, Jack of all trades, know no bounds, kiss the dust, Keep an eye on, Lion's share, learn by rote, Null and void, on the cards, Pull a long face, Run amuck, Right and Left, Rain on Shine, Small talk, Take to one's heels, Tooth and nail, to take by storm, , Wet blanket, Yearn for.

RECOMMENDED BOOKS

1. Alvinder Dhillon and Parmod Kumar Singla, "Text Book of English and Communication Skills Vol – 1, 2", M/s Abhishek Publications, Chandigarh.

2. J Sethi, Kamlesh Sadanand & DV Jindal, "Course in English Pronunciation", PHI Learning Pvt. Ltd., New Delhi.
3. Wren and Martin, "High School English Grammar and Composition".
4. NK Aggarwal and FT Wood, "English Grammar, Composition and Usage", Macmillan Publishers India Ltd., New Delhi.
5. RC Sharma, and Krishna Mohan, "Business Correspondence & Report Writing", (4th Edition), by Tata MC Graw Hills, New Delhi.
6. Varinder Kumar, Bodh Raj & NP Manocha, "Business Communication Skills", Kalyani Publisher, New Delhi.
7. Kavita Tyagi & Padma Misra, "Professional Communication", PHI Learning Pvt. Ltd., New Delhi.
8. Nira Konar, "Communication Skills for Professionals", PHI Learning Pvt. Ltd., New Delhi.
9. Krishna Mohan & Meera Banerji, "Developing Communication Skills", (2nd Edition), Macmillan Publishers India Ltd., New Delhi.
10. M. Ashraf Rizwi, "Effective Technical Communication", Tata MC Graw Hills, New Delhi.
11. Andrea J Rutherford, "Basic Communication Skills for Technology", Pearson Education, New Delhi.

INSTRUCTIONAL STRATEGY

This is practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required communication skills in the students. Emphasis should be given on practicing of communication skills. This subject contains five unit of equal weight age.

4.2 PRODUCT AND PRICE MANAGEMENT

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RATIONALE

Product and Price Management is a critical area of study for business students and professionals alike, as it covers the key components of any successful marketing strategy. This course helps students understand the complexities of developing, pricing, and managing a product in the context of the larger business landscape.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Comprehend the product development process.
- CO2: Analyze pricing strategies.
- CO3: Conduct market research.
- CO4: Develop effective product positioning.
- CO5: Illustrate the impact of pricing on brand and profitability.

DETAILED CONTENTS

UNIT I

Introduction to Product and Price Management

Definition and importance of product, Levels of a product, define price and main determinates of price, Price decision and market competition

UNIT II

Product Development and Lifecycle Management

Idea generation and product development, product lifecycle and its stages, strategies for managing products throughout their lifecycle, Product portfolio management

UNIT III

Branding and Positioning

The importance of branding and positioning in product management, brand development and management, positioning strategies, brand equity and its impact on pricing

UNIT IV

Pricing Strategies and Tactics

Pricing strategies (e.g., cost-based, value-based, competition-based), Pricing tactics (e.g., discounts, promotions, bundling), Psychological pricing and consumer behaviour, Global pricing considerations

UNIT V

Managing Price Changes and Pricing Decision-Making

Strategies for managing price changes, Price elasticity of demand and its impact on pricing decisions, Pricing decision-making in different contexts (e.g., new product launch, market entry), Ethical considerations in pricing decisions

PRACTICE EXERCISES/ CASE STUDIES

1. Product analysis: Select a product in a particular category and conduct a SWOT analysis of its features, competitive landscape, and pricing strategy. Based on the analysis, recommend a revised pricing strategy for the product and explain why this strategy is likely to be effective.
2. Market segmentation: Identify a market segment that a company is currently targeting with a particular product or product line. Analyze the characteristics of the segment and develop a pricing strategy that is likely to resonate with that segment. Provide recommendations for other marketing mix variables (e.g., promotion, distribution) that could be modified to better appeal to this segment.
3. Pricing strategies: Research and compare different pricing strategies, such as penetration pricing, skimming pricing, and value-based pricing. Select a product or product line and recommend a pricing strategy that is most appropriate for this product, explaining your reasoning and expected outcomes.

4. Price elasticity: Analyze the price elasticity of demand for a particular product. Develop a price-demand curve for the product, and recommend a pricing strategy that maximizes profits for the company. Discuss the potential impact of changes in other marketing mix variables on demand and price.
5. Product mix analysis: Conduct a product mix analysis for a company in a particular industry. Analyze the relative contributions of each product or product line to the company's overall revenue and profit. Based on this analysis, recommend a pricing strategy for each product or product line that optimizes profitability.
6. Price adjustments: Identify a product or product line that is currently overpriced or underpriced. Recommend a pricing adjustment strategy that will bring the price in line with the market and explain why this strategy is likely to be effective.
7. Competitor analysis: Analyze the pricing strategies of a company's key competitors in a particular market. Based on this analysis, recommend a pricing strategy for the company's product that is likely to be competitive and sustainable.
8. New product pricing: Develop a pricing strategy for a new product that is about to be launched. Consider the product's positioning, target market, production costs, and competitors' prices. Explain how the pricing strategy aligns with the product's overall marketing and business objectives.
9. Value proposition: Analyze a company's value proposition for a particular product or product line. Develop a pricing strategy that supports the value proposition and explains how this strategy will differentiate the product from its competitors.
10. Price communication: Analyze the ways in which a company communicates its pricing to customers. Identify areas where the company could improve its communication strategy, and recommend specific changes that would be likely to enhance customer understanding and satisfaction.

RECOMMENDED BOOKS

1. Philip Kotler and Kevin Lane Keller, "Marketing Management".
2. Gary Armstrong and Philip Kotler, "Marketing: An Introduction".
3. Rafi Mohammed, "The Art of Pricing: How to Find the Hidden Profits to Grow Your Business".

4. Thomas T. Nagle and Georg Müller, "The Strategy and Tactics of Pricing: A Guide to Profitable Decision Making".
5. Steven E. Landsburg, "Price Theory and Applications".

INSTRUCTIONAL STRATEGY

One effective teaching strategy for product and price management is to use a combination of lectures and case studies. The lectures can provide a theoretical framework for understanding key concepts and principles, while the case studies can help students apply these ideas in real-world scenarios. Additionally, incorporating group discussions and exercises can foster collaboration and critical thinking skills among students. It's also important to use real-life examples to illustrate how product and pricing decisions can impact a business's success, as this can make the material more engaging and relevant to students. This subject contains five units of equal weight age.

4.3 MARKETING COMMUNICATION MANAGEMENT

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RATIONALE

Marketing Communication Management is a critical area of study for business students and professional's alike, as effective communication is essential to building brand awareness, driving customer engagement, and achieving business objectives. This course will provide students with the knowledge and skills they need to develop and execute effective marketing communication strategies that maximize impact and return on investment.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Familiarize with advertising, public relations, sales promotions, direct marketing, and personal selling.
- CO2: Comprehend how to develop and execute integrated marketing communication plans.
- CO3: Align with business objectives and effectively reach target audiences.

DETAILED CONTENTS

UNIT I

Introduction to Marketing Communication Management

Overview of marketing communication management, Evolution of marketing communication importance of marketing communication to businesses, Key components of marketing communication plans, marketing communication mix

UNIT II

Advertising and Public Relations

Overview of advertising and public relations, Advertising strategies and tactics, Public relations strategies and tactics, Measuring advertising and public relations effectiveness

UNIT III

Sales Promotions and Direct Marketing

Overview of sales promotions and direct marketing, Sales promotion strategies and tactics, Direct marketing strategies and tactics, Measuring sales promotion and direct marketing effectiveness

UNIT IV

Personal Selling and Integrated Marketing Communication

Overview of personal selling, Personal selling strategies and tactics, Integrated marketing communication planning, Developing integrated marketing communication plans

UNIT V

Digital Marketing and Emerging Trends in Marketing Communication

Overview of digital marketing, Digital marketing strategies and tactics, Emerging trends in marketing communication, Ethics in marketing communication

PRACTICE EXERCISES/ CASE STUDIES

1. Develop an advertising campaign for a new product, including creative messaging, media plan, and budget.
2. Write a press release for a newsworthy event related to a product or service, and develop a media distribution plan to reach target audiences.
3. Develop a sales promotion strategy for a product, including tactics such as coupons, discounts, and contests, and evaluate the effectiveness of the strategy.
4. Create a direct marketing campaign for a product, including email marketing, direct mail, and telemarketing tactics, and analyze the results of the campaign.
5. Role plays a sales call for a complex product, and analyzes the effectiveness of the sales approach.
6. Develop an integrated marketing communication plan for a product, including tactics such as advertising, public relations, sales promotions, and personal selling, and present the plan to a mock executive team.
7. Conduct a social media audit of a company's digital marketing efforts, and provide recommendations for improvement.

8. Develop a digital marketing campaign for a product, including tactics such as social media, search engine optimization, and online advertising, and evaluate the effectiveness of the campaign.
9. Analyze emerging trends in marketing communication, such as influencer marketing, augmented reality, or catboats, and evaluate the potential impact on businesses and consumers.
10. Write an essay on ethics in marketing communication, addressing issues such as transparency, accuracy, and privacy, and providing recommendations for responsible marketing practices.

RECOMMENDED BOOKS

1. S. A. Chunawalla and K. C. Sethia, "Sales Promotion and Advertising Management".
2. Tapan K. Panda and Sunil Sahadev, "Sales and Distribution Management".
3. R. Srinivasan, "Sales Management: Decision, Strategies and Cases".
4. Philip Kotler and Kevin Lane Keller, "Marketing Management".
5. T. N. Chhabra, "Brand Management: Strategy, Measurement and Yield Analysis".
6. Kevin Lane Keller, Abraham Koshy, and Mithileshwar, "Marketing Management: A South Asian Perspective".

INSTRUCTIONAL STRATEGY

One effective teaching strategy for Marketing Communication Management is to use a combination of lectures, case studies, group discussions, and practical projects. This approach can help students understand the theory behind marketing communication while also developing their critical thinking, problem-solving, and communication skills. To enhance the learning experience, the use of multimedia tools such as videos, podcasts, and social media platforms can also be incorporated. Encouraging students to work on real-world projects, such as creating a marketing campaign for a local business, can also be an effective way to apply the concepts learned in class to real-world scenarios. This subject contains five units of equal weight age.

4.4 SALES AND DISTRIBUTION MANAGEMENT

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RATIONALE

Sales and Distribution Management are the study of the principles and practices of selling and distributing products and services in various market conditions. The course aims to develop students' understanding of sales strategies, distribution channels, market analysis, customer behaviour, and relationship management.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Comprehend the concept and importance of sales and distribution management
- CO2: Explain the role of sales in the marketing mix
- CO3: Identify the different approaches to sales management
- CO4: Analyze market data to identify sales opportunities and threats
- CO5: Develop and implement effective channel management and distribution strategies

DETAILED CONTENTS

UNIT I

Sales Management

- 1.1 Introduction to Sales Management and its importance in a business organization
- 1.2 Sales Process and Sales Funnel
- 1.3 Sales Forecasting and Budgeting
- 1.4 Sales Metrics and Performance Evaluation
- 1.5 Sales Strategies and Tactics
- 1.6 Sales Team Management and Motivation

UNIT II

Sales Planning and Execution

- 2.1 Sales Planning Process and Sales Plan Development
- 2.2 Market Segmentation and Targeting
- 2.3 Sales Territory Design and Management

- 2.4 Sales Promotion and Advertising
- 2.5 Personal Selling Techniques and Negotiation Skills
- 2.6 Customer Retention techniques

UNIT III

Sales Leadership and Sales Ethics

- 3.1 Sales Leadership Styles and Qualities
- 3.2 Sales Training and Development
- 3.3 Sales Performance Evaluation and Compensation
- 3.4 Sales Ethics and Legal Issues
- 3.5 International Sales Management
- 3.6 Sales and Marketing Alignment

UNIT IV

Distribution Management

- 4.1 Introduction to Distribution Management and its importance in a business organization
- 4.2 Channels of Distribution and Distribution Channel Design
- 4.3 Distribution Strategies and Tactics
- 4.4 Logistics and Supply Chain Management
- 4.5 Inventory Management and Control
- 4.6 Order Processing and Fulfilment
- 4.7 Warehousing and Transportation Management

UNIT V

Distribution Planning and Execution

- 5.1 Distribution Planning Process and Distribution Plan Development
- 5.2 Distribution Network Design and Optimization
- 5.3 Managing Distribution Partners and Channel Conflicts
- 5.4 Distribution Performance Evaluation and Compensation
- 5.5 Emerging Trends in Distribution Management

PRACTICE EXERCISES/ CASE STUDIES

1. Conduct a market analysis of a product or service and develop a sales plan and budget for it.
 2. Identify the different sales strategies used by a company and analyze their effectiveness.
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3. Evaluate the performance of a sales team and identify areas for improvement.
 4. Develop a recruitment and training plan for a sales team.
 5. Analyze the impact of e-commerce on sales and distribution management.
 6. Develop a channel management strategy for a new product launch.
 7. Evaluate the effectiveness of a direct marketing campaign.
 8. Develop a customer relationship management plan for a company.
 9. Analyze the factors that influence customer behaviour in a specific market segment.
 10. Develop a sales promotion strategy for a seasonal product.

RECOMMENDED BOOKS

1. Tapan K. Panda and Sunil Sahadev, "Sales and Distribution Management".
2. K. Ashwathappa and M. R. Monippally, "Sales and Marketing Management: An Indian Perspective".
3. Arun Kumar and N. Meenakshi, "Sales Management: Planning, Implementation and Control".
4. S.A. Chunawalla and K.C. Vohra, "Sales Management: Concepts and Cases".
5. Krishna Havaldar and Vasant Cavale, "Sales and Distribution Management: An Indian Perspective".

INSTRUCTIONAL STRATEGY

Sales and Distribution Management should aim to balance theoretical knowledge and practical application. It should involve a variety of instructional methods, such as lectures, case studies, group discussions, and simulations. The course should provide opportunities for students to apply their learning to real-world scenarios, and engage them in critical thinking and problem-solving activities. The use of technology, such as online resources, videos, and software tools, can enhance the learning experience and make it more interactive. Additionally, guest speakers from the industry can provide insights into current trends and challenges in Sales and Distribution Management. Overall, the teaching strategy should be designed to enable students to develop a comprehensive understanding of the subject matter and equip them with the skills necessary to excel in the field. This subject contains five units of equal weight age.

4.5 PROGRAMME ELECTIVE - I**4.5.1 RURAL MARKETING**

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RATIONALE

Rural marketing is becoming increasingly important due to the growth of the rural economy in India. With most of the Indian population living in rural areas, it is crucial to understand the needs and preferences of rural consumers. This course is designed to provide students with an in-depth understanding of rural marketing strategies, practices, and challenges with a special focus on India.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Comprehend the unique characteristics of the rural market in India.
- CO2: Identify the different strategies used for rural marketing
- CO3: Analyse the challenges faced by marketers in the rural markets.
- CO4: Familiarize the role of digital marketing in rural marketing

DETAILED CONTENTS**UNIT I****Introduction to Rural Marketing**

- 1.1 Overview of rural marketing
- 1.2 Rural vs. urban Marketing
- 1.3 Special characteristics of rural marketing
- 1.4 Potential of Rural Marketing in India

UNIT II**Rural Consumers**

- 2.1 Unique characteristics of rural consumers
- 2.2 Consumer behaviour in rural markets
- 2.3 Socio-cultural factors influencing rural consumers
- 2.4 Perception of rural consumers towards brands and products

UNIT III

Rural Marketing Strategies

- 3.1 Product, Price, Promotion, and Distribution strategies for rural markets
- 3.2 Co-operative marketing in India
- 3.3 Innovative marketing strategies for rural markets
- 3.4 Role of Central and State Governments

UNIT IV

Challenges in Rural Marketing

- 4.1 Infrastructure challenges in rural markets
- 4.2 Distribution challenges in rural markets
- 4.3 Regulatory challenges in rural markets
- 4.4 Problems related to agricultural marketing in India

UNIT V

Digital Marketing in Rural India

- 5.1 Overview of digital marketing in Rural India
- 5.2 Use of social media in rural marketing
- 5.3 Case studies of successful digital marketing campaigns in rural India

RECOMMENDED BOOKS

1. Sanal Kumar Velaydhan, “Rural Marketing: Targetting the Non-Urban Consumer”.
2. S. Ramesh Kumar, “Rural Marketing: Environment, Problems and Strategies”.
3. R.K Srivastava, “Rural Marketing: Indian Perspectives”.
4. Dinesh Kumar, “Rural Marketing: Texts and Cases”.
5. Bharat Kataria, “Digital Marketing for the Rural Market”.

INSTRUCTIONAL STRATEGY

This is a skill-based course, so students should practice the material by learning Case Studies in order to acquire the necessary skills. Practical assignments, case studies, and group projects will be important ingredient of the course. The teacher may ask professionals from different groups to present extension lessons. Students should be given a case study task by the teacher, and they may be encouraged to prepare and deliver their own case studies. This topic consists of five units with an equal weightage.

4.5.2 FUNDAMENTALS OF RETAIL MANAGEMENT

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RATIONALE

A course in Retail Management is essential for students who are interested in pursuing a career in retail or for individuals who are in the field of marketing and sales for holistic view of market. The course provides a solid foundation in retailing providing an understanding on how retail evolved, varied retail formats along with retail selling process. It also tries to familiarize the candidate with the concepts of retail pricing and throws light on career opportunities in retail sector.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Define retailing and describe the types of retailers.
- CO2: Comprehend the retail selling process and the retail life cycle.
- CO3: Explain how retailers use marketing communications to build a brand image and customer loyalty.
- CO4: Familiarize various pricing strategies used in retail industry.

DETAILED CONTENTS

UNIT 1

Introduction

- 1.1. Definition, scope and importance of retailing
- 1.2. Evolution of Retail
- 1.3. Types of retailers
- 1.4. Functions performed by retailers.
- 1.5. Concept of Retail Marketing Mix

UNIT II

Retail Process

- 2.1. Retail selling process
- 2.2. Retail life cycle: Concept and stages in retail life cycle

UNIT III

Retail Formats

- 3.1. Retailers' characteristics
- 3.2. Classification of Retailing Formats
- 3.3. Product Retailing versus Service Retailing
- 3.4. Retail versus Wholesale
- 3.5. Products that are in different stages of retail life cycle.

UNIT IV: Retail Pricing

- 4.1. Pricing Strategies
- 4.2. Considerations in setting retail prices
- 4.3. Pricing techniques for increasing sales and profits
- 4.4. Retail Communication Mix: methods of communicating with customers
- 4.5. Using communication programs to develop and build customer loyalty
- 4.6. Pricing strategy adopted by any one popular Indian retailer.

UNIT V

Retail in India

- 5.1. Drivers of Retail Change in India
- 5.2. Challenges to Retail Development in India
- 5.3. Career Opportunities in retail
- 5.4. Identify type of retailers more prominent in the area.

RECOMMENDED BOOKS

1. Bajaj, Tuli and Srivastava, "Retail Management", Oxford University Press, New Delhi.
2. Gibson G. Vedamani, "Retail Management", Jaico Publishing House, Mumbai.
3. Pradhan Swapna, "Retailing Management- Text and Cases", Tata McGraw Hill Publications.
4. N.K Sahni, , "Retail Management", Kalyani Publications, New Delhi.
5. Barry Berman, R. Joel Evans, Patrali Chatterjee, and Ritu Srivastava, "Retail Management", Thirteenth Edition, Pearson Paperback.

INSTRUCTIONAL STRATEGY

One effective teaching strategy for Retail Management is to use a combination of lectures, case studies, group discussions, and practical projects. This approach can help students understand the theory behind Retail Management while also developing their critical thinking, problem-solving, and communication skills. To enhance the learning experience, the use of multimedia tools such as videos, podcasts, and social media platforms can also be incorporated. Encouraging students to work on real-world projects, such as creating a marketing campaign for a local business, can also be an effective way to apply the concepts learned in class to real-world scenarios. This subject contains five units of equal weight age.

4.6 ENTREPRENEURSHIP DEVELOPMENT & MANAGEMENT

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RATIONALE

In the present day scenario, it has become imperative to impart entrepreneurship and management concepts to students so that a significant percentage of them can be directed towards setting up and managing their own small enterprises. This subject focuses on imparting the necessary competencies and skills of enterprise set up and its management.

COURSE OUTCOMES

After undergoing the subject, the students will be able to:

- CO1: Comprehend the importance of entrepreneurship and its role in nation's development.
- CO2: Classify the various types of business and business organizations.
- CO3: Identify the various resources / sources and / or schemes for starting a new venture.
- CO4: Explain the principles of management including its functions in an organisation.
- CO5: Conduct market survey and prepare project report.

DETAILED CONTENTS

UNIT I

Entrepreneurship: Concept and definitions, classification and types of entrepreneurs, entrepreneurial competencies, Traits / Qualities of entrepreneurs, manager v/s entrepreneur, role of Entrepreneur, barriers in entrepreneurship, Sole proprietorship and partnership forms of business organisations, small business vs startup, critical components for establishing a start-up, Leadership: Definition and Need, Manager Vs leader, Types of leadership

UNIT II

Definition of MSME (micro, small and medium enterprises), significant provisions of MSME Act, importance of feasibility studies, technical, marketing and finance related problems faced by new enterprises, major labor issues in MSMEs and its related laws, Obtaining financial assistance through various government schemes like Prime Minister Employment Generation Program (PMEGP) Pradhan Mantri Mudra Yojna (PMMY) , Make in India, Start up India,

Stand up India, National Urban Livelihood Mission (NULM); Schemes of assistance by entrepreneurial support agencies at National, State, District level: NSIC, NRDC, DC:MSME, SIDBI, NABARD, Commercial Banks, SFC's TCO, KVIB, DIC, Technology Business Incubator (TBI) and Science and Technology Entrepreneur Parks (STEP).

UNIT III

Nature and Functions of Management: Definition, Nature of Management, Management as a Process, Management as Science and Art, Management Functions, Management and Administration, Managerial Skills, Levels of Management; Leadership.

Planning and Decision Making: Planning and Forecasting - Meaning and definition, Features, Steps in Planning Process, Approaches, Principles, Importance, Advantages and Disadvantages of Planning, Types of Plans, Types of Planning, Management by Objective. Decision Making- Meaning, Characteristics.

UNIT IV

Organising and Organisation Structure: Organising Process - Meaning and Definition, Characteristics Process, Need and Importance, Principles, Span of Management, Organisational Chart - Types, Contents, Uses, Limitations, Factors Affecting Organisational Chart.

STAFFING: Meaning, Nature, Importance, Staffing process. Manpower Planning, Recruitment, Selection, Orientation and Placement, Training, Remuneration.

Controlling and Co-Ordination: Controlling - Meaning, Features, Importance, Control Process, Characteristics of an effective control system, Types of Control. Co-ordination - characteristics, essentials.

UNIT V

Market Survey and Opportunity Identification, Scanning of business environment, Assessment of demand and supply in potential areas of growth, Project report Preparation, Detailed project report including technical, economic and market feasibility, Common errors in project report preparations, Exercises on preparation of project report.

RECOMMENDED BOOKS

1. BS Rathore and Dr JS Saini, "A Handbook of Entrepreneurship", Aapga Publications, Panchkula (Haryana).
2. Entrepreneurship Development, Tata McGraw Hill Publishing Company Ltd., New Delhi.

3. CB Gupta and P Srinivasan, “Entrepreneurship Development in India”, Sultan Chand and Sons, New Delhi.
4. Poornima M Charantimath, “Entrepreneurship Development - Small Business Enterprises”, Pearson Education, New Delhi.
5. David H Holt, “Entrepreneurship: New Venture Creation”, Prentice Hall of India Pvt. Ltd., New Delhi.
6. PM Bhandari, “Handbook of Small Scale Industry”.
7. L M Prasad, “Principles and Practice of Management”, Sultan Chand & Sons, New Delhi.

SUGGESTED WEBSITES

1. <https://ipindia.gov.in/>

INSTRUCTIONAL STRATEGY

Some of the topics may be taught using question/answer, assignment or seminar method. The teacher will discuss stories and case studies with students, which in turn will develop appropriate managerial and entrepreneurial qualities in the students. In addition, expert lecturers may also be arranged from outside experts and students may be taken to nearby industrial organisations on visit. Approach extracted reading and handouts may be provided. In addition, different activities like conduct of entrepreneurship awareness camp extension lecturers by outside experts, interactions sessions with entrepreneurs and industrial visits may also be organised. This subject contains five units of equal weightage.

4.7 MINOR PROJECT

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RATIONALE

Minor project work will help in developing the relevant skills among the students as per National Skill Qualification Framework. It aims at exposing the students to the present and future needs of various relevant industries. It is expected from the students to get familiar with industrial environment. For this purpose, students are required to be involved in Minor Project Work related in different establishments.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

- CO1: Define the problem statement of the minor project according to the need of industry.
- CO2: Work as a team member for successful completion of minor project.
- CO3: Write the minor project report effectively.
- CO4: Present the minor project report using PPT.

GUIDELINES

Depending upon the interest of the students, they can develop minor projects as per present and future demand of the industry. The supervisors may guide the students to identify their minor project work and chalk out their plan of action well in advance. As a minor project activity each student is supposed to study the operations at site and prepare a detailed project report of the observations/processes/activities. The supervisor may create a group of 4-5 students as per their interest to work as a team for successful completion of the minor project.

The supervisor shall evaluate the students along with one external expert by considering the following parameters:

| | Parameter | Weightage |
|-----|------------------------------------------------|------------------|
| i | Defining problem statement, focus and approach | 20% |
| ii | Innovation / creativity | 20% |
| iii | Report Writing | 20% |
| iv | Power Point Presentation | 20% |
| v | Viva - voce | 20% |

4.1 ENGLISH AND COMMUNICATION SKILL - II

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RATIONALE

Communication II moves a step further from Communication Skills I and is aimed at enhancing the linguistic competency of the students. Language as the most commonly used medium of self-expression remains indispensable in all spheres of human life – personal, social and professional. This course is intended to make fresh ground in teaching of Communicative English as per the requirements of National Skill Quality Framework.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Communicate effectively with an increased confidence; read, write and speak in English language fluently.
- CO2: Comprehend special features of format and style of formal communication through various modes.
- CO3: Write a Report, Resume, make a Presentation, Participate in GDs and Face Interviews
- CO4: Illustrate use of communication to build a positive self-image through self-expression and develop more productive interpersonal relationships.

DETAILED CONTENTS

UNIT I

Reading

- 1.1 Portrait of a Lady - Khushwant Singh
- 1.2 The Doctor's Word by R K Narayan
- 1.3 Speech by Dr Kiran Bedi at IIM Indore2007 Leadership Concepts
- 1.4 The Bet - by Anton Chekov

UNIT II

Effective Communication Skills

- 2.1 Modern means of Communication (Video Conferencing, e- mail, Teleconferencing)
- 2.2 Effective Communication Skills: 7 C's of Communication

- 2.3 Non-verbal Communication – Significance, Types and Techniques for Effective Communication
- 2.4 Barriers and Effectiveness in Listening Skills
- 2.5 Barriers and Effectiveness in Speaking Skills

Unit III

Professional Writing

- 3.1 Correspondence: Enquiry letters, placing orders, complaint letters
- 3.2 Report Writing
- 3.3 Memos
- 3.4 Circulars
- 3.5 Press Release
- 3.6 Inspection Notes and tips for Note-taking
- 3.7 Corrigendum writing
- 3.8 Cover Letter

UNIT IV

Grammar and Vocabulary

- 4.1 Prepositions
- 4.2 Conjunctions
- 4.3 Punctuation
- 4.4 Idioms and Phrases: A bird of ill omen, A bird's eye view, A burning question, A child's play, A cat and dog life, A feather in one's cap, A fish out of water, A shark, A snail's pace, A snake in the grass, A wild goose chase, As busy as a bee, As faithful as dog, Apple of One's eye, Behind one's back, Breath one's last, Below the belt, Beat about the bush, Birds of a feather flock together, Black Sheep, Blue blood, By hook or crook, Chicken hearted, Cut a sorry figure ,Hand in glove, In black and white, In the twinkling, In full swing ,Is blind as a bat, No rose without a thorn, Once in a blue moon, Out of the frying pan in to the fire, know no bounds ,To back out, To bell the cat, To blow one's trumpet, To call a spade a spade, To cut one's coat according to one's cloth, To eat humble pie, To give ear to, To have a thing on one's finger tips, To have one's foot in the grave, To hold one's tongue, To kill two birds with one stone, To make an ass of oneself, To put two and two together, To the back bone, Turn coat, ups and downs.
- 4.5 Pairs of words commonly misused and confused: Accept-except, Access-excess, Affect-effect, Artificial- artful, Aspire-expire, Bail-bale, Bare-bear, Berth-birth, Beside-besides, Break-brake, Canvas-canvass, Course- coarse, Casual-causal, Council-counsel, Continual-continuous, Coma-comma, Cue- queue, Corpse- corps-core, Dairy-diary,

Desert-dessert, Dual-duel, Dew- due, Die-dye, Draft- draught-drought, Device-devise, Doze-dose, Eligible-illegible, Emigrant- immigrant, Envelop-envelope, Farther-further, Gate-gait, Goal-goal, Human-humane, Honorable-honorary, Hail-hale, Hair-heir-hare, Industrial-industrious, Impossible- impassable, Idle-idol-ideal, Lose-loose, Later-latter, Lesson-lessen, Main-Mane, Mental-mantle, Metal-mettle, Meter-metre, Oar-ore, Pray-prey, Plain-plan, Principal - principle, Personal- personnel, Roll- role, Route-rout- roote, Stationary-stationery, Union- unity, Urban- urbane, Vocation- vacation, Vain- vein-vane, Vary- very.

- 4.6 Translation of Administrative and Technical Terms in Hindi or Mother tongue: Academy, Abandon, Acting in official capacity, Administrator, Admission, Aforesaid, Affidavit, Agenda, Alma Master, Ambiguous, Appointing Authority, Apprentice, Additional, Advertisement, Assistant, Assumption of charge, Assurance, Attested copy, Bonafide, Bond, Cashier, Chief Minister, Chief Justice Clerical error, Commanding Officer, Consent, Contractor, corruption, Craftsman, Compensation, Code, Compensatory allowance, Compile, Confidential letter, Daily Wager, Data, Dearness allowance, Death - Cum Retirement, Dispatch, Dispatch Register, Disciplinary, Disciplinary Action, Disparity Department, Dictionary, Director, Director of Technical Education, Earned Leave, Efficiency Bar, Estate, Exemption, Executive Engineer, Extraordinary, Employment Exchange, Flying Squad, General Body, Head Clerk, Head Office, High Commission, Inconvenience, Income Tax, Indian Assembly Service, Justify, Legislative Assembly, Negligence, Officiating ,Office Record, Office Discipline, On Probation, Part Time, Performance, Polytechnic, Proof Reader Precautionary, Provisional, Qualified, Regret, Responsibility, Self-Sufficient, Senior, Simultaneous ,Staff, Stenography ,Superior, Slate, Takeover, Target Data Technical Approval, Tenure, Temporary, Timely Compliance, Under Investigation, Under Consideration, Verification, Viva-voce, Write off, Working Committee, Warning, Yours Faithfully , Zero Hour.

UNIT V

Employability Skills

- 5.1 Presentation Skills: How to prepare and deliver a good presentation
- 5.2 Telephone Etiquettes
- 5.3 Importance of developing employable and soft skills
- 5.4 Resume Writing: Definition, Kinds of Resume, Difference between Bio-data and Curriculum Vitae and Preparing a Resume for Job/ Internship
- 5.5 Group discussions: Concept and fundamentals of GD, and learning Group Dynamics.
- 5.6 Case Studies and Role Plays

PRACTICAL EXERCISES

1. Reading Practice of the above lessons in the Lab Activity classes.
2. Comprehension exercises of unseen passages along with the given lessons.
3. Vocabulary enrichment and grammar exercises based on the above selective readings.
4. Situational Conversation: Requesting and responding to requests; Expressing sympathy and condolence.
5. Warning; Asking and giving information.
6. Getting and giving permission.
7. Asking for and giving opinions.
8. A small formal and informal speech.
9. Seminar.
10. Debate.
11. Interview Skills: Preparing for the Interview and guidelines for success in the Interview and significance of acceptable body-language during the Interview.
12. Written Drills will be undertaken in the class to facilitate a holistic linguistic competency among learners.
13. Participation in a GD, Functional and Non-functional roles in GD, Case Studies and Role Plays
14. Presentations, using audio-visual aids (including power-point).
15. Telephonic interviews, face to face interviews.
16. Presentations as Mode of Communication: Persuasive Presentations using multi-media aids.
17. Practice of idioms and phrases on: Above board , Apple of One's eye , At sea, At random, At large, A burning question, A child's play, A wolf in sheep's clothing, A deal, Breath one's last, Bid fair to, Beat about the bush, Blue Blood, Big Gun, Bring to Book, Cut a sorry figure, Call names, Carry weight, Dark Horse, Eat Humble pie, Feel small, French leave, Grease the palm, Go against the grains, Get One's nerves, Hard and Fast, Hue and Cry, Head and ears, In full swing, Jack of all trades, know no bounds, kiss the dust, Keep an eye on, Lion's share, learn by rote, Null and void, on the cards, Pull a long face, Run amuck, Right and Left, Rain on Shine, Small talk, Take to one's heels, Tooth and nail, to take by storm, , Wet blanket, Yearn for.

RECOMMENDED BOOKS

1. Alvinder Dhillon and Parmod Kumar Singla, “Text Book of English and Communication Skills Vol – 1, 2”, M/s Abhishek Publications, Chandigarh.
2. J Sethi, Kamlesh Sadanand & DV Jindal, “Course in English Pronunciation”, PHI Learning Pvt. Ltd., New Delhi.
3. Wren and Martin, “High School English Grammar and Composition” .
4. NK Aggarwal and FT Wood, “English Grammar, Composition and Usage”, Macmillan Publishers India Ltd., New Delhi.
5. RC Sharma, and Krishna Mohan, “Business Correspondence & Report Writing”, (4th Edition), by Tata MC Graw Hills, New Delhi.
6. Varinder Kumar, Bodh Raj & NP Manocha, “Business Communication Skills”, Kalyani Publisher, New Delhi.
7. Kavita Tyagi & Padma Misra, “Professional Communication”, PHI Learning Pvt. Ltd., New Delhi.
8. Nira Konar, “Communication Skills for Professionals”, PHI Learning Pvt. Ltd., New Delhi.
9. Krishna Mohan & Meera Banerji, “Developing Communication Skills”, (2nd Edition), Macmillan Publishers India Ltd., New Delhi.
10. M. Ashraf Rizwi, “Effective Technical Communication”, Tata MC Graw Hills, New Delhi.
11. Andrea J Rutherford, “Basic Communication Skills for Technology”, Pearson Education, New Delhi.

INSTRUCTIONAL STRATEGY

This is practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required communication skills in the students. Emphasis should be given on practicing of communication skills. This subject contains five unit of equal weight age.

4.2 RETAIL MANAGEMENT

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RATIONALE

A course in Retail Management is essential for students who are interested in pursuing a career in retail or for individuals who are in the field of marketing and sales for holistic view of market. The course provides a solid foundation in retailing providing an understanding on how retail evolved, varied retail formats along with retail selling process. It also tries to familiarize the candidate with the concepts of retail pricing and throws light on career opportunities in retail sector.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Define retailing and describe the types of retailers.
- CO2: Comprehend the retail selling process and the retail life cycle.
- CO3: Explain how retailers use marketing communications to build a brand image and customer loyalty.
- CO4: Familiarize various pricing strategies used in retail industry.
- CO5: Describe the overall change in the structure of the retail industry.

DETAILED CONTENTS

UNIT 1

Introduction to Retail

- 1.1. Definition, scope and importance of retailing
- 1.2. Evolution of Retail
- 1.3. Types of retailers
- 1.4. Functions performed by retailers.
- 1.5. Concept of Retail Marketing Mix

UNIT II**Retail Process**

- 2.1. Retail selling process
- 2.2. Retail life cycle: Concept and stages in retail life cycle

UNIT III**Retail Formats**

- 3.1. Retailers' characteristics
- 3.2. Classification of Retailing Formats
- 3.3. Product Retailing versus Service Retailing
- 3.4. Retail versus Wholesale

UNIT IV**Retail Pricing and Communication Mix**

- 4.1. Pricing Strategies
- 4.2 Considerations in setting retail prices
- 4.3. Pricing techniques for increasing sales and profits
- 4.4. Retail Communication Mix: methods of communicating with customers
- 4.5. Using communication programs to develop and build customer loyalty

UNIT V**Retail in India**

- 5.1. Drivers of Retail Change in India
- 5.2. Challenges to Retail Development in India
- 5.3. Career Opportunities in retail

PRACTICE EXERCISES/ CASE STUDIES

1. Visit your nearby retailers and find out what all activities do they perform to enrich customer service.
2. Name some big players in the organised retail market in India. Find out about their origin and their present business areas.
3. Identify few Indian retailer who have expanded to international markets.
4. Make a brief note on pricing strategy adopted by any one popular Indian retailer.
5. Conduct a few interviews of people residing in your locality to find out their views on psychological pricing.
6. Identify which type of retailers are more prominent in your area.
7. Make a brief report on products that are in different stages of retail life cycle.

RECOMMENDED BOOKS

1. Bajaj, Tuli and Srivastava, Retail Management, New Delhi: Oxford University Press
2. Gibson G. Vedamani, Retail Management, Mumbai: Jaico Publishing House
3. Pradhan Swapna, Retailing Management- Text and cases, Tata Mc Graw Hill Publications
4. Sahni, N.K, Retail Management, Kalyani Publications, New Delhi
5. Berman, Barry; Evans, R. Joel; Chatterjee, Patrali, Srivastava, Ritu, Retail Management, Thirteenth Edition, Pearson Paperback

INSTRUCTIONAL STRATEGY

One effective teaching strategy for Retail Management is to use a combination of lectures, case studies, group discussions, and practical projects. This approach can help students understand the theory behind Retail Management while also developing their critical thinking, problem-solving, and communication skills. To enhance the learning experience, the use of multimedia tools such as videos, podcasts, and social media platforms can also be incorporated. Encouraging students to work on real-world projects, such as creating a marketing campaign for a local business, can also be an effective way to apply the concepts learned in class to real-world scenarios. This subject contains five units of equal weight age.

4.3 SUPPLY CHAIN MANAGEMENT

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RATIONALE

This course is intended to provide an understanding of the components and processes of supply chain and logistics management as well as the performance drivers of supply chain. It is also intended to help the students to learn about, transportation, warehousing, sourcing, vendor development decisions etc.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Comprehend the fundamental elements and functions of supply chain management.
- CO2: Apply various techniques of inventory management and in practical situations
- CO3: Analyse supply chain decisions related to facility location as applied to various industries
- CO4: Illustrate various warehousing management system
- CO5: Determine how logistics and supply chain strategies can create value generation by IT applications

DETAILED CONTENTS

UNIT I

Introduction

- 1.1 Concept and need of supply chain management;
- 1.2 Objectives of a Supply Chain;
- 1.3 Stages of Supply chain;
- 1.4 Value Chain Process;
- 1.5 Cycle view of Supply Chain Process,
- 1.6 Key issues in supply chain management;
- 1.7 Key drivers in supply chain

UNIT II

- 2.1 Tools of performance measurement; BSC and SCOR
- 2.2 Design and distribution network
- 2.3 Distribution planning
- 2.4 Demand chain management
- 2.5 Concept and need of global supply chain
- 2.6 Functions of transport
- 2.7 Cost and modes of transport

UNIT III

- 3.1 Concept of inventory
- 3.2 Techniques of inventory management- Economic ordering quantity; reordering point
- 3.3 ABC analysis
- 3.4 Concept and types of warehousing
- 3.5 Warehouse facility location & network design

UNIT IV

- 4.1 Make or buy decision
- 4.2 Capacity management
- 4.3 Sourcing and vendor development-Evaluation; Selection; Procurement
- 4.4 Use of IT in supply chain
- 4.5 Innovation in supply chain management

PRACTICAL EXERCISES

1. Assignment be given to students to study supply chain management of different companies and suggest ways to improve the same.
2. Student may be asked to study and compare different modes of transport through secondary data.
3. Student may be asked to study inventory management of some local firms.
4. Arrange the visit of students to some local warehouses, prepare report on that and make presentation.
5. Student may be asked study and compare different means of road transport.

RECOMMENDED BOOKS

1. Sunil Chopra, Peter Meindl, and D. V Kalra, "Supply Chain Management: Strategy, Planning and Operation", Pearson Education.
2. Rahul V. Altekar, "Supply Chain Management: Concepts and Cases", PHI Learning.
3. Ronald H. Ballou, "Supply Chain Management", Pearson Education.
4. B.S Sahay, "Supply Chain Management", Macmillan.
5. R.H. Ballou, "Business Logistics Management", Prentice-Hall Inc.
6. Bowersox D.J. ,Closs D.J. , Logistical Management, McGraw-Hill,
7. G Raghuram and N. Rangaraj, "Logistics & Supply Chain Management: Cases & Concepts", Macmillan India.

INSTRUCTIONAL STRATEGY

Teacher should lay emphasis on explaining concept and significance of various terminologies common in the subject. There should be some industrial visit and expert lectures to make the students aware of practical and field realities. Teacher should give under mentioned and many more problems to the students on the subject. Students should be encouraged to think out of box and pursue independent study on various topics and make presentation of the same in class. This subject contains four units of equal weight age.

4.4 RETAIL SHOPPER'S BEHAVIOUR

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RATIONALE

The course is designed to acquaint the students with various facets of operations Management functional area. The course aims to inculcate basic understanding of operations management area and decisions involved in managing the operations in both manufacturing and services domain. o understand customer buying behaviour in retail. Learners are expected to be compatible with customer behaviour. This will facilitate learners when they are putting themselves in retail outlets.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Identify certain ways for improving consumer involvement;
- CO2: explore the mentality of the consumer towards pre-purchase search
- CO3: Understand the influence of demographics, lifestyle and other factors impacting the retail shopper's behaviour.

DETAILED CONTENTS

UNIT I

Introduction

Defining retail shopper behavior, need for studying retail shopper behavior, distinction between buyer and consumer, understanding retail consumer through research process, consumer segmentation, targeting and positioning, segmentation and branding

UNIT II

Customer Buying Decision Process

Stages of consumer buying decision process: Problem recognition, search and evaluation, purchasing processes, post purchase behavior, models of consumer decision making

UNIT III

Environmental Influences on Retail Consumer Behavior

Factors influencing the retail consumer behaviour: Social, Cultural, Psychological, Personal Influence of situational variables on shopping behaviour: Physical setting, Social setting, behavior of rural retail shopper, rural markets.

UNIT IV

Consumer Demographics

Retail Consumer as an individual: Personality and self concept, consumer motivation, consumer perception. Consumer attitudes and changing attitudes, consumer learning and information processing. Retail Shopper Profile Analysis

UNIT V

Consumerism and Ethics

Roots of consumerism, consumer safety, consumer information, consumer responsibilities, marketer responses to consumer issues, marketing ethics towards consumers

RECOMMENDED BOOKS

1. N.K. Sahni, “Basics of Retail”, Kalyani Publishers, New Delhi.
2. Swapna Pradhan, “Retailing Management- Text and Cases”, Tata McGraw Hill Publishing Company, New Delhi.
3. Barry Berman, R. Joel Evans, “Retailing Management- A Strategic Approach”, Prentice Hall of India, New Delhi.
4. N.K Sahni, “Retail Management”, Kalyani Publishers, New Delhi.

INSTRUCTIONAL STRATEGY

Teacher should lay emphasis on explaining definition, meaning and importance of various terminologies used in the subject. They should arrange industrial visits and extension lecturers from the experts. Wherever possible, teachers may give case studies and exercises to the students. Students may be encouraged to pursue independent study on various topics and make presentation of the same in the class. The subject contains five units of equal weightage.

4.5 PROGRAM ELECTIV I

4.5.1 PRINCIPLES OF COST ACCOUNTING

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RATIONALE

This subject will make the students to learn about the use of various financial techniques for reduction of costs and preparation of budgets and its control. Cost Accountancy is required mostly in service and large production companies. Over the last few years, however, Cost Accountancy has begun to see a rise in importance owing to the economic growth being witnessed by India.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Intelligently compute cost information, Control and manage the cost.
- CO2: Determine the cost of inventory items as recorded into stock in the accounting records.
- CO3: Adopt the fair system of wage payment and minimization of labor turnover.
- CO4: Achieve economies of scale to optimize production and overall operation.

DETAILED CONTENTS

UNIT I

Introduction

- 1.1 Concepts of Cost, costing and Cost Accounting, Nature and Scope of cost Accounting, Importance and characteristics of an ideal Cost Accounting, Advantages and limitation of Cost Accounting
- 1.2 Elements and Classification of Cost
- 1.3 Methods and technique of Costing

UNIT II

Material Costing

- 2.1 Introduction
- 2.2 Meaning of Centralized &Decentralized Purchasing
- 2.3 Meaning, Advantages & disadvantages of FIFO, HIFO, LIFO, Base Stock Method

- 2.4 Purchase Cycle
- 2.5 Issue of Material
- 2.6 Inventory Control: Meaning, Importance, Objectives and Requirements
- 2.7 Meaning of EOQ, Maximum Level, Minimum Level, Average Level, Re-Order Level, Danger Level
- 2.8 Meaning of Waste, Scrap, Spoilage, Defectives

UNIT III

Labour Costing

- 3.1 Introduction
- 3.2 Labour Turnover Costing: Meaning, causes, factors & Effect
- 3.3 Idle Time
- 3.4 Wage Payment System: Idle Wage Payment System, Methods of Remuneration
- 3.5 LIFO, FIFO, HIFO with illustration
- 3.6 Time and piece wage payment system with illustration

UNIT IV

Marginal Costing

- 4.1 Meaning and Definition
- 4.2 Break Even Point-Meaning, Advantages
- 4.3 Computation of Break Even Point: Contribution, P/V Ratio, B.E.P, Margin of Safety, Sales for Desired Profit, Profit on Sales

UNIT V

Budgetary Control

- 5.1 Meaning and Definition
- 5.2 Objective of Budgetary Control
- 5.3 Kinds of Budget-According to function, according to Flexibility
- 5.4 Flexible Budget with illustration

RECOMMENDED BOOKS

1. S.N. Maheshwari, “Advanced Problems and Solutions in Cost Accounting”, Sultan Chand & Co., New Delhi.
2. M.L. Aggarwal, “Cost Accounting”.
3. S.P. Jain, and K.L Narang, “Cost Accounting”, Kalyani, New Delhi.

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4. Ashish K. Bhattacharya, "Principles and Practices of Cost Accounting", A.H. Wheeter Publisher.
 5. Horngren, Charles, Foster and Datar, "Cost Accounting - A: Managerial Emphasis", Prentice Hall of India, New Delhi.
 6. P D Oswal, Raj Purohit & Maheshwari, "Cost Accounting", Ramesh Book Depot, Jaipur.

INSTRUCTIONAL STRATEGY

Teacher should lay emphasis on explaining definition, meaning and importance of various terminologies used in the subject. They should arrange industrial visits and extension lecturers from the experts. Wherever possible, teachers may give case studies and exercises to the students. Students may be encouraged to pursue independent study on various topics and make presentation of the same in the class. This subject contains five units of equal weight age.

4.5.2 RURAL MARKETING

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RATIONALE

Rural marketing is becoming increasingly important due to the growth of the rural economy in India. With most of the Indian population living in rural areas, it is crucial to understand the needs and preferences of rural consumers. This course is designed to provide students with an in-depth understanding of rural marketing strategies, practices, and challenges with a special focus on India.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Comprehend the unique characteristics of the rural market in India.
- CO2: Identify the different strategies used for rural marketing
- CO3: Analyse the challenges faced by marketers in the rural markets.
- CO4: Familiarize the role of digital marketing in rural marketing

DETAILED CONTENTS

UNIT I

Introduction to Rural Marketing

- 1.1 Overview of rural marketing
- 1.2 Rural vs. urban Marketing
- 1.3 Special characteristics of rural marketing
- 1.4 Potential of Rural Marketing in India

UNIT II

Understanding Rural Consumers

- 2.1 Unique characteristics of rural consumers
- 2.2 Consumer behaviour in rural markets
- 2.3 Socio-cultural factors influencing rural consumers
- 2.4 Perception of rural consumers towards brands and products

UNIT III**Rural Marketing Strategies**

- 3.1 Product, Price, Promotion, and Distribution strategies for rural markets
- 3.2 Co-operative marketing in India
- 3.3 Innovative marketing strategies for rural markets
- 3.4 Role of Central and State Governments

UNIT IV**Challenges in Rural Marketing**

- 4.1 Infrastructure challenges in rural markets
- 4.2 Distribution challenges in rural markets
- 4.3 Regulatory challenges in rural markets
- 4.4 Problems related to agricultural marketing in India

UNIT V**Digital Marketing in Rural India**

- 5.1 Overview of digital marketing in Rural India
- 5.2 Use of social media in rural marketing
- 5.3 Case studies of successful digital marketing campaigns in rural India

RECOMMENDED BOOKS

1. Sanal Kumar Velaydhan, “Rural Marketing: Targeting the Non-Urban Consumer”.
2. S. Ramesh Kumar, “Rural Marketing: Environment, Problems and Strategies”.
3. R.K Srivastava, “Rural Marketing: Indian Perspectives”.
4. Dinesh Kumar, “Rural Marketing: Texts and Cases”.
5. Bharat Kataria, “Digital Marketing for the Rural Market”.

INSTRUCTIONAL STRATEGY

This is a skill-based course, so students should practice the material by learning Case Studies in order to acquire the necessary skills. This subject consists of five units with an equal weightage. Practical assignments, case studies, and group projects will be important ingredient of the course. The teacher may ask professionals from different groups to present extension lessons. It is important to plan educational tours of rural markets and Co-operative offices. Students should be given a case study task by the teacher, and they may be encouraged to prepare and deliver their own case studies.

4.6 ENTREPRENEURSHIP DEVELOPMENT AND MANAGEMENT

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RATIONALE

In the present day scenario, it has become imperative to impart entrepreneurship and management concepts to students so that a significant percentage of them can be directed towards setting up and managing their own small enterprises. This subject focuses on imparting the necessary competencies and skills of enterprise set up and its management.

COURSE OUTCOMES

After undergoing the subject, the students will be able to:

- CO1: Comprehend the importance of entrepreneurship and its role in nation's development.
- CO2: Classify the various types of business and business organizations.
- CO3: Identify the various resources / sources and / or schemes for starting a new venture.
- CO4: Explain the principles of management including its functions in an organisation.
- CO5: Conduct market survey and prepare project report.

DETAILED CONTENTS

UNIT I

Entrepreneurship: Concept and definitions, classification and types of entrepreneurs, entrepreneurial competencies, Traits / Qualities of entrepreneurs, manager v/s entrepreneur, role of Entrepreneur, barriers in entrepreneurship, Sole proprietorship and partnership forms of business organisations, small business vs startup, critical components for establishing a start-up, Leadership: Definition and Need, Manager Vs leader, Types of leadership

UNIT II

Definition of MSME (micro, small and medium enterprises), significant provisions of MSME Act, importance of feasibility studies, technical, marketing and finance related problems faced by new enterprises, major labor issues in MSMEs and its related laws, Obtaining financial assistance through various government schemes like Prime Minister Employment Generation Program (PMEGP) Pradhan Mantri Mudra Yojna (PMMY) , Make in India, Start up India, Stand up India , National Urban Livelihood Mission (NULM); Schemes of assistance by

entrepreneurial support agencies at National, State, District level: NSIC, NRDC, DC:MSME, SIDBI, NABARD, Commercial Banks, SFC's TCO, KVIB, DIC, Technology Business Incubator (TBI) and Science and Technology Entrepreneur Parks (STEP).

UNIT III

Nature and Functions of Management: Definition, Nature of Management, Management as a Process, Management as Science and Art, Management Functions, Management and Administration, Managerial Skills, Levels of Management; Leadership.

PLANNING AND DECISION MAKING: Planning and Forecasting - Meaning and definition, Features, Steps in Planning Process, Approaches, Principles, Importance, Advantages and Disadvantages of Planning, Types of Plans, Types of Planning, Management by Objective. Decision Making-Meaning, Characteristics.

UNIT IV

Organising and Organisation Structure: Organising Process - Meaning and Definition, Characteristics Process, Need and Importance, Principles, Span of Management, Organisational Chart - Types, Contents, Uses, Limitations, Factors Affecting Organisational Chart.

STAFFING: Meaning, Nature, Importance, Staffing process. Manpower Planning, Recruitment, Selection, Orientation and Placement, Training, Remuneration.

Controlling and Co-Ordination: Controlling - Meaning, Features, Importance, Control Process, Characteristics of an effective control system, Types of Control. Co-ordination - characteristics, essentials.

UNIT V

Market Survey and Opportunity Identification, Scanning of business environment, Assessment of demand and supply in potential areas of growth, Project report Preparation, Detailed project report including technical, economic and market feasibility, Common errors in project report preparations, Exercises on preparation of project report.

RECOMMENDED BOOKS

1. BS Rathore and Dr JS Saini, "A Handbook of Entrepreneurship", Aapga Publications, Panchkula (Haryana).
2. Entrepreneurship Development, Tata McGraw Hill Publishing Company Ltd., New Delhi.
3. CB Gupta and P Srinivasan, "Entrepreneurship Development in India", Sultan Chand and Sons, New Delhi.

4. Poornima M Charantimath, "Entrepreneurship Development - Small Business Enterprises", Pearson Education, New Delhi.
5. David H Holt, "Entrepreneurship: New Venture Creation", Prentice Hall of India Pvt. Ltd., New Delhi.
6. PM Bhandari, "Handbook of Small Scale Industry".
7. L M Prasad, "Principles and Practice of Management", Sultan Chand & Sons, New Delhi.

SUGGESTED WEBSITES

1. <https://ipindia.gov.in/>

INSTRUCTIONAL STRATEGY

Some of the topics may be taught using question/answer, assignment or seminar method. The teacher will discuss stories and case studies with students, which in turn will develop appropriate managerial and entrepreneurial qualities in the students. In addition, expert lecturers may also be arranged from outside experts and students may be taken to nearby industrial organisations on visit. Approach extracted reading and handouts may be provided. In addition, different activities like conduct of entrepreneurship awareness camp extension lecturers by outside experts, interactions sessions with entrepreneurs and industrial visits may also be organised. This subject contains five units of equal weightage.

4.7 MINOR PROJECT

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RATIONALE

Minor project work will help in developing the relevant skills among the students as per National Skill Qualification Framework. It aims at exposing the students to the present and future needs of various relevant industries. It is expected from the students to get familiar with industrial environment. For this purpose, students are required to be involved in Minor Project Work related to different establishments.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

- CO1: Define the problem statement of the minor project according to the need of industry.
- CO2: Work as a team member for successful completion of minor project.
- CO3: Write the minor project report effectively.
- CO4: Present the minor project report using PPT.

GUIDELINES

Depending upon the interest of the students, they can develop minor projects as per present and future demand of the industry. The supervisors may guide the students to identify their minor project work and chalk out their plan of action well in advance. As a minor project activity each student is supposed to study the operations at site and prepare a detailed project report of the observations/processes/activities. The supervisor may create a group of 4-5 students as per their interest to work as a team for successful completion of the minor project.

The supervisor shall evaluate the students along with one external expert by considering the following parameters:

| | Parameter | Weightage |
|-----|------------------------------------------------|------------------|
| i | Defining problem statement, focus and approach | 20% |
| ii | Innovation / creativity | 20% |
| iii | Report Writing | 20% |
| iv | Power Point Presentation | 20% |
| v | Viva - voce | 20% |

4.1 ENGLISH AND COMMUNICATION SKILL - II

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RATIONALE

Communication II moves a step further from Communication Skills I and is aimed at enhancing the linguistic competency of the students. Language as the most commonly used medium of self-expression remains indispensable in all spheres of human life – personal, social and professional. This course is intended to make fresh ground in teaching of Communicative English as per the requirements of National Skill Quality Framework.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Communicate effectively with an increased confidence; read, write and speak in English language fluently.
- CO2: Comprehend special features of format and style of formal communication through various modes.
- CO3: Write a Report, Resume, make a Presentation, Participate in GDs and Face Interviews
- CO4: Illustrate use of communication to build a positive self-image through self-expression and develop more productive interpersonal relationships.

DETAILED CONTENTS

UNIT I

Reading

- 1.1 Portrait of a Lady - Khushwant Singh
- 1.2 The Doctor's Word by R K Narayan
- 1.3 Speech by Dr Kiran Bedi at IIM Indore2007 Leadership Concepts
- 1.4 The Bet - by Anton Chekov

UNIT II

Effective Communication Skills

- 2.1 Modern means of Communication (Video Conferencing, e- mail, Teleconferencing)
- 2.2 Effective Communication Skills: 7 C's of Communication

- 2.3 Non-verbal Communication – Significance, Types and Techniques for Effective Communication
- 2.4 Barriers and Effectiveness in Listening Skills
- 2.5 Barriers and Effectiveness in Speaking Skills

Unit III

Professional Writing

- 3.1 Correspondence: Enquiry letters, placing orders, complaint letters
- 3.2 Report Writing
- 3.3 Memos
- 3.4 Circulars
- 3.5 Press Release
- 3.6 Inspection Notes and tips for Note-taking
- 3.7 Corrigendum writing
- 3.8 Cover Letter

UNIT IV

Grammar and Vocabulary

- 4.1 Prepositions
- 4.2 Conjunctions
- 4.3 Punctuation
- 4.4 Idioms and Phrases: A bird of ill omen, A bird's eye view, A burning question, A child's play, A cat and dog life, A feather in one's cap, A fish out of water, A shark, A snail's pace, A snake in the grass, A wild goose chase, As busy as a bee, As faithful as dog, Apple of One's eye, Behind one's back, Breath one's last, Below the belt, Beat about the bush, Birds of a feather flock together, Black Sheep, Blue blood, By hook or crook, Chicken hearted, Cut a sorry figure ,Hand in glove, In black and white, In the twinkling, In full swing ,Is blind as a bat, No rose without a thorn, Once in a blue moon, Out of the frying pan in to the fire, know no bounds ,To back out, To bell the cat, To blow one's trumpet, To call a spade a spade, To cut one's coat according to one's cloth, To eat humble pie, To give ear to, To have a thing on one's finger tips, To have one's foot in the grave, To hold one's tongue, To kill two birds with one stone, To make an ass of oneself, To put two and two together, To the back bone, Turn coat, ups and downs.
- 4.5 Pairs of words commonly misused and confused: Accept-except, Access-excess, Affect-effect, Artificial- artful, Aspire-expire, Bail-bale, Bare-bear, Berth-birth, Beside-besides, Break-brake, Canvas-canvass, Course- coarse, Casual-causal, Council-counsel, Continual-continuous, Coma-comma, Cue- queue, Corpse- corps-core, Dairy-diary,

Desert-dessert, Dual-duel, Dew- due, Die-dye, Draft- draught-drought, Device-devise, Doze-dose, Eligible-illegible, Emigrant- immigrant, Envelop-envelope, Farther-further, Gate-gait, Goal-goal, Human-humane, Honorable-honorary, Hail-hale, Hair-heir-hare, Industrial-industrious, Impossible- impassable, Idle-idol-ideal, Lose-loose, Later-latter, Lesson-lessen, Main-Mane, Mental-mantle, Metal-mettle, Meter-metre, Oar-ore, Pray-prey, Plain-plan, Principal - principle, Personal- personnel, Roll- role, Route-rout- roote, Stationary-stationery, Union- unity, Urban- urbane, Vocation- vacation, Vain- vein-vane, Vary- very.

- 4.6 Translation of Administrative and Technical Terms in Hindi or Mother tongue: Academy, Abandon, Acting in official capacity, Administrator, Admission, Aforesaid, Affidavit, Agenda, Alma Master, Ambiguous, Appointing Authority, Apprentice, Additional, Advertisement, Assistant, Assumption of charge, Assurance, Attested copy, Bonafide, Bond, Cashier, Chief Minister, Chief Justice Clerical error, Commanding Officer, Consent, Contractor, corruption, Craftsman, Compensation, Code, Compensatory allowance, Compile, Confidential letter, Daily Wager, Data, Dearness allowance, Death - Cum Retirement, Dispatch, Dispatch Register, Disciplinary, Disciplinary Action, Disparity Department, Dictionary, Director, Director of Technical Education, Earned Leave, Efficiency Bar, Estate, Exemption, Executive Engineer, Extraordinary, Employment Exchange, Flying Squad, General Body, Head Clerk, Head Office, High Commission, Inconvenience, Income Tax, Indian Assembly Service, Justify, Legislative Assembly, Negligence, Officiating ,Office Record, Office Discipline, On Probation, Part Time, Performance, Polytechnic, Proof Reader Precautionary, Provisional, Qualified, Regret, Responsibility, Self-Sufficient, Senior, Simultaneous ,Staff, Stenography ,Superior, Slate, Takeover, Target Data Technical Approval, Tenure, Temporary, Timely Compliance, Under Investigation, Under Consideration, Verification, Viva-voce, Write off, Working Committee, Warning, Yours Faithfully , Zero Hour.

UNIT V

Employability Skills

- 5.1 Presentation Skills: How to prepare and deliver a good presentation
- 5.2 Telephone Etiquettes
- 5.3 Importance of developing employable and soft skills
- 5.4 Resume Writing: Definition, Kinds of Resume, Difference between Bio-data and Curriculum Vitae and Preparing a Resume for Job/ Internship
- 5.5 Group discussions: Concept and fundamentals of GD, and learning Group Dynamics.
- 5.6 Case Studies and Role Plays

PRACTICAL EXERCISES

1. Reading Practice of the above lessons in the Lab Activity classes.
2. Comprehension exercises of unseen passages along with the given lessons.
3. Vocabulary enrichment and grammar exercises based on the above selective readings.
4. Situational Conversation: Requesting and responding to requests; Expressing sympathy and condolence.
5. Warning; Asking and giving information.
6. Getting and giving permission.
7. Asking for and giving opinions.
8. A small formal and informal speech.
9. Seminar.
10. Debate.
11. Interview Skills: Preparing for the Interview and guidelines for success in the Interview and significance of acceptable body-language during the Interview.
12. Written Drills will be undertaken in the class to facilitate a holistic linguistic competency among learners.
13. Participation in a GD, Functional and Non-functional roles in GD, Case Studies and Role Plays
14. Presentations, using audio-visual aids (including power-point).
15. Telephonic interviews, face to face interviews.
16. Presentations as Mode of Communication: Persuasive Presentations using multi-media aids.
17. Practice of idioms and phrases on: Above board , Apple of One's eye , At sea, At random, At large, A burning question, A child's play, A wolf in sheep's clothing, A deal, Breath one's last, Bid fair to, Beat about the bush, Blue Blood, Big Gun, Bring to Book, Cut a sorry figure, Call names, Carry weight, Dark Horse, Eat Humble pie, Feel small, French leave, Grease the palm, Go against the grains, Get One's nerves, Hard and Fast, Hue and Cry, Head and ears, In full swing, Jack of all trades, know no bounds, kiss the dust, Keep an eye on, Lion's share, learn by rote, Null and void, on the cards, Pull a long face, Run amuck, Right and Left, Rain on Shine, Small talk, Take to one's heels, Tooth and nail, to take by storm, , Wet blanket, Yearn for.

RECOMMENDED BOOKS

1. Alvinder Dhillon and Parmod Kumar Singla, “Text Book of English and Communication Skills Vol – 1, 2”, M/s Abhishek Publications, Chandigarh.
2. J Sethi, Kamlesh Sadanand & DV Jindal, “Course in English Pronunciation”, PHI Learning Pvt. Ltd., New Delhi.
3. Wren and Martin, “High School English Grammar and Composition” .
4. NK Aggarwal and FT Wood, “English Grammar, Composition and Usage”, Macmillan Publishers India Ltd., New Delhi.
5. RC Sharma, and Krishna Mohan, “Business Correspondence & Report Writing”, (4th Edition), by Tata MC Graw Hills, New Delhi.
6. Varinder Kumar, Bodh Raj & NP Manocha, “Business Communication Skills”, Kalyani Publisher, New Delhi.
7. Kavita Tyagi & Padma Misra, “Professional Communication”, PHI Learning Pvt. Ltd., New Delhi.
8. Nira Konar, “Communication Skills for Professionals”, PHI Learning Pvt. Ltd., New Delhi.
9. Krishna Mohan & Meera Banerji, “Developing Communication Skills”, (2nd Edition), Macmillan Publishers India Ltd., New Delhi.
10. M. Ashraf Rizwi, “Effective Technical Communication”, Tata MC Graw Hills, New Delhi.
11. Andrea J Rutherford, “Basic Communication Skills for Technology”, Pearson Education, New Delhi.

INSTRUCTIONAL STRATEGY

This is practice based subject and topics taught in the class should be practiced in the Lab regularly for development of required communication skills in the students. Emphasis should be given on practicing of communication skills. This subject contains five unit of equal weight age.

4.2 HUMAN RESOURCE DEVELOPMENT

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RATIONALE

The objective of a course in Human Resource Development (HRD) is to equip individuals with the knowledge, skills, and competencies necessary to effectively manage and develop human capital in organizations. The course aims to provide a comprehensive understanding of the role of HRD in supporting organizational goals and objectives, as well as to develop an understanding of the various HRD strategies, tools, and techniques used to identify, attract, develop, and retain talent.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Design and implement HRD programs that align with organizational goals.
- CO2: Contribute to the development of a productive and engaged workforce.
- CO3: Developing and implementing HRD strategies.

DETAILED CONTENTS

UNIT I

Introduction

- 1.1 Concept and definition of HRD
- 1.2 Objectives & Functions of HRD
- 1.3 Factors affecting HRD
- 1.4 HRD strategy

UNIT II

HRD System

- 2.1 Concept and process of HRD system
- 2.2 Principles in designing HRD
- 2.3 Factor affecting HRD system.
- 2.4 HRD outcomes

UNIT III**Performance Appraisal**

- 3.1 Factors affecting performance appraisal
- 3.2 Feedback and learning for improving performance
- 3.3 Management of performance
- 3.4 Linking performance management to organizational goals

UNIT IV**Career Development**

- 4.1 Concept & objectives of career development
- 4.3 Process of career development system
- 4.4 Techniques of career development
- 4.5 Process of talent management

UNIT V**Counselling**

- 5.1 Concept of counselling and its objectives
- 5.2 Steps in counselling process
- 5.3 Types of counselling
- 5.4 Functions of counselling

PRACTICE EXERCISE/CASE STUDIES

1. Research and analyze the impact of employee training and development on organizational performance. Identify and evaluate different training and development methods and their effectiveness in enhancing employee skills and knowledge.
2. Conduct a case study on a company that has implemented a successful talent management program. Analyze the key components of the program and evaluate its impact on the company's workforce and overall performance.
3. Evaluate the role of HR in promoting diversity and inclusion in the workplace. Identify the key strategies and initiatives that organizations can implement to create a more diverse and inclusive work environment, and analyze their effectiveness.
4. Critically assess the performance management system of a company. Identify the strengths and weaknesses of the system and make recommendations for improvement.

5. Analyze the impact of employee engagement on organizational performance. Identify the factors that contribute to employee engagement and evaluate the effectiveness of different strategies for increasing engagement.
6. Conduct a study on the relationship between employee motivation and job satisfaction. Evaluate the different theories of motivation and their applicability in the workplace, and analyze the factors that contribute to job satisfaction.
7. Evaluate the effectiveness of different recruitment and selection methods. Analyze the advantages and disadvantages of different methods and make recommendations for improving the recruitment and selection process.

RECOMMENDED BOOKS

1. P. Subba Rao, “Human Resource Development: A Practical Approach”.
2. Biju Varkkey, “Strategic Human Resource Management”.
3. T.V. Rao, “Human Resource Development and Management”.
4. S.V. Kulkarni, “Human Resource Development: Principles and Practice”.
5. R. K. Sahu, “Strategic Human Resource Management: Building Human Capital Advantage”.

INSTRUCTIONAL STRATEGY

Group discussions and debates could be used to encourage students to think critically about HRD issues and to develop their communication and collaboration skills. Finally, guest speakers from HR departments of various industries could be invited to share their experiences and insights into workforce planning, and provide students with networking opportunities. Overall, a combination of lecture-based instruction, case studies, and hands-on exercises can help students develop a comprehensive understanding of HRP and prepare them for a career in HR management. This subject contains five units of equal weight age.

4.3 HUMAN RESOURCE PLANNING

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RATIONALE

Human Resource Planning (HRP) is to ensure that an organization has the right number of employees with the required skills, knowledge, and experience to meet its current and future business needs. This involves forecasting the demand for and supply of employees, identifying skill gaps, and developing strategies to address these gaps. The ultimate goal of HRP is to align the organization's workforce with its strategic goals and objectives, while also ensuring that employees are engaged, motivated, and equipped to perform their roles effectively. Through effective HRP, organizations can improve their overall performance, productivity, and profitability, while also ensuring the well-being and career development of their employees.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Develop HRP strategies of the organization's goals, workforce needs, and external factors.
- CO2: Forecast the demand for and supply of employees and types of employees
- CO3: Evaluate the effectiveness of HRP strategies and initiatives by assessing key performance indicators.
- CO4: Apply HRP indicators such as employee turnover, productivity, and engagement.

DETAILED CONTENTS

UNIT I

Introduction

- 1.1 Concept and Objective of human resource planning
- 1.2 HR policy and procedures
- 1.3 HRP strategies
- 1.4 Factors affecting HRP

UNIT II**Demand and Supply of Human Resources**

- 2.1 Factors affecting demand and supply of human resources
- 2.2 Techniques of forecasting HR inventory
- 2.3 Forecasting HR demand and supply
- 2.4 Evaluation of human resource planning

UNIT III**Placement**

- 3.1 Legal aspects of recruitment and selection
- 3.2 Types of test and interviews for selection
- 3.3 Process and significance of placement, induction and orientation
- 3.4 Process and importance of internal mobility and separation

UNIT IV**Career Management**

- 4.1 Concept & Objectives of career planning
- 4.2 Process of career planning
- 4.3 Objectives of succession planning,
- 4.4 Process of succession planning & career management

UNIT V**Information System**

- 5.1 Elements of HR cost
- 5.2 Concept and objectives of HR audit
- 5.3 Concept and importance of Human Resource Information System (HRIS)
- 5.4 Stages in development of HRIS

PRACTICAL EXERCISES/CASE STUDIES

1. Identify and discuss the factors that influence human resource planning (HRP).
2. Explain how demographic changes affect HRP.
3. Discuss the impact of technological advancements on HRP.
4. Evaluate the role of economic factors on HRP.
5. Explain how globalization affects HRP.
6. Provide an example of how a company has adapted its HRP to changing factors.

RECOMMENDED BOOKS

1. K. Bhattacharyya, Human Resource Planning”.
2. B. C. Velayudhan, “Human Resource Planning and Development”.
3. N. K. Jain, “Human Resource Planning and Audit”.
4. S. K. Bhatia, “Human Resource Planning and Management”.
5. B. D. Singh, “Strategic Human Resource Planning and Management”.

INSTRUCTIONAL STRATEGY

Human Resource Planning (HRP) could involve a combination of lecture-based instruction, case studies, and hands-on exercises. In lectures, the instructor could provide an overview of HRP concepts, frameworks, and best practices, as well as current trends and issues in workforce planning. Case studies could be used to provide real-world examples of how organizations have successfully implemented HRP strategies and initiatives. Students could also be given hands-on exercises, such as analyzing workforce data, forecasting workforce needs, and developing HRP plans, in order to apply HRP concepts in a practical context. Group discussions and debates could be used to encourage students to think critically about HRP issues and to develop their communication and collaboration skills. Finally, guest speakers from HR departments of various industries could be invited to share their experiences and insights into workforce planning, and provide students with networking opportunities. Overall, a combination of lecture-based instruction, case studies, and hands-on exercises can help students develop a comprehensive understanding of HRP and prepare them for a career in HR management. This subject contains five units of equal weight age.

4.4 ORGANISATIONAL CHANGE AND DEVELOPMENT

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RATIONALE

In the fast changing world of business, the organizations have to be ready for the changes and should facilitate in adopting these changes. This course aims to give a broad theoretical and practical understanding of key concepts and issues like organizational change and resistance to it, organizational climate and culture. The students will also understand process and interventions needed in organizational development. The students will also know how to build teams and improve organizational effectiveness.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Gain overall understanding in the historical framework of organization
- CO2: Acquire knowledge about interventions designed for organizational development.
- CO3: Gain understanding on action research, as a process and approach of organization development.
- CO4: Acquire knowledge change management and its role and needs in organization development.
- CO5: Gain insights on organization as learning system and its implications for future.

DETAILED CONTENTS

UNIT I

Introduction

- 1.1 Concept and principles of organizational change
- 1.2 Forces of organizational change
- 1.3 Process of organizational change
- 1.4 Resistance to organizational change
- 1.5 Overcoming resistance to organizational change

UNIT II**Climate and Culture**

- 2.1 Concept of organizational climate and culture
- 2.2 Difference between organizational climate and culture
- 2.3 Components of organizational climate and culture
- 2.4 Factors influencing organizational climate and culture
- 2.5 Process of change in organizational climate and culture

UNIT III**Organisation Development**

- 3.1 Concept of organizational development
- 3.2 Objectives of organizational development
- 3.3 Process of organizational development
- 3.4 Techniques of organizational development

UNIT IV**Interventions**

- 4.1 Concept of individual, interpersonal and group interventions
- 4.2 Objectives of OD interventions
- 4.3 Process of OD interventions
- 4.4 Types of OD interventions

UNIT V**Organizational Effectiveness**

- 5.1 Concept and Process of team building
- 5.2 Factors affecting team building
- 5.3 Concept and importance of organizational effectiveness
- 5.4 Steps in improving organizational effectiveness

PRACTICE EXERCISES/CASE STUDIES

1. Organize a study to understand recent technological changes
2. Study the impact of social media on business climate and culture
3. Make a team of five students to collect data overcoming resistance of change

RECOMMENDED BOOKS

1. V. Nilakant, and S. Ramnaryan, “Managing Organisational Change”, Response Books, New Delhi.
2. R.M. Kanter, B.A Stein, and T.D. Jick, “The Challenge of Organisational Change”, Free Press, New York.
3. David K. Hurst, “Crisis and Renewal: Meeting the Challenge of Organisational Change”, Harvard University Press, Mass
4. Biswajeet Pattanayak, and Pravash Kumar, “Change for Growth”, Wheeler Publications, New Delhi.
5. Madhukar Shukla, “Competing Through Knowledge”, Response Books, New Delhi.
6. C.S. Venkataratnam, and Anil Varma, “Challenge of Change: Industrial Relations in Indian Industry”, Allied Pub. Ltd., New Delhi.
7. Kavitha Singh, “Organisational Change and Development”, Excel Books, New Delhi.

INSTRUCTIONAL STRATEGY

Teachers should lay emphasis on explaining definition, meaning and importance of various terminologies used in the subject. They should arrange industrial visits and extension lectures from the experts. Wherever possible, teachers may give case studies and exercises to the students. Students may be encouraged to pursue independent study on various topics and make presentations of the same in the class. This subject contains five units of equal weightage.

4.5 PROGRAM ELECTIVE - I

4.5.1 PRINCIPLES OF COST ACCOUNTING

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RATIONALE

This subject will make the students to learn about the use of various financial techniques for reduction of costs and preparation of budgets and its control. Cost Accountancy is required mostly in service and large production companies. Over the last few years, however, Cost Accountancy has begun to see a rise in importance owing to the economic growth being witnessed by India.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Intelligently compute cost information, Control and manage the cost.
- CO2: Determine the cost of inventory items as recorded into stock in the accounting records.
- CO3: Adopt the fair system of wage payment and minimization of labor turnover.
- CO4: Achieve economies of scale to optimize production and overall operation.

DETAILED CONTENTS

UNIT I

Introduction

- 1.1 Concepts of Cost, costing and Cost Accounting, Nature and Scope of cost Accounting, Importance and characteristics of an ideal Cost Accounting, Advantages and limitation of Cost Accounting
- 1.2 Elements and Classification of Cost
- 1.3 Methods and technique of Costing

UNIT II

Material Costing

- 2.1 Introduction
- 2.2 Meaning of Centralized &Decentralized Purchasing
- 2.3 Meaning, Advantages & disadvantages of FIFO, HIFO, LIFO, Base Stock Method

- 2.4 Purchase Cycle
- 2.5 Issue of Material
- 2.6 Inventory Control: Meaning, Importance, Objectives and Requirements
- 2.7 Meaning of EOQ, Maximum Level, Minimum Level, Average Level, Re-Order Level, Danger Level
- 2.8 Meaning of Waste, Scrap, Spoilage, Defectives

UNIT III

Labour Costing

- 3.1 Introduction
- 3.2 Labour Turnover Costing: Meaning, causes, factors & Effect
- 3.3 Idle Time
- 3.4 Wage Payment System: Idle Wage Payment System, Methods of Remuneration
- 3.5 LIFO, FIFO, HIFO with illustration
- 3.6 Time and piece wage payment system with illustration

UNIT IV

Marginal Costing

- 4.1 Meaning and Definition
- 4.2 Break Even Point-Meaning, Advantages
- 4.3 Computation of Break Even Point: Contribution, P/V Ratio, B.E.P, Margin of Safety, Sales for Desired Profit, Profit on Sales

UNIT V

Budgetary Control

- 5.1 Meaning and Definition
- 5.2 Objective of Budgetary Control
- 5.3 Kinds of Budget-According to function, according to Flexibility
- 5.4 Flexible Budget with illustration

RECOMMENDED BOOKS

1. S.N. Maheshwari, “Advanced Problems and Solutions in Cost Accounting”, Sultan Chand & Co., New Delhi.
2. M.L. Aggarwal, “Cost Accounting”.
3. S.P. Jain, and K.L Narang, “Cost Accounting”, Kalyani, New Delhi.

4. Ashish K. Bhattacharya, "Principles and Practices of Cost Accounting", A.H. Wheeter Publisher.
5. Horngren, Charles, Foster and Datar, "Cost Accounting - A: Managerial Emphasis", Prentice Hall of India, New Delhi.
6. P D Oswal, Raj Purohit & Maheshwari, "Cost Accounting", Ramesh Book Depot, Jaipur.

INSTRUCTIONAL STRATEGY

Teacher should lay emphasis on explaining definition, meaning and importance of various terminologies used in the subject. They should arrange industrial visits and extension lecturers from the experts. Wherever possible, teachers may give case studies and exercises to the students. Students may be encouraged to pursue independent study on various topics and make presentation of the same in the class. This subject contains five units of equal weight age.

4.5.2 FUNDAMENTALS OF RETAIL MANAGEMENT

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RATIONALE

A course in Retail Management is essential for students who are interested in pursuing a career in retail or for individuals who are in the field of marketing and sales for holistic view of market. The course provides a solid foundation in retailing providing an understanding on how retail evolved, varied retail formats along with retail selling process. It also tries to familiarize the candidate with the concepts of retail pricing and throws light on career opportunities in retail sector.

COURSE OUTCOMES

After undergoing this course, the learners will be able to:

- CO1: Define retailing and describe the types of retailers.
- CO2: Comprehend the retail selling process and the retail life cycle.
- CO3: Explain how retailers use marketing communications to build a brand image and customer loyalty.
- CO4: Familiarize various pricing strategies used in retail industry.

DETAILED CONTENTS

UNIT 1

Introduction

- 1.1. Definition, scope and importance of retailing
- 1.2. Evolution of Retail
- 1.3. Types of retailers
- 1.4. Functions performed by retailers.
- 1.5. Concept of Retail Marketing Mix

UNIT II

Retail Process

- 2.1. Retail selling process
- 2.2. Retail life cycle: Concept and stages in retail life cycle

UNIT III**Retail Formats**

- 3.1. Retailers' characteristics
- 3.2. Classification of Retailing Formats
- 3.3. Product Retailing versus Service Retailing
- 3.4. Retail versus Wholesale
- 3.5. Products that are in different stages of retail life cycle.

UNIT IV**Retail Pricing**

- 4.1. Pricing Strategies
- 4.2. Considerations in setting retail prices
- 4.3. Pricing techniques for increasing sales and profits
- 4.4. Retail Communication Mix: methods of communicating with customers
- 4.5. Using communication programs to develop and build customer loyalty
- 4.6. Pricing strategy adopted by any one popular Indian retailer.

UNIT V**Retail in India**

- 5.1. Drivers of Retail Change in India
- 5.2. Challenges to Retail Development in India
- 5.3. Career Opportunities in retail
- 5.4. Identify type of retailers more prominent in the area.

RECOMMENDED BOOKS

1. Bajaj, Tuli and Srivastava, "Retail Management", Oxford University Press, New Delhi.
2. Gibson G. Vedamani, "Retail Management", Jaico Publishing House, Mumbai.
3. Pradhan Swapna, "Retailing Management- Text and Cases", Tata McGraw Hill Publications.
4. N.K Sahni, , "Retail Management", Kalyani Publications, New Delhi.
5. Barry Berman, R. Joel Evans, Patrali Chatterjee, and Ritu Srivastava, "Retail Management", Thirteenth Edition, Pearson Paperback.

INSTRUCTIONAL STRATEGY

One effective teaching strategy for Retail Management is to use a combination of lectures, case studies, group discussions, and practical projects. This approach can help students understand the theory behind Retail Management while also developing their critical thinking, problem-solving, and communication skills. To enhance the learning experience, the use of multimedia tools such as videos, podcasts, and social media platforms can also be incorporated. Encouraging students to work on real-world projects, such as creating a marketing campaign for a local business, can also be an effective way to apply the concepts learned in class to real-world scenarios. This subject contains five units of equal weight age.

4.6 ENTREPRENEURSHIP DEVELOPMENT AND MANAGEMENT

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RATIONALE

In the present day scenario, it has become imperative to impart entrepreneurship and management concepts to students so that a significant percentage of them can be directed towards setting up and managing their own small enterprises. This subject focuses on imparting the necessary competencies and skills of enterprise set up and its management.

COURSE OUTCOMES

After undergoing the subject, the students will be able to:

- CO1: Comprehend the importance of entrepreneurship and its role in nation's development.
- CO2: Classify the various types of business and business organizations.
- CO3: Identify the various resources / sources and / or schemes for starting a new venture.
- CO4: Explain the principles of management including its functions in an organisation.
- CO5: Conduct market survey and prepare project report.

DETAILED CONTENTS

UNIT I

Entrepreneurship: Concept and definitions, classification and types of entrepreneurs, entrepreneurial competencies, Traits / Qualities of entrepreneurs, manager v/s entrepreneur, role of Entrepreneur, barriers in entrepreneurship, Sole proprietorship and partnership forms of business organisations, small business vs startup, critical components for establishing a start-up, Leadership: Definition and Need, Manager Vs leader, Types of leadership

UNIT II

Definition of MSME (micro, small and medium enterprises), significant provisions of MSME Act, importance of feasibility studies, technical, marketing and finance related problems faced by new enterprises, major labor issues in MSMEs and its related laws, Obtaining financial assistance through various government schemes like Prime Minister Employment Generation Program (PMEGP) Pradhan Mantri Mudra Yojna (PMMY), Make in India, Start up India,

Stand up India, National Urban Livelihood Mission (NULM); Schemes of assistance by entrepreneurial support agencies at National, State, District level: NSIC, NRDC, DC: MSME, SIDBI, NABARD, Commercial Banks, SFC's TCO, KVIB, DIC, Technology Business Incubator (TBI) and Science and Technology Entrepreneur Parks (STEP).

UNIT III

Nature and Functions of Management: Definition, Nature of Management, Management as a Process, Management as Science and Art, Management Functions, Management and Administration, Managerial Skills, Levels of Management; Leadership.

Planning and Decision Making: Planning and Forecasting - Meaning and definition, Features, Steps in Planning Process, Approaches, Principles, Importance, Advantages and Disadvantages of Planning, Types of Plans, Types of Planning, Management by Objective. Decision Making- Meaning, Characteristics.

UNIT IV

Organising and Organisation Structure: Organising Process - Meaning and Definition, Characteristics Process, Need and Importance, Principles, Span of Management, Organisational Chart - Types, Contents, Uses, Limitations, Factors Affecting Organisational Chart.

STAFFING: Meaning, Nature, Importance, Staffing process. Manpower Planning, Recruitment, Selection, Orientation and Placement, Training, Remuneration.

Controlling and Co-Ordination: Controlling - Meaning, Features, Importance, Control Process, Characteristics of an effective control system, Types of Control. Co-ordination - characteristics, essentials.

UNIT V

Market Survey and Opportunity Identification, Scanning of business environment, Assessment of demand and supply in potential areas of growth, Project report Preparation, Detailed project report including technical, economic and market feasibility, Common errors in project report preparations, Exercises on preparation of project report.

RECOMMENDED BOOKS

1. BS Rathore and Dr JS Saini, "A Handbook of Entrepreneurship", Aapga Publications, Panchkula (Haryana).
2. Entrepreneurship Development, Tata McGraw Hill Publishing Company Ltd., New Delhi.

3. CB Gupta and P Srinivasan, “Entrepreneurship Development in India”, Sultan Chand and Sons, New Delhi.
4. Poornima M Charantimath, “Entrepreneurship Development - Small Business Enterprises”, Pearson Education, New Delhi.
5. David H Holt, “Entrepreneurship: New Venture Creation”, Prentice Hall of India Pvt. Ltd., New Delhi.
6. PM Bhandari, “Handbook of Small Scale Industry”.
7. L M Prasad, “Principles and Practice of Management”, Sultan Chand & Sons, New Delhi.

SUGGESTED WEBSITES

1. <https://ipindia.gov.in/>

INSTRUCTIONAL STRATEGY

Some of the topics may be taught using question/answer, assignment or seminar method. The teacher will discuss stories and case studies with students, which in turn will develop appropriate managerial and entrepreneurial qualities in the students. In addition, expert lecturers may also be arranged from outside experts and students may be taken to nearby industrial organisations on visit. Approach extracted reading and handouts may be provided. In addition, different activities like conduct of entrepreneurship awareness camp extension lecturers by outside experts, interactions sessions with entrepreneurs and industrial visits may also be organised. This subject contains five units of equal weightage.

4.7 MINOR PROJECT

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RATIONALE

Minor project work will help in developing the relevant skills among the students as per National Skill Qualification Framework. It aims at exposing the students to the present and future needs of various relevant industries. It is expected from the students to get familiar with industrial environment. For this purpose, students are required to be involved in Minor Project Work related to different industrial establishments.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

- CO1: Define the problem statement of the minor project according to the need of industry.
- CO2: Work as a team member for successful completion of minor project.
- CO3: Write the minor project report effectively.
- CO4: Present the minor project report using PPT.

GUIDELINES

Depending upon the interest of the students, they can develop minor projects as per present and future demand of the industry. The supervisors may guide the students to identify their minor project work and chalk out their plan of action well in advance. As a minor project activity each student is supposed to study the operations at site and prepare a detailed project report of the observations/processes/activities. The supervisor may create a group of 4-5 students as per their interest to work as a team for successful completion of the minor project.

The supervisor shall evaluate the students along with one external expert by considering the following parameters:

| | Parameter | Weightage |
|-----|------------------------------------------------|------------------|
| i | Defining problem statement, focus and approach | 20% |
| ii | Innovation / creativity | 20% |
| iii | Report Writing | 20% |
| iv | Power Point Presentation | 20% |
| v | Viva - voce | 20% |

THIRD YEAR

NSQF LEVEL - 5

18. STUDY AND EVALUATION SCHEME (FIRST YEAR)

FIFTH SEMESTER: BUSINESS MANAGEMENT (SPECIALIZATION IN MARKETING)

| Sr. No. | SUBJECTS | STUDY SCHEME Periods/W eek | | Credits L+P= C | MARKS IN EVALUATION SCHEME | | | | | | Total Marks of Internal & External | | |
|-------------------------------------|-------------------------------------------------|-------------------------------------|-----------|-------------------|----------------------------|------------|------------|------------|------------|------------|------------------------------------------------|--|--|
| | | INTERNAL ASSESSMENT | | | EXTERNAL ASSESSMENT | | | | | | | | |
| | | L | P | | Th | Pr | Total | Th | Pr | Total | | | |
| 5.1 | Industrial Training - II | - | 2 | 0+1=1 | - | 40 | 40 | - | 60 | 60 | 100 | | |
| 5.2 | Marketing of services | 5 | 2 | 5+1=6 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 5.3 | Consumer Behaviour | 5 | 2 | 5+1=6 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 5.4 | Digital Marketing | 4 | 4 | 4+2=6 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 5.5 | Multi-disciplinary Elective (MOOCs+/Offline) | 2 | - | 2+0=2 | 40 | - | 40 | 60 | - | 60 | 100 | | |
| 5.6 | Programme Elective-II | 3 | - | 3+0=3 | 40 | - | 40 | 60 | - | 60 | 100 | | |
| # Student Centered Activities (SCA) | | - | 6 | | - | - | - | - | - | - | - | | |
| Total | | 19 | 16 | 24 | 200 | 160 | 360 | 300 | 240 | 540 | 900 | | |

* Common with other Diploma Courses

** Common with DBM specialization programmes

+ Assessment of Open Elective through MOOCs shall be based on assignments out of 100 marks.

Programme Elective-II 5.6.1 ** Research Methodology 5.6.2 International Marketing 5.6.3 ** Business Ethics

Student Centered Activities will comprise of co-curricular activities like extension lectures on Constitution of India, Electoral Literacy, Motor Vehicles (Driving) Regulations 2017 etc., games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities and self-study etc.

FIFTH SEMESTER: BUSINESS MANAGEMENT (SPECIALIZATION IN RETAIL)

| Sr. No. | SUBJECTS | STUDY SCHEME Periods/Week | | Credits L+P=C | MARKS IN EVALUATION SCHEME | | | | | | Total Marks of Internal & External | | |
|-------------------------------------|----------------------------------------------|---------------------------------|-----------|------------------|----------------------------|------------|------------|------------|------------|------------|------------------------------------------------|--|--|
| | | INTERNAL ASSESSMENT | | | EXTERNAL ASSESSMENT | | | | | | | | |
| | | L | P | | Th | Pr | Total | Th | Pr | Total | | | |
| 5.1 | Industrial Training - II | - | 2 | 0+1=1 | - | 40 | 40 | - | 60 | 60 | 100 | | |
| 5.2 | Retail Operations and Store Management | 5 | 2 | 5+1=6 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 5.3 | Electronic retailing(E-tailing) | 5 | 2 | 5+1=6 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 5.4 | Customer Relation Management | 4 | 4 | 4+2=6 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 5.5 | Multi-disciplinary Elective (MOOCs+/Offline) | 2 | - | 2+0=2 | 40 | - | 40 | 60 | - | 60 | 100 | | |
| 5.6 | Programme Elective-II | 3 | - | 3+0=3 | 40 | - | 40 | 60 | - | 60 | 100 | | |
| # Student Centered Activities (SCA) | | - | 6 | | - | - | - | - | - | - | - | | |
| Total | | 19 | 16 | 24 | 200 | 160 | 360 | 300 | 240 | 540 | 900 | | |

* Common with other Diploma Courses

** Common with DBM specialization programmes

+ Assessment of Open Elective through MOOCs shall be based on assignments out of 100 marks.

Programme Elective-II 5.6.1 ** Research Methodology 5.6.2 Product and Brand Management 5.6.3 ** Business Ethics

Student Centered Activities will comprise of co-curricular activities like extension lectures on Constitution of India, Electoral Literacy, Motor Vehicles (Driving) Regulations 2017 etc., games, hobby clubs e.g. photography etc., seminars, declamation contests, educational Field visits, N.C.C., NSS, Cultural Activities and self-study etc.

FIFTH SEMESTER: BUSINESS MANAGEMENT (SPECIALIZATION IN HUMAN RESOURCE MANAGEMENT)

| Sr. No. | SUBJECTS | STUDY SCHEME Periods/W eek | | Credits L+P=C | MARKS IN EVALUATION SCHEME | | | | | | Total Marks of Internal & External | | |
|-------------------------------------|----------------------------------------------|-------------------------------------|-----------|------------------|----------------------------|------------|------------|------------|------------|------------|------------------------------------------------|--|--|
| | | INTERNAL ASSESSMENT | | | EXTERNAL ASSESSMENT | | | | | | | | |
| | | L | P | | Th | Pr | Total | Th | Pr | Total | | | |
| 5.1 | Industrial Training - II | - | 2 | 0+1=1 | - | 40 | 40 | - | 60 | 60 | 100 | | |
| 5.2 | Human Resource Information system | 5 | 2 | 5+1=6 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 5.3 | Labour Laws and Industrial Relations | 5 | 2 | 5+1=6 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 5.4 | Performance and Compensation Management | 4 | 4 | 4+2=6 | 40 | 40 | 80 | 60 | 60 | 120 | 200 | | |
| 5.5 | Multi-disciplinary Elective (MOOCs+/Offline) | 2 | - | 2+0=2 | 40 | - | 40 | 60 | - | 60 | 100 | | |
| 5.6 | Programme Elective-II | 3 | - | 3+0=3 | 40 | - | 40 | 60 | - | 60 | 100 | | |
| # Student Centered Activities (SCA) | | - | 6 | | - | - | - | - | - | - | - | | |
| Total | | 19 | 16 | 24 | 200 | 160 | 360 | 300 | 240 | 540 | 900 | | |

* Common with other Diploma Courses

** Common with DBM specialization programmes

Program Elective-II 5.6.1 ** Research Methodology 5.6.2 International HRM 5.6.3 ** Business Ethics

+ Assessment of Open Elective through MOOCs shall be based on assignments out of 100 marks.

Student Centered Activities will comprise of co-curricular activities like extension lectures on Constitution of India, Electoral Literacy, Motor Vehicles (Driving) Regulations 2017 etc., games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities and self-study etc.

SIXTH SEMESTER

| Sr. No. | SUBJECTS | STUDY SCHEME Periods/Week | | Credits (C) (L+P=C) | MARKS IN EVALUATION SCHEME | | | | | | Total Marks of Internal & External | | |
|------------|----------------------------------------|---------------------------------|-----------|---------------------------|----------------------------|------------|------------|----|------------|------------|---------------------------------------------|--|--|
| | | INTERNAL ASSESSMENT | | | EXTERNAL ASSESSMENT | | | | | | | | |
| | | L | P | | Th | Pr | Tot | Th | Pr | Tot | | | |
| 6.1 | Project Oriented Professional Training | - | 35 | 0+17=17 | - | 200 | 200 | | 300 | 300 | 500 | | |
| | | | | | | | | | | | | | |
| | Total | - | 35 | 17 | - | 200 | 200 | | 300 | 300 | 500 | | |

19. HORIZONTAL AND VERTICAL SUBJECTS ORGANISATION

BUSINESS MANAGEMENT (SPECIALIZATION IN MARKETING)

| Sr. No. | Subjects/Areas | Hours Per Week | |
|----------------|----------------------------------------|-----------------------|-----------------------|
| | | Fifth Semester | Sixth Semester |
| 1. | Industrial Training - II | 2 | - |
| 2. | Marketing of services | 7 | - |
| 3. | Consumer Behaviour | 7 | - |
| 4. | Digital Marketing | 8 | - |
| 5. | Multi-disciplinary Elective | 2 | - |
| 6. | Programme Elective-II | 3 | - |
| 7. | Project Oriented Professional Training | - | - |
| 8. | Student Centered Activities | 6 | 4 |
| Total | | 35 | 35 |

BUSINESS MANAGEMENT
(SPECIALIZATION IN RETAIL)

| Sr. No. | Subjects/Areas | Hours Per Week | |
|----------------|----------------------------------------|-----------------------|-----------------------|
| | | Fifth Semester | Sixth Semester |
| 1. | Industrial Training – II | 2 | - |
| 2. | Retail Operations and Store Management | 7 | - |
| 3. | Electronic retailing(E –tailing) | 7 | - |
| 4. | Customer Relation Management | 8 | - |
| 5. | Multi-disciplinary Elective | 2 | - |
| 6. | Programme Elective-II | 3 | - |
| 7. | Project Oriented Professional Training | - | 35 |
| 8. | Student Centered Activities | 6 | - |
| Total | | 35 | 35 |

BUSINESS MANAGEMENT
(SPECIALIZATION IN HUMAN RESOURCE MANAGEMENT)

| Sr. No. | Subjects/Areas | Hours Per Week | |
|----------------|-----------------------------------------|-----------------------|-----------------------|
| | | Fifth Semester | Sixth Semester |
| 1. | Industrial Training - II | 2 | - |
| 2. | Human Resource Information system | 7 | - |
| 3. | Labour Laws and Industrial Relations | 7 | - |
| 4. | Performance and Compensation Management | 8 | - |
| 5. | Multi-disciplinary Elective | 2 | - |
| 6. | Programme Elective-II | 3 | - |
| 7. | Project Oriented Professional Training | - | 35 |
| 8. | Student Centered Activities | 6 | - |
| Total | | 35 | 35 |

20. COMPETENCY PROFILE & EMPLOYMENT OPPORTUNITIES

Government and private sectors related to **Business Management** require **supervisors** having well developed skills with clear choice of procedures. They are expected to have complete knowledge and practical skills related to their field. They shall be able to communicate clearly with others. Diploma holders after passing level 5 shall have understanding of desired mathematical skills and understanding of social and natural environment. They are expected to collect, organize and communicate information effectively.

The Manager has to develop a broad understanding of the various functions and processes of business management, which can help him perform better in their current or future roles. He has to acquire the essential skills and competencies that are needed for managing and leading an organization effectively, such as communication, problem-solving, decision-making, teamwork, and leadership. It is required to gain exposure to the latest trends and developments in the field of business management, adapting to the changing needs and expectations of the market and customers. Managers be Business Development Managers, Store Managers, Retail Managers or HR Managers ensure smooth functioning of any company, organization or industry. Managers take care of human resource management, day to day operations, finance and accounting activities taking place in companies and organizations.

Work requiring knowledge, skills and aptitudes at NSQF level 5 will also be carried out in familiar situations, but also ones where problems may arise. Job holders will be able to make choices about the best procedures to adopt to address problems where the choices are clear. Individuals in jobs which require level 5 qualifications will normally be responsible for the completion of their own work and expected to learn and improve their performance on the job. They will require well developed practical and cognitive skills to complete their work. They may also have some responsibility for others' work and learning. They should develop secretarial skills by using modern office equipment and necessary expertise in handling clients and appreciation of value of better inter-personal relations for growth and development of the organization

Job opportunities are diverse and can be found in various sectors, including finance, marketing, operations, and human resources.

1. Business Development Manager
 2. Sales Manager
 3. Marketing Manager
 4. Human Resources Manager
 5. Financial Analyst
 6. Operations Manager
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Career Opportunities in the Service Industry

- Customer Relationship Manager
- Customer Care Executive
- Event Manager
- Front Office Executive
- Health Service Manager
- Retail Manager
- Sales Coordinator
- Service Manager

Career Opportunities in the Human Resource Development

- Compensation Manager
- Employee Relations Manager
- HR Generalist
- Placement Manager
- Staffing Director
- Technical Recruiter

Career Opportunities in IT and Management

- Analytics Manager
- Business Development Manager/Executive
- Data Processing Manager
- Marketing Manager
- Project Manager
- System Manager

Career Opportunities in Business Analytics

- Business Analyst
- Computer Systems Analyst
- Data Scientist
- IT Analyst
- Market Research Analyst

Career Opportunities in Marketing

- Account Manager
- Marketing Analytics
- Marketing Manager
- Sales Manager

19. PROGRAMME OUTCOMES (SPECIALIZATION IN MARKETING)

The program outcomes are derived from five domains of NSQF Level – 5 namely Process, Professional Knowledge, Professional Skill, Core Skill, Responsibility. After completing this level, the student will be able to:

- PO1:** Perform task that require well developed skills of Marketing Manager with clear choice of procedures.
- PO2:** Acquire knowledge of facts, systems, policies and applications of Marketing Management in organizations.
- PO3:** Demonstrate cognitive and practical skills related to key areas associated with Marketing operations to solve problems.
- PO4:** Develop skills to collect, organize and communicate information associated with managing Marketing strategies.
- PO5:** Accomplish Marketing objectives in the organizations and supervise other's work.
- PO6:** Select online multidisciplinary electives of own interest to promote self-learning.

PROGRAMME OUTCOMES

(SPECIALIZATION IN RETAIL)

The program outcomes are derived from five domains of NSQF Level – 5 namely Process, Professional Knowledge, Professional Skill, Core Skill, Responsibility. After completing this level, the student will be able to:

- PO1:** Perform task that require well developed skills of Store Manager with clear choice of procedures.
- PO2:** Acquire knowledge of facts, systems, policies and applications of Retail Management in organizations.
- PO3:** Demonstrate cognitive and practical skills related to key areas associated with Retail operations to solve problems.
- PO4:** Develop skills to collect, organize and communicate information associated with managing retail activities.
- PO5:** Accomplish Retail functions in the organizations and supervise other's work.
- PO6:** Select online multidisciplinary electives of own interest to promote self-learning.

PROGRAMME OUTCOMES

(SPECIALIZATION IN HRM)

The program outcomes are derived from five domains of NSQF Level – 5 namely Process, Professional Knowledge, Professional Skill, Core Skill, Responsibility. After completing this level, the student will be able to:

- PO1:** Perform task that require well developed skills of Human Resource Manager with clear choice of procedures.
- PO2:** Acquire knowledge of facts, systems, policies and applications of Human Resource Management in organizations.
- PO3:** Demonstrate cognitive and practical skills related to key areas associated with HRM to solve problems.
- PO4:** Develop skills to collect, organize and communicate information associated with managing employees.
- PO5:** Accomplish HR development in the organizations and supervise other's work.
- PO6:** Select online multidisciplinary electives of own interest to promote self-learning.

22. ASSESSMENT OF PROGRAMME AND COURSE OUTCOMES

(SPECIALIZATION IN MARKETING)

| Programme Outcomes to be assessed | Assessment criteria for the Course Outcomes |
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| <p>PO1: Perform task that require well developed skills of Marketing Manager with clear choice of procedures.</p> | <ul style="list-style-type: none"> • Define the characteristics of services and distinguish them from tangible goods. • Identify challenges and opportunities to services marketing and propose strategies. • Analyze and apply the 7Ps framework in service marketing strategies. • Analyze the stages of the consumer decision-making process and their impact on consumer choices. • Identify and analyze different digital marketing channels and their applications. • Apply analytics tools to measure and optimize digital marketing performance. • Comprehend the differences between domestic and international marketing and their implications for global business. • Develop integrated international marketing communications plans leveraging digital and traditional promotional channels. • Evaluate the role of corporate social responsibility (CSR) in business practices. • Develop strategies for fostering an ethical corporate culture. • Demonstrate the competence to apply knowledge and skills learnt earlier in the context of the project. |

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| <p>PO2: Acquire knowledge of facts, systems, policies and applications of Marketing Management in organizations.</p> | <ul style="list-style-type: none">• Comprehend about present and future requirement of industries.• Develop competencies and skills required by relevant industries.• Identify challenges and opportunities to services marketing and propose strategies.• Analyze and apply the 7Ps framework in service marketing strategies.• Explain the concept, importance, and scope of consumer behaviour in marketing.• Identify and analyze different digital marketing channels and their applications.• Develop digital marketing campaigns using SEO, social media, content marketing, PPC, and email marketing techniques.• Explore legal and ethical considerations in digital marketing practices.• Formulate research questions and hypotheses.• Analyze international market environments and assess market entry opportunities and risks.• Apply various international market entry strategies and select appropriate modes of entry.• Understand foundational ethical theories and principles.• Evaluate the role of corporate social responsibility (CSR) in business practices.• Apply ethical decision-making frameworks to real-world business scenarios.○ CO2: Develop the problem-solving skills in finding solutions to the problems in the world of work. |
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| <p>PO3: Demonstrate cognitive and practical skills related to key areas associated with Marketing operations to solve problems.</p> | <ul style="list-style-type: none">• Comprehend about present and future requirement of industries.• Work in team for solving industrial problems• Develop competencies and skills required by relevant industries.• Evaluate dimensions of service quality and employ measurement techniques.• Analyze the stages of the consumer decision-making process and their impact on consumer choices.• Examine social and cultural factors influencing consumer behaviour• Apply consumer behaviour concepts to marketing strategy, and customer relationship management.• Identify and analyze different digital marketing channels and their applications.• Develop digital marketing campaigns using SEO, social media, content marketing, PPC, and email marketing techniques.• Apply analytics tools to measure and optimize digital marketing performance.• Apply statistical techniques for data analysis.• Comprehend the differences between domestic and international marketing and their implications for global business.• Apply various international market entry strategies and select appropriate modes of entry.• Evaluate product adaptation and pricing strategies for global markets considering cultural and competitive factors.• Develop integrated international marketing communications plans leveraging digital and traditional promotional channels.• Apply ethical decision-making frameworks to |
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| | <p>real-world business scenarios.</p> <ul style="list-style-type: none">● Define the problem statement of the Industrial training as per industry need.○ Develop the problem-solving skills in finding solutions to the problems in the world of work.○ Demonstrate the competence to apply knowledge and skills learnt earlier in the context of the project. |
| PO4: Develop skills to collect, organize and communicate information associated with managing Marketing strategies. | <ul style="list-style-type: none">● Comprehend about present and future requirement of industries.● Develop writing, speaking and presentations skills.● Identify challenges and opportunities to services marketing and propose strategies.● Evaluate dimensions of service quality and employ measurement techniques.● Apply analytics tools to measure and optimize digital marketing performance.● Comprehend the principles and concepts of research methodology.● Identify different types of research designs and data collection methods.● Formulate research questions and hypotheses.● Demonstrate proficiency in academic writing and research report preparation.● Evaluate product adaptation and pricing strategies for global markets considering cultural and competitive factors.● Apply the communication skills in writing and presenting the technical report. |

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| <p>PO5: Accomplish Marketing objectives in the organizations and supervise other's work.</p> | <ul style="list-style-type: none">• Familiarize with the working environment of industries• Comprehend about present and future requirement of industries.• Work in team for solving industrial problems<ul style="list-style-type: none">○ Discuss ethical considerations in services marketing and evaluate ethical dilemmas faced by service providers.• Examine social and cultural factors influencing consumer behaviour• Evaluate psychological influences on consumer behaviour• Apply consumer behaviour concepts to marketing strategy, and customer relationship management.• Identify and analyze different digital marketing channels and their applications.• Comprehend the differences between domestic and international marketing and their implications for global business.• Develop integrated international marketing communications plans leveraging digital and traditional promotional channels.• Understand foundational ethical theories and principles.• Analyze ethical dilemmas commonly faced in business contexts.• Apply ethical decision-making frameworks to real-world business scenarios.• Develop strategies for fostering an ethical corporate culture.• Acquire interpersonal skills and work as a team member. |
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| <p>PO6: Select online multidisciplinary electives of own interest to promote self-learning.</p> | <ul style="list-style-type: none">● Apply critical thinking in problem solving.● Demonstrate self and time management.● Display analytical and research abilities.● Integrate multiple knowledge domains Enhance the scope and depth of learning. |
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ASSESSMENT OF PROGRAMME AND COURSE OUTCOMES

(SPECIALIZATION IN RETAIL)

| Programme Outcomes to be assessed | Assessment criteria for the Course Outcomes |
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| <p>PO1: Perform task that require well developed skills of Store Manager with clear choice of procedures.</p> | <ul style="list-style-type: none"> • Comprehend the basics of merchandising and analysing the methods of sourcing. • Illustrate the inventory control methods and store management. • Comprehend the concept of e-tailing and its significance in the digital economy. • Acquire knowledge about the various e-tailing models and their application • Illustrate nuances of customer relationship • Detail role of CRM in increasing the sales of the company • Comprehend the role of product and brand management in business. • Explore strategies for building and sustaining brand equity. • Gain practical skills in market analysis, product positioning, and brand communication. • Understand foundational ethical theories and principles. • Demonstrate the capability of applying knowledge they have learnt earlier and apply them in the context of the projects they work on. |

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| <p>PO2: Acquire knowledge of facts, systems, policies and applications of Retail Management in organizations</p> | <ul style="list-style-type: none">• Comprehend about present and future requirement of industries.• Develop competencies and skills required by relevant industries.• Evaluate categories and planning the location and layout of the store.• Apply the skills in store design and visual merchandising to attract more customers and sales.• Illustrate the inventory control methods and store management.• Acquire knowledge about the various e-tailing models and their application• Develop critical thinking and problem-solving skills relevant to e-tailing.• Illustrate nuances of customer relationship• Comprehend the principles and concepts of research methodology.• Comprehend the role of product and brand management in business.• Develop and manage successful products and brands.• Gain practical skills in market analysis, product positioning, and brand communication.• Evaluate the role of corporate social responsibility (CSR) in business practices.• Apply ethical decision-making frameworks to real-world business scenarios.• Develop strategies for fostering an ethical corporate culture.• Develop the problem-solving skills in finding solutions to a set of problems in practice• Demonstrate the capability of applying knowledge they have learnt earlier and apply them in the context of the projects they work on. |
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| <p>PO3: Demonstrate cognitive and practical skills related to key areas associated with Retail operations to solve problems.</p> | <ul style="list-style-type: none">• Familiarize with the working environment of industries• Apply necessary safety precautions and measures.• Comprehend about present and future requirement of industries.• Work in team for solving industrial problems• Develop competencies and skills required by relevant industries.• Apply the skills in store design and visual merchandising to attract more customers and sales.• Apply the knowledge of Logistics management.• Explore digital marketing strategies to attract and retain online customers.• Elaborate the concept of electronic payment system and cyber security.• Develop critical thinking and problem-solving skills relevant to e-tailing.• Illustrate nuances of customer relationship• Analyze the CRM link with the other aspects of marketing• Analyze the different issues in CRM and different CRM models in service industry• Identify different types of research designs and data collection methods.• Formulate research questions and hypotheses.• Apply statistical techniques for data analysis• Develop and manage successful products and brands.• Gain practical skills in market analysis, product positioning, and brand communication.• Analyze ethical dilemmas commonly faced in business contexts.• Evaluate the role of corporate social responsibility (CSR) in business practices. |
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| <p>PO4: Develop skills to collect, organize and communicate information associated with managing retail activities.</p> | <ul style="list-style-type: none">• Develop competencies and skills required by relevant industries.• Develop writing, speaking and presentations skills.• Evaluate categories and planning the location and layout of the store.• Illustrate the inventory control methods and store management.• Apply the knowledge of Logistics management.• Acquire knowledge about the various e-tailing models and their application• Detail role of CRM in increasing the sales of the company• Comprehend the principles and concepts of research methodology.• Formulate research questions and hypotheses.• Demonstrate proficiency in academic writing and research report preparation.• Explore strategies for building and sustaining brand equity.• Define the problem statement of the Industrial training according to the need of industry.• Develop the communication skills of writing the Internship / report effectively. |
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| <p>PO5: Accomplish Retail functions in the organizations and supervise other's work.</p> | <ul style="list-style-type: none">• Familiarize with the working environment of industries• Apply necessary safety precautions and measures.• Comprehend about present and future requirement of industries.• Work in team for solving industrial problems• Evaluate categories and planning the location and layout of the store.• Apply the knowledge of Logistics management.• Comprehend the concept of e-tailing and its significance in the digital economy.• Explore digital marketing strategies to attract and retain online customers.• Detail role of CRM in increasing the sales of the company• Apply statistical techniques for data analysis.• Develop and manage successful products and brands.• Explore strategies for building and sustaining brand equity.• Gain practical skills in market analysis, product positioning, and brand communication.• Evaluate the role of corporate social responsibility (CSR) in business practices.• Apply ethical decision-making frameworks to real-world business scenarios.• Develop strategies for fostering an ethical corporate culture.• Work as a team member for successful completion of Industrial training. |
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| <p>PO6: Select online multidisciplinary electives of own interest to promote self-learning.</p> | <ul style="list-style-type: none">● Apply critical thinking in problem solving.● Demonstrate self and time management.● Display analytical and research abilities.● Integrate multiple knowledge domains Enhance the scope and depth of learning. |
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ASSESSMENT OF PROGRAM AND COURSE OUTCOMES

(SPECIALIZATION IN HRM)

| Programme Outcomes to be assessed | Assessment criteria for the Course Outcomes |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>PO1: Perform task that require well developed skills of Human Resource Manager with clear choice of procedures.</p> | <ul style="list-style-type: none"> • Identify HRIS components, and explain its role in supporting HR functions. • Detail various HR technologies, on-premises systems and cloud-based solutions. • Apply labour laws to employment contracts, termination procedures, workplace safety, and discrimination issues. • Acquire negotiation and conflict resolution skills essential for effective labour management. • Evaluate compensation strategies aligned with organizational goals. • Develop effective performance appraisal systems for fostering employee development. • Ensure the performance-based incentive plan and understanding the value of fair compensation. • Comprehend the scope and significance of IHRM in a globalized context. • Analyze key differences between domestic and international HRM practices. • Reflect foundational ethical theories and principles. • Apply ethical decision-making frameworks to real-world business scenarios. • Develop strategies for fostering an ethical corporate culture. • Acquire interpersonal skills and work as a team member. • Demonstrate the competence to apply knowledge and skills learnt earlier in the context of the project |

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| <p>PO2: Acquire knowledge of facts, systems, policies and applications of Human Resource Management in organizations.</p> | <ul style="list-style-type: none">• Familiarize with the working environment of industries.• Apply necessary safety precautions and• Work in team for solving industrial problems• Integrate architecture of HRIS with other organizational systems like payroll and ERP.• Implement step-by-step process of HRIS implementation.• Demonstrate a comprehensive understanding of the legal framework governing labour relations.• Develop the ability to critically analyze industrial relations and practices.• Acquire negotiation and conflict resolution skills essential for effective labour management.• Evaluate compensation strategies aligned with organizational goals.• Develop effective performance appraisal systems for fostering employee development.• Analyze the latest provisions of latest wage code 2020 by Indian Government.• Analyze key differences between domestic and international HRM practices.• Demonstrate intercultural communication and negotiation skills.• Critically assess emerging trends and challenges in global HRM.,• Understand foundational ethical theories and principles.• Analyze ethical dilemmas commonly faced in business contexts.• Evaluate the role of corporate social responsibility (CSR) in business practices.• Define the problem statement of the Industrial training as per industry need. |
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| <p>PO3: Demonstrate cognitive and practical skills related to key areas associated with HRM to solve problems.</p> | <ul style="list-style-type: none"> • Comprehend about present and future requirement of industries. • Integrate architecture of HRIS with other organizational systems like payroll and ERP. • Implement step-by-step process of HRIS implementation. • Evaluate ethical and legal implications associated with HRIS. • Apply labour laws to employment contracts, termination procedures, workplace safety, and discrimination issues. • Assess the impact of globalization on international labour standards, global supply chains. • Acquire negotiation and conflict resolution skills essential for effective labour management. • Apply key principles of performance management to optimize individual and organizational performance. • Ensure the performance-based incentive plan and understanding the value of fair compensation. • Evaluate strategies for effective global talent management. • Demonstrate intercultural communication and negotiation skills. • Analyze ethical dilemmas commonly faced in business contexts. • Evaluate the role of corporate social responsibility (CSR) in business practices. • Apply ethical decision-making frameworks to real-world business scenarios. • Develop strategies for fostering an ethical corporate culture. • Develop the problem-solving skills in finding solutions to the problems in the world of work. |
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| | <ul style="list-style-type: none"> • Acquire interpersonal skills and work as a team member. • Demonstrate the competence to apply knowledge and skills learnt earlier in the context of the project. |
| PO4: Develop skills to collect, organize and communicate information associated with managing employees. | <ul style="list-style-type: none"> • Comprehend about present and future requirement of industries. • Work in team for solving industrial problems • Develop writing, speaking and presentations skills. • Demonstrate a comprehensive understanding of the legal framework governing labour relations. • Develop effective performance appraisal systems for fostering employee development. • Identify different types of research designs and data collection methods. • Formulate research questions and hypotheses. • Demonstrate proficiency in academic writing and research report preparation. • Demonstrate intercultural communication and negotiation skills. • Define the problem statement of the Industrial training as per industry need. • Develop the problem-solving skills in finding solutions to the problems in the world of work. • Apply the communication skills in writing and presenting the technical report. |
| PO5: Accomplish HR development in the organizations and supervise other's work. | <ul style="list-style-type: none"> • Work in team for solving industrial problems • Develop competencies and skills required by relevant industries. • Implement step-by-step process of HRIS implementation. • Demonstrate a comprehensive understanding of the legal framework governing labour relations. |
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| | <ul style="list-style-type: none">• Develop the ability to critically analyze industrial relations and practices.• Apply labour laws to employment contracts, termination procedures, workplace safety, and discrimination issues.• Acquire negotiation and conflict resolution skills essential for effective labour management.• Evaluate compensation strategies aligned with organizational goals.• Ensure the performance-based incentive plan and understanding the value of fair compensation.• Analyze the latest provisions of latest wage code 2020 by Indian Government.• Analyze key differences between domestic and international HRM practices.• Evaluate strategies for effective global talent management.• Demonstrate intercultural communication and negotiation skills.• Understand foundational ethical theories and principles.• Analyze ethical dilemmas commonly faced in business contexts.• Evaluate the role of corporate social responsibility (CSR) in business practices.• Develop strategies for fostering an ethical corporate culture.• Acquire interpersonal skills and work as a team member.• Demonstrate the competence to apply knowledge and skills learnt earlier in the context of the project. |
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PO6: Select online multidisciplinary electives of own interest to promote self-learning.

- Apply critical thinking in problem solving.
- Demonstrate self and time management.
- Display analytical and research abilities.
- Integrate multiple knowledge domains
- Enhance the scope and depth of learning.

FIFTH SEMESTER

BUSINESS MANAGEMENT (SPECIALIZATION IN MARKETING)

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| 5.1 | Industrial Training - II | 199-200 |
| 5.2 | Marketing of services | 201-204 |
| 5.3 | Consumer Behaviour | 205-207 |
| 5.4 | Digital Marketing | 208-211 |
| 5.5 | Multi-disciplinary Elective | 212-213 |
| 5.6 | Programme Elective-II | 214-222 |

FIFTH SEMESTER

BUSINESS MANAGEMENT (SPECIALIZATION IN RETAIL)

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|-----|----------------------------------------|---------|
| 5.1 | Industrial Training - II | 223-224 |
| 5.2 | Retail Operations and Store Management | 225-227 |
| 5.3 | Electronic retailing(E -tailing) | 228-230 |
| 5.4 | Customer Relation Management | 231-233 |
| 5.5 | Multi-disciplinary Elective | 234-235 |
| 5.6 | Programme Elective-II | 236-244 |

FIFTH SEMESTER**BUSINESS MANAGEMENT****(SPECIALIZATION IN HUMAN RESOURCE MANAGEMENT)**

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|-----|-------------------------------------------------|---------|
| 5.1 | Industrial Training - II | 245-246 |
| 5.2 | Human Resource Information system | 247-249 |
| 5.3 | Labour Laws and Industrial Relations | 250-252 |
| 5.4 | Performance and Compensation Management | 253-255 |
| 5.5 | Multi-disciplinary Elective (MOOCs+/Offline) | 256-257 |
| 5.6 | Programme Elective-II | 258-267 |

5.1 INDUSTRIAL TRAINING - II

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RATIONALE

Industrial training will help the students to understand the working environment of relevant industries. The student will learn to work in team to solve the industrial problems. It will also give exposure about the present and future requirements of the relevant industries. This training is very important for development of required competencies and skills for employment and start-ups.

COURSE OUTCOMES

After undergoing the training, the students will be able to:

- CO1: Familiarize with the working environment of industries.
- CO2: Apply necessary safety precautions and measures.
- CO3: Comprehend about present and future requirement of industries.
- CO4: Work in team for solving industrial problems
- CO5: Develop competencies and skills required by relevant industries.
- CO6: Develop writing, speaking and presentations skills.

PRACTICAL EXERCISES

1. Report writing based on industrial training.
2. Preparation of Power Point Slides based on industrial training and presentation by the candidate.
3. Internal Evaluation based on quality of Report, PPT preparation, PPT presentation and answer to queries.
4. External Evaluation based on quality of Report, PPT preparation, PPT presentation and answer to queries.

GUIDELINES

Students will be evaluated based on Industrial training report and their presentation using Power Point about the knowledge and skills gained during the training. The Head of the Department will depute faculty coordinators by assigning a group of students to each. The coordinators will mentor and guide the students in preparing the PPTs for final presentation. The following performance parameters are to be considered for assessment of the students out of 100 marks:

| | Parameter | Weightage |
|-----|-------------------------------------------------------|------------------|
| i | Industrial assessment of the candidate by the trainer | 40% |
| ii | Report Writing | 20% |
| iii | Power Point Presentation | 20% |
| iv | Viva-voce | 20% |

5.2 HUMAN RESOURCE INFORMATION SYSTEM (HRIS)

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RATIONALE

The course on Human Resource Information Systems (HRIS) is designed to provide students with a comprehensive understanding of the role and implementation of technology in modern HR management. HRIS plays a crucial role in enhancing organizational efficiency, strategic decision-making, and employee engagement. This course will equip students with the knowledge and skills required to leverage HR technologies effectively within organizations.

COURSE OUTCOMES

After undergoing the subject, student will be able to:

CO1: Identify HRIS components, and explain its role in supporting HR functions.

CO2: Detail various HR technologies, on-premises systems and cloud-based solutions.

CO3: Integrate architecture of HRIS with other organizational systems like payroll and ERP.

CO4: Implement step-by-step process of HRIS implementation.

CO5: Evaluate ethical and legal implications associated with HRIS.

DETAILED CONTENTS

UNIT I

Introduction to HRIS

- 1.1 Definition and scope
- 1.2 Technologies in HR
- 1.3 Role and importance of HRIS in modern organizations.
- 1.4 Benefits and limitations of HRIS
- 1.5 Types of HRIS: On-premises and cloud-based systems.

UNIT II

HRIS Architecture

- 2.1 Components of HRIS: Database, software applications, and user interfaces.
- 2.2 Integration of HRIS with other organizational systems (e.g., payroll, ERP).
- 2.3 Emerging trends in HRIS architecture: Mobile HR apps, AI, and analytics.

UNIT III

HRIS Modules

- 3.1 Core HRIS modules: Employee database, payroll, benefits administration, and attendance tracking.
- 3.2 Talent management modules: Recruitment, Training
- 3.3 Performance management and Compensation and HRIS

UNIT IV

HRIS Implementation

- 4.1 Steps in HRIS implementation: Needs assessment, vendor selection, and project planning.
- 4.2 Overcoming resistance to HRIS implementation and promoting user adoption.
- 4.3 Monitoring and evaluating HRIS performance: Key performance indicators (KPIs).

UNIT V

Key issues in HRIS

- 5.1 Security and data privacy considerations in HRIS design and management.
- 5.2 Ethical and legal considerations in HRIS implementation and usage.
- 5.3 Future directions of HRIS: Impact of AI, machine learning, on HR technology.

PRACTICE EXERCISES

1. Practical assignments involving hands-on experience with HRIS software.
2. Case studies on successful and unsuccessful HRIS implementations.
3. Group projects on designing HRIS solutions for specific HR challenges.
4. Presentations on emerging trends and innovations in HR technology.

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5. Assessments evaluating understanding of HRIS concepts
 6. Analyze and interpret HRIS data.

RECOMMENDED BOOKS

1. "Human Resource Information Systems: Basics, Applications, and Future Directions" by Michael J. Kavanagh and Richard D. Johnson.
2. "Managing Human Resources in an Information Age: Technology, Data, and Knowledge" by Thomas W. Ferratt and Julie S. Nugent.
3. Articles from journals like Information Systems Research, Journal of Information Technology, and Journal of Strategic Information Systems.
4. Kandula, Srinivas R. Managing Human Resources with Information Systems. Tata McGraw-Hill Education, 2018.
5. White papers and reports from leading HR technology providers and consulting firms.

SUGGESTED WEBSITES

1. <https://www.techtarget.com/searchhrsoftware/definition/HRIS>
2. <https://www.jstor.org/stable/248875>

INSTRUCTIONAL STRATEGY

The teacher should make sure the instructional strategy aims to equip learners with a comprehensive understanding of Human Resource Information Systems (HRIS) and its role in modern organizational management. The strategy incorporates a blend of theoretical concepts, practical applications, and case studies to enhance learners' knowledge and skills in leveraging HR technology effectively. This subject contains five units each having equal weightage.

5.3 LABOUR LAWS AND INDUSTRIAL RELATIONS

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RATIONALE

Labour Laws aims to provide a comprehensive understanding of the legal framework governing employment relationships in India. It covers the evolution and significance of labour laws, foundational concepts such as employee-employer relations and working conditions, and key legislations ensuring social security and welfare. The syllabus also delves into industrial relations, dispute resolution mechanisms, and collective bargaining processes vital for maintaining harmonious workplace environments.

COURSE OUTCOMES

After undergoing the subject, student will be able to:

- CO1: Demonstrate a comprehensive understanding of the legal framework governing labour relations.
- CO2: Develop the ability to critically analyze industrial relations and practices.
- CO3: Apply labour laws to employment contracts, termination procedures, workplace safety, and discrimination issues.
- CO 4: Assess the impact of globalization on international labour standards, global supply chains.
- CO5: Acquire negotiation and conflict resolution skills essential for effective labour management.

DETAILED CONTENTS

UNIT I

Introduction

- 1.1 Definition of Employee, employer, contract labour, wages, working conditions
- 1.2 Overview of Labour Laws: Meaning, scope, and significance in the Indian context.
- 1.3 Objectives and principles underlying Indian labour legislation.

UNIT II**Occupational Safety, Health and working conditions code 2020**

Main and Latest Provisions of the following Acts

- 2.1 Duties of Employers and Employees
- 2.2 Occupational Safety and Health
- 2.3 Health, Safety and Working Conditions
- 2.4 Welfare Provisions
- 2.5 Hours of Work and Annual Leave with Wages
- 2.6 Maintenance of Registers, Records and Returns

UNIT III**Social Security Code 2020**

Main and Latest Provisions of the following Acts

- 3.1 Employees' Provident Funds Act
- 3.2 Employees' State Insurance Act
- 3.3 Payment of Gratuity Act
- 3.4 Maternity Benefit Act.

UNIT IV**Industrial Relations Code 2020**

Main and Latest Provisions of the following Acts

- 4.1 Industrial Disputes Act
- 4.2 Trade Unions Act.
- 4.3 Industrial Employment Act (Standing Order)

PRACTICE EXERCISES

1. Write an essay on the historical evolution of labour laws in India, highlighting key milestones and significant reforms.
2. Prepare a comparative analysis between the Factories Act, 1948, and the Shops and Establishments Act, 1948, focusing on their provisions related to working conditions.

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- 3. Analyze a case study of an industrial dispute and propose suitable methods for its resolution under the Industrial Disputes Act, 1947.
 - 4. Case study the role and significance of trade unions in safeguarding workers' rights and collective bargaining.
 - 5. Interview a legal expert or practitioner specializing in labour laws and summarize the discussion on current challenges and reforms in the field.
 - 6. Study and explain the provisions of the Maternity Benefit Act, 1961, focusing on recent updates and benefits provided to women employees.
 - 7. Develop a presentation outlining the responsibilities and functions of regulatory authorities overseeing labour laws in India.
 - 8. Organize a debate on the ethical implications of strikes and lockouts as tools for resolving industrial disputes, considering legal and economic perspectives.
 - 9. Draft a model employment contract incorporating essential clauses and legal implications under Indian labour laws, emphasizing both employer and employee rights and obligations.

RECOMMENDED BOOKS

- 1. "Labour Code 2020 Bare Act"
- 2. "Labour and Industrial Laws" by P.L. Malik, Eastern Book Company, Lucknow - 226001
- 3. "Industrial Relations and Labour Laws" by S.C. Srivastava, Vikas Publishing House Pvt Ltd New Delhi, India
- 4. "Law of Industrial Disputes" by S.N. Misra, Universal Law Publishing Co. Pvt. Ltd. New Delhi, India

INSTRUCTIONAL STRATEGY

The instructional strategy aims to provide students with a comprehensive understanding of labour law principles and industrial relations practices, preparing them for careers in HR, management, or legal fields with a focus on labour relations. A blended learning approach combining lectures, case studies, discussions, guest lectures, and practical exercises will be most appropriate. This subject contains four units each having equal weightage.

5.4 PERFORMANCE AND COMPENSATION MANAGEMENT

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RATIONALE

Performance and compensation management are critical aspects of organizational strategy aimed at optimizing employee performance, productivity, and motivation while ensuring equitable and fair compensation for their contributions. This integrated approach involves the systematic process of setting performance expectations, assessing individual and team performance, and rewarding employees accordingly.

COURSE OUTCOMES

After undergoing the subject, student will be able to:

CO1: Apply key principles of performance management to optimize individual and organizational performance.

CO2: Evaluate compensation strategies aligned with organizational goals.

CO3: Develop effective performance appraisal systems for fostering employee development.

CO 4: Ensure the performance-based incentive plan and understanding the value of fair compensation.

CO5: Analyze the latest provisions of latest wage code 2020 by Indian Government.

DETAILED CONTENTS

UNIT I

Performance Management System

- 1.1 Definition, Concept and Objectives of Performance Management
- 1.2 Principles and Determinants of effective Performance Management
- 1.3 Importance of performance management in organizational
- 1.4 Steps in Performance Management System

UNIT II**Compensation Management**

- 2.1 Nature and Objectives of Compensation
- 2.2 Factors affecting Compensation Policy
- 2.3 Concept of Wages and Salary
- 2.4 Minimum Wages, Fair Wages and Living Wages.
- 2.5 Understanding Elements of Compensation Structure - Fixed Pay
- 2.6 Variable Pay, Cash Benefits, Executive Compensation, Stock Options ESOP.
- 2.7 Overview of Global compensation practices
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UNIT-III**Performance based compensation**

- 3.1 Performance Based Pay Systems
- 3.2 Incentives - Types of incentives: incentive plans for blue collar workers
- 3.3 individual incentive plans: based on time & based on productivity
- 3.4 incentive plans for white collar worker: straight salary, straight commission, combination plans.
- 3.5 Group incentive plans: Priest Man's plan, Scallop plan, profit sharing, co-partnership, cafeteria compensation plan.

UNIT IV**Employee Benefits**

- 4.1 Employee benefits programs: security benefits, health care benefits, time-off benefits,
- 4.2 Designing a benefits package.
- 4.3 Total rewards approach: Integrating compensation with benefits and career development.
- 4.4 Non-monetary rewards and recognition programs.

UNIT V**Wage Code 2020**

- 5.1 Main and latest provisions of Wage Code 2020:
- 5.2 Payment of wages
- 5.3 minimum wages
- 5.4 Payment of bonus
- 5.5 Equal Remuneration

PRACTICE EXERCISES

1. Develop a performance appraisal form including criteria for assessing employee performance.
2. Conduct a mock performance review meeting with a fellow student, providing constructive feedback based on performance criteria.
3. Research and analyze the compensation policies of a well-known organization. Identify factors influencing their compensation strategy.
4. Propose improvements to the compensation policy based on your analysis.
5. Develop an individual incentive plan for blue-collar workers based on productivity metrics.
6. Create a group incentive plan suitable for a team of white-collar workers, considering both financial and non-financial incentives.
7. Design an employee benefits package for a startup company, considering security benefits, healthcare, and time-off benefits.
8. Compare and contrast different approaches to integrating compensation with benefits and career development.

RECOMMENDED BOOKS

1. King, William R. Performance Management: Concepts, Techniques, and Practices. Pearson, 2019.
2. Henderson, Richard I. Compensation Management in a Knowledge-Based World. Prentice Hall, 2017.
3. Jenkins, Donald P. Incentive Compensation: A Manager's Guide. Wiley, 2015
4. Ledford, Gerald E. Employee Benefits and Compensation Management. Routledge, 2020.
5. Mishra, Rajesh. Wage Code 2020: Understanding and Implementation. LexisNexis, 2021.

INSTRUCTIONAL STRATEGY

Establish specific performance criteria and metrics that directly relate to these objectives, ensuring clarity and relevance in evaluation. Provide comprehensive training to students on conducting fair, constructive, and consistent performance assessments. Encourage regular feedback sessions between teacher and students to facilitate ongoing communication, goal alignment, and performance improvement discussions. This subject contains four units each having equal weightage.

5.5 MULTIDISCIPLINARY ELECTIVE

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RATIONALE

Multidisciplinary electives are very important and play major role in implementation of National Education Policy. Multidisciplinary is a subject which is useful for two or more disciplines in which students are asked to understand the concept of multidisciplinary or interdisciplinary. It will help the students to gain an arsenal of skills that are easily transferable across work environments.

COURSE OUTCOMES

After undergoing the subject, student will be able to:

- CO1: Apply critical thinking in problem solving.
- CO2: Demonstrate self and time management.
- CO3: Display analytical and research abilities.
- CO4: Integrate multiple knowledge domains.
- CO5: Enhance the scope and depth of learning.

LIST OF MULTIDISCIPLINARY ELECTIVES

(The list is indicative and not exhaustive)

1. Introduction to Internet of Things
2. Introduction to Robotics
3. Introduction to Embedded System Design
4. Fundamentals of Artificial Intelligence
5. Introduction to Machine Learning
6. The Joy of Computing Using Python
7. Introduction to Industry 4.0
8. Industrial Internet of Things

9. Object Oriented System Development using UML, Java and Patterns

10. Digital Marketing

11. Artificial Intelligence Marketing Professional

GUIDELINES

Multidisciplinary Elective shall be offered preferably in online mode. Online mode multidisciplinary elective shall preferably be through Massive Open Online Courses (MOOCs) from Swayam, NPTEL, Upgrad, Udemy, Khan Academy or any other online portal to promote self-learning. A flexible basket of large number of multidisciplinary electives is suggested which can be modified depending upon the availability of courses at suggested portals and requirements. For online multidisciplinary electives, department coordinators shall be assigned to monitor and guide the group of students for selection of minimum 20 hours duration online course of their choice. For offline multidisciplinary electives, a suitable relevant subject shall be offered by the respective department to the students with minimum 40% of the total class strength as per present and future requirements.

Assessment of MOOCs multidisciplinary elective shall be based on continuous evaluation by the respective coordinator. The coordinator shall consider the submitted assignments by the students from time to time during the conduct of MOOCs. The MOOCs assessment shall be conducted by the coordinator along with one external expert by considering submitted assignments out of 100 marks.

In case, no suitable multidisciplinary elective is available online, only then the course may be conducted in offline mode. The assessment of offline multidisciplinary elective shall be internal and external. The offline multidisciplinary elective internal assessment of 40 marks shall be based on internal sessional tests, assignments etc. and external assessment of 60 marks shall be based on external examination at institute level.

SUGGESTED WEBSITES

1. <https://swayam.gov.in/>
2. <https://www.udemy.com/>
3. <https://www.upgrad.com/>
4. <https://www.khanacademy.org/>

5.6 PROGRAMME ELECTIVE - II

5.6.1 RESEARCH METHODOLOGY

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RATIONALE:

Research Methodology is essential for students to understand the process of conducting research effectively. This course aims to equip undergraduate students with the knowledge and skills required to design, conduct, and analyze research in various fields of study. By learning research methodologies, students will be better prepared to critically evaluate existing literature, formulate research questions, and apply appropriate methods for data collection and analysis.

COURSE OUTCOMES

After undergoing the subject, student will be able to:

- CO1: Understand the principles and concepts of research methodology.
- CO2: Identify different types of research designs and data collection methods.
- CO3: Formulate research questions and hypotheses.
- CO4: Apply statistical techniques for data analysis.
- CO5: Demonstrate proficiency in academic writing and research report preparation.

UNIT I

Introduction to Research Methodology

- 1.1 Define research methodology and its significance in academic and professional settings.
- 1.2 Explore different types of research (qualitative, quantitative, and mixed methods).
- 1.3 Discuss ethical considerations in research and principles of research integrity.

UNIT II

Research Design

- 2.1 Study various research designs including experimental, correlational, and descriptive.
- 2.2 Understand the process of formulating research questions and hypotheses.
- 2.3 Discuss sampling techniques and sample size determination.

UNIT III**Data Collection Methods**

- 3.1 Explore primary and secondary data sources for research.
- 3.2 Learn techniques for data collection such as surveys, interviews, and observations.
- 3.3 Examine tools for data validation and reliability assessment.

UNIT IV**Data Analysis and Interpretation**

- 4.1 Introduce basic statistical methods used in research (descriptive and inferential statistics).
- 4.2 Apply statistical software for data analysis (e.g., SPSS, R, or Excel).
- 4.3 Interpret research findings and draw conclusions based on data analysis.

UNIT V**Research Report Writing**

- 5.1 Discuss the structure and components of a research report (abstract, introduction, methodology, results, discussion, and conclusion).
- 5.2 Explore academic writing styles and citation formats (APA, MLA, or Chicago).
- 5.3 Practice drafting and presenting research findings in a professional manner.

RECOMMENDED BOOKS

1. Kothari, C.R. Research Methodology: Methods and Techniques. New Age International Publishers, 2014.
2. Kumar, Ranjit. Research Methodology: A Step-by-Step Guide for Beginners. SAGE Publications India Pvt Ltd, 2019.
3. Sekaran, Uma. Research Methods for Business: A Skill-Building Approach. Wiley India Pvt Ltd, 2017.
4. Raman, K.V. Research Methodology: Methods and Techniques. Oxford University Press, 2018.

INSTRUCTIONAL STRATEGY

This course will employ a blend of lectures, interactive discussions, hands-on workshops, and practical exercises to engage students in learning research methodology. Emphasis will be placed on active participation, critical thinking, and application of research techniques. Guest speakers, research experts, and industry practitioners may be invited to share insights and experiences related to research practices. Regular feedback and assessments will be provided to guide students in developing research skills and preparing them for future academic and professional endeavors. This subject contains five units each having equal weightage.

- The students should be encouraged to develop a research proposal outlining research objectives, methodology, and expected outcomes, conduct a literature review on a chosen research topic and identify gaps in existing research. Students should also prepare a research report following academic writing standards and guidelines

5.6.2 INTERNATIONAL HRM

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RATIONALE

International Human Resource Management (IHRM) is a critical area of study that explores HRM practices in the context of global business operations. In today's interconnected world, organizations are increasingly expanding internationally, necessitating HR professionals who understand the complexities of managing diverse workforces across borders. This course aims to equip undergraduate students with the knowledge and skills necessary to address the unique challenges and opportunities presented by international HRM.

COURSE OUTCOMES

After undergoing the subject, the students will be able to:

- CO1: Comprehend the scope and significance of IHRM in a globalized context.
- CO2: Analyze key differences between domestic and international HRM practices.
- CO3: Evaluate strategies for effective global talent management.
- CO4: Demonstrate intercultural communication and negotiation skills.
- CO5: Critically assess emerging trends and challenges in global HRM.

DETAILED CONTENTS

UNIT I

Introduction to International HRM

- 1.1 Explore the scope and significance of IHRM.
- 1.2 Compare domestic and international HRM practices.
- 1.3 Discuss the impact of cultural diversity on HRM strategies.

UNIT II**Global Staffing and Talent Management**

- 2.1 Examine international recruitment and selection methods.
- 2.2 Evaluate strategies for managing expatriates and global talent.
- 2.3 Understand diversity and inclusion in global workforce management.

UNIT III**Cross-Cultural Communication and Negotiation**

- 3.1 Analyze cross-cultural communication barriers and techniques.
- 3.2 Develop negotiation skills for diverse cultural contexts.
- 3.3 Foster intercultural sensitivity and adaptability in communication

UNIT IV**International Compensation and Challenges**

- 4.1 Study approaches international compensation and benefits.
- 4.2 Design expatriate compensation packages and global mobility policies.
- 4.3 Address challenges related to compensation equity and parity.
- 4.4 Explore ethical considerations in international HRM.

RECOMMENDED BOOKS

1. Dowling, Peter J., et al. International Human Resource Management: Managing People in a Multinational Context. Routledge.
2. Chawla, Nandini, and Soumya Kanti Bhattacharya. Global HR Competencies: Mastering Competitive Value from the Outside-In. Sage Publications India Pvt Ltd.
3. Kumar, Ashok, and Vinod Gupta. Global HR Management: A Strategic Perspective. Excel Books.
4. Rao, T.V., and K. T. Chandy. Managing Human Resources in Cross-Border Alliances, Sage Publications India Pvt Ltd.

INSTRUCTIONAL STRATEGY

This course will utilize a variety of teaching methods including lectures, case studies, group discussions, guest lectures by industry experts, and practical exercises. Emphasis will be placed on active learning approaches such as role-plays, simulations, and real-world applications to enhance students' understanding of International HRM concepts and their practical implications. Regular assessments and feedback sessions will be conducted to monitor student progress and reinforce learning outcomes. This subject contains four units each having equal weightage.

- The students should be encouraged to Conduct case studies of multinational companies showcasing effective IHRM practices and design a global compensation package for expatriates based on hypothetical scenarios.

5.6.3 BUSINESS ETHICS

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RATIONALE

Business Ethics is a fundamental area of study that explores ethical principles and values in the context of business decision-making. In today's dynamic and interconnected business environment, organizations are expected to uphold ethical standards and social responsibility. This course aims to provide undergraduate students with a comprehensive understanding of ethical theories and their application in various business scenarios.

COURSE OUTCOMES

By the end of this course, students will be able to:

- CO1: Understand foundational ethical theories and principles.
- CO2: Analyze ethical dilemmas commonly faced in business contexts.
- CO3: Evaluate the role of corporate social responsibility (CSR) in business practices.
- CO4: Apply ethical decision-making frameworks to real-world business scenarios.
- CO5: Develop strategies for fostering an ethical corporate culture.

UNIT I

Introduction to Business Ethics

- 1.1 Define business ethics and its importance in modern organizations.
- 1.2 Explore ethical theories including utilitarianism, deontology, and virtue ethics.
- 1.3 Discuss the relationship between ethics and business sustainability.

UNIT II

Ethical Decision Making

- 2.1 Examine ethical decision-making frameworks such as the ethical decision-making model.
- 2.2 Analyze ethical dilemmas in business scenarios and apply ethical reasoning.
- 2.3 Discuss the impact of biases and cognitive factors on ethical decision making.

UNIT III**Corporate Social Responsibility (CSR)**

- 3.1 Define CSR and its significance in organizational sustainability.
- 3.2 Explore different dimensions of CSR including environmental, social, and economic responsibilities.
- 3.3 Evaluate the role of stakeholders in promoting CSR initiatives.

UNIT IV**Ethical Issues in Business Practices**

- 4.1 Study ethical issues in areas such as marketing, finance, and human resources.
- 4.2 Analyze case studies highlighting ethical lapses in business operations.
- 4.3 Discuss strategies for addressing ethical challenges in diverse business contexts.

UNIT V**Building an Ethical Corporate Culture**

- 5.1 Examine the role of leadership in fostering an ethical corporate culture.
- 5.2 Explore best practices for promoting integrity and accountability within organizations.
- 5.3 Develop strategies for implementing ethical policies and codes of conduct.

RECOMMENDED BOOKS

1. "Business Ethics: Concepts and Cases" by Manuel G. Velasquez, 8th Edition, Pub. Pearson Education
2. "Ethics and the Conduct of Business" by John R. Boatright, 8th Edition, Pub. Pearson Education
3. "Business Ethics: A Stakeholder and Issues Management Approach" by Joseph W. Weiss, 6th Edition, Pub. Berrett-Koehler Publishers
4. "Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization" by Andrew Crane, Dirk Matten, and Sarah Glozer, 5th Edition, Pub. Oxford University Press

INSTRUCTIONAL STRATEGY

This course will be delivered through a combination of lectures, interactive discussions, case analyses, group presentations, and practical exercises. Emphasis will be placed on engaging students in critical thinking, ethical reasoning, and application of ethical theories to real-world business scenarios. Guest speakers from industry and academia may be invited to share insights on ethical leadership and corporate practices. Regular assessments and feedback sessions will be conducted to enhance student learning and ethical awareness. This subject contains four units each having equal weightage.

*The students should be encouraged to conduct case studies in ethical issues in business practices. Develop a CSR strategy for a fictional company and present a CSR report. Students should also participate role-play scenarios to simulate ethical decision-making processes in business settings.

SIXTH SEMESTER

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| 6.1 | Project Oriented Professional Training | 268-270 |
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6.1 PROJECT ORIENTED PROFESSIONAL TRAINING

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RATIONALE

Project Oriented Professional Training is aimed at the application of knowledge and competencies gained in the previous semesters in an integrated manner towards addressing an issue in the industry/field, as per the interest and choice of both the industry and student. It also provide opportunities to the students to work relatively independently over extended and comprehensive periods of time. It is expected from the students to get acquainted with desired attributes for industrial/field environment. For this purpose, students are required to work in different establishments of world of work, and develop competencies.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

CO1: Define the problem statement of the Industrial training as per industry need.

CO2: Develop the problem-solving skills in finding solutions to the problems in the world of work.

CO3: Acquire interpersonal skills and work as a team member.

CO4: Demonstrate the competence to apply knowledge and skills learnt earlier in the context of the project.

CO5: Apply the communication skills in writing and presenting the technical report.

GUIDELINES

The purpose of this project oriented professional training is to expose the students to the world of work and provide professional experience in real life situation. It is suggested that during the training, the student should remain attached with the various sections of industry/field for 3-4 weeks. The student will have to maintain a daily/weekly/monthly diary/work book and submit detailed reports of their activities periodically to their supervisor/teacher. These reports will be certified by the concerned/ authorized officer of the organization where the student is undergoing professional training and doing his/her project.

Each student is required to undergo one Professional Oriented Project according to his/her area of interest and the project report is to be submitted at the end of project. The concerned teacher will guide and supervise the students on work stations (as far as possible) at regular intervals. A systematic plan of action is required to be prepared, well in advance, by the polytechnic in consultation with the

organizations where professional training and project is going to be executed. The teacher should clearly specify the expected learning outcomes and schedule on periodic basis, preferably weekly or fortnightly basis, for the whole of the professional project/training period of students. Performa may be developed by the polytechnic Training and Placement Officer in consultation with the teachers and personnel from industry to monitor the progress of the students. The performa should be filled by the students on daily, weekly and monthly basis, and should be duly countersigned by the personnel from industry and concerned teacher/supervisor attached to the particular student. Each teacher is supposed to guide and supervise about 5 – 8 students, depending upon the strength of the students and teachers in the department.

A criteria for assessing student performance by the internal examiner (personnel from industry and supervisor) and external examiner (teachers and experts) are given in table below:

| S. No. | Performance criteria for Internal Assessment | Weightage of marks (in %age) |
|--------------|--------------------------------------------------------------------|---------------------------------|
| 1. | Punctuality and regularity | 10% |
| 2. | Initiatives taken by the student in learning at training workplace | 10% |
| 3. | Defining problem statement, approach and schedule (Planning) | 20% |
| 4. | Level /proficiency of new practical skills acquired | 20% |
| 5. | Preliminary Action Plan and Report | 40% |
| TOTAL | | 100 |

| S. No. | Performance criteria for External Assessment | Weightage of marks (in %age) |
|--------|----------------------------------------------|---------------------------------|
| 1. | Project Report | 60% |

| | | |
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| 2. | Presentation & Viva voce | 40% |
| Total marks | | 100 |

Important Notes:

1. This criteria must be followed by the faculty and they may see the daily, weekly and monthly progress/reports, while awarding awards as per the above criteria.
2. Students may visit websites as their learning tool during industrial training, Search videos, animations, text material on internet for preparation of training report during the training period.
3. The external examiner, preferably, may be the person from different industry/organization/institution, who is well versed with the discipline/branch of project-oriented -professional training of the students, so that she/he can properly evaluate the students on the above criteria.

5.1 INDUSTRIAL TRAINING - II

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RATIONALE

Industrial training will help the students to understand the working environment of relevant industries. The student will learn to work in team to solve the industrial problems. It will also give exposure about the present and future requirements of the relevant industries. This training is very important for development of required competencies and skills for employment and start-ups.

COURSE OUTCOMES

After undergoing the training, the students will be able to:

- CO1: Familiarize with the working environment of industries
- CO2: Apply necessary safety precautions and measures.
- CO3: Comprehend about present and future requirement of industries.
- CO4: Work in team for solving industrial problems
- CO5: Develop competencies and skills required by relevant industries.
- CO6: Develop writing, speaking and presentations skills.

PRACTICAL EXERCISES

1. Report writing based on industrial training.
2. Preparation of Power Point Slides based on industrial training and presentation by the candidate.
3. Internal Evaluation based on quality of Report, PPT preparation, PPT presentation and answer to queries.
4. External Evaluation based on quality of Report, PPT preparation, PPT presentation and answer to queries.

GUIDELINES

Students will be evaluated based on Industrial training report and their presentation using Power Point about the knowledge and skills gained during the training. The Head of the Department will depute faculty coordinators by assigning a group of students to each. The coordinators will mentor and guide the students in preparing the PPTs for final presentation. The following performance parameters are to be considered for assessment of the students out of 100 marks:

| | Parameter | Weightage |
|-----|-------------------------------------------------------|------------------|
| i | Industrial assessment of the candidate by the trainer | 40% |
| ii | Report Writing | 20% |
| iii | Power Point Presentation | 20% |
| iv | Viva-voce | 20% |

2.1 RETAIL OPERATIONS AND STORE MANAGEMENT

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RATIONALE

The objective is to equip the students with an understanding of basic operating processes and their significance in running retail operations smoothly. As a result, the students shall understand the critical need for service orientation in the current business scenario. Student should develop good understanding about the various aspects of store management.

COURSE OUTCOMES

At the end of this subject, the students will be able to:

- CO1: Comprehend the basics of merchandising and analysing the methods of sourcing.
- CO2: Evaluate categories and planning the location and layout of the store.
- CO3: Apply the skills in store design and visual merchandising to attract more customers and sales.
- CO4: Illustrate the inventory control methods and store management.
- CO 5: Apply the knowledge of Logistics management.

UNIT I

Merchandise Management and Retail location

Merchandise Management – Meaning, process and methods, Merchandise sourcing: concept and methods Types of retail locations, factors affecting the location of Retail location.

UNIT II

Store Planning and Category Management

Store Planning: concept, Planning the shelf space and placement of products
Category Management: Concept, Components and process

UNIT III**Store Design and Layout**

Store design: Concept and Objectives, Space Management: Fixturing, Displays and Space Allocation
Visual Merchandising – Concept, Exterior Design, Interior Store Design and Layout

UNIT IV**Store Management**

Roles and Responsibilities of Store Manager, Floor/Section head and Sales staff, Store Security, Parking Space at Retail Centers, Coding System, and Material Handling in Stores.

Importance of inventory management, Controlling Costs and Reducing Inventories Loss, Techniques of inventory control.

UNIT V**Logistics Management**

Stock check - Negative inventory - Movement from warehouse to store - Un-loading - Product Repair System - Returning Merchandise to Vendor - Logistic and Information system - Improved product availability, Improved assortments, Strategies of logistics control.

PRACTICE EXERCISES

1. Conduct a simple survey among friends or family to understand their preferences in merchandise sourcing (online vs. in-store, brand vs. generic).
2. Rearrange the items in your refrigerator or pantry to optimize space and improve accessibility. Reflect on how this exercise relates to shelf space planning in retail stores.
3. Sort a collection of items (e.g., books, toys, clothes) into categories based on common characteristics. Consider how this exercise relates to category management principles.
4. Conduct a mini-inventory of items in your closet or desk drawers. Use simple methods like tally marks or lists to track items and identify any inventory discrepancies.
5. Visit a local retail store and observe how products are displayed. Take note of the use of fixtures, displays, and signage to enhance the shopping experience.

RECOMMENDED BOOKS

1. Retail Store Operations by Sriram B Iyer, Publisher McGraw Hill Education.
2. Retail Store Operations by Vishal Agawal. 2nd Edition, Biztantra Publishers.
3. Retailing Management by Swapana Pradhan
4. The Art of Retailing, by A. J. Lamba.

INSTRUCTIONAL STRATEGY

The teacher should make sure that while forming the upward and downward forms of strokes, the position of the hand of the student moves in the right direction. While giving dictation in the class, the teacher should keep moving and should ensure the right movement of outlines. Each exercise should be read by each student fluently before taking dictation of the same exercise. Student must take dictation first in shorthand and later transcribe the same in long hand on typewriter/computer. This subject contains five units of equal weightage with practice exercise related to all units.

2.2 ELECTRONIC RETAILING (E-tailing)

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RATIONALE

The syllabus aims to provide polytechnic students with a holistic understanding of e-tailing, encompassing its definition, business models, technological advancements, marketing strategies, and security considerations. By exploring the evolution, advantages, challenges, and emerging trends in e-tailing, students gain essential knowledge and skills to navigate the dynamic digital marketplace, fostering their readiness for careers in online retailing and related industries.

COURSE OUTCOMES

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

- CO1: Comprehend the concept of e-tailing and its significance in the digital economy.
- CO2: Acquire knowledge about the various e-tailing models and their application
- CO3: Explore digital marketing strategies to attract and retain online customers.
- CO4: Elaborate the concept of electronic payment system and cyber security.
- CO5: Develop critical thinking and problem-solving skills relevant to e-tailing.

DETAILED CONTENTS

UNIT I

Introduction to E-tailing

- 1.1 Definition and evolution of e-tailing
- 1.2 Advantages and challenges of e-tailing
- 1.3 Impact of e-tailing on traditional retail
- 1.4 Emerging trends in e-retailing (AR/VR, voice commerce, etc.)

UNIT II

E-Retail Business Models

- 2.1 Different types of e-retail business models (B2C, C2C, B2B, etc.)
- 2.2 Marketplace model vs. direct-to-consumer model

- 2.3 Subscription-based models
- 2.4 Hybrid models and their advantages
- 2.5 Omnichannel retailing and its impact on e-retail.

UNIT III

E-tailing Technologies

- 3.1 Role of technology in e-retailing (AI, machine learning, big data)
- 3.2 Mobile commerce (m-commerce) and its significance
- 3.3 Personalization and customer experience in e-tail
- 3.4 Logistics and supply chain management in e-tail

UNIT IV

E-tailing Strategies

- 4.1 Customer acquisition and retention strategies
- 4.2 Pricing strategies in e-tail
- 4.3 Digital marketing and social media strategies
- 4.4 Cross-border e-commerce and global expansion

UNIT V

Electronic Payment Systems and Security

- 5.1 Overview of Electronic Payment Systems, Cybersafe (Customer to Merchant Payments, Peer to Peer Payments, Security).
- 5.2 Smart Card (Card Types, Closed or Open Security, Privacy, Card Costs, Non Card Costs),
- 5.3 Electronic Banking, Electronic Fund Transfers.
- 5.4 E-Commerce Security-Introduction to Security Passwords, Viruses Firewalls, digital signature, digital certificate - other security measures

PRACTICE EXERCISES

1. Analyze case studies of successful e-tailers and present their evolution over time.
 2. Create a comparative analysis report showcasing the differences between traditional Retail and E-tailing.
-

3. Develop a presentation or demo showcasing how these technologies can enhance the E-tailing experience.
4. Create visual diagrams or infographics illustrating the characteristics of each business model.
5. Create a mock business plan for launching a new e-tailing platform, considering factors such as target market and revenue model.

RECOMMENDED BOOKS

1. Nayak, J.K., & Dash, P.C. (2017). Retail Management. Cengage.
2. Thomas, Antony, “E-commerce and General Informatics”, Pratibha Publications
3. Joseph, P.T, “E-Commerce: An Indian Perspective”, PHI.
4. Agarwala and Lal , “Business on the net: An Introduction to the whats and hows of e-commerce”, Macmillan India Ltd.

INSTRUCTIONAL STRATEGY

The topics taught in the class should be practiced by studying e-tailing for development of the required skills in the students. The assessment of the student's performance will be based on their participation in class discussions, practical assignments, case studies, and group projects. This subject contains five units each having equal weightage in terms of contact hours and marks distribution.

2.3 CUSTOMER RELATION MANAGEMENT

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RATIONALE

The syllabus focuses on Customer Relationship Management (CRM), covering its evolution, core concepts, planning, strategic integration with marketing, and implementation. By exploring CRM's emergence, core components, and strategic applications, students gain essential insights into fostering customer-centric strategies for organizational success. Through practical methodologies and strategic frameworks, students develop skills for designing, implementing, and measuring the effectiveness of CRM initiatives across various sectors.

COURSE OUTCOMES

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

- CO1: Illustrate nuances of customer relationship
- CO2: Analyze the CRM link with the other aspects of marketing
- CO3: Detail role of CRM in increasing the sales of the company
- CO4: Analyze the different issues in CRM and different CRM models in service industry

Unit I

Evolution of Customer Relationship Management

Definition, Emergence of CRM Practice, Factors responsible for CRM growth, CRM process, framework of CRM, Benefits of CRM, Types of CRM, Scope of CRM, Customer Profitability, Features Trends in CRM , CRM and Cost-Benefit Analysis, CRM and Relationship Marketing.

Unit II

Customer Value

Customer Expectation, Customer Satisfaction, Customer Centricity, Customer Acquisition, Customer Retention, Customer Loyalty, Customer Lifetime Value. Customer Experience Management, Customer Profitability, Enterprise Marketing Management, Customer Satisfaction Measurements, Web based Customer Support.

Unit III**Planning in CRM**

Building Customer Centricity, Setting CRM Objectives, Defining Data Requirements, Planning Desired Outputs, Relevant issues while planning the Outputs, Elements of CRM plan, CRM Strategy: The Strategy Development Process, Customer Strategy Grid.

Unit IV**CRM and Marketing Strategy**

CRM Marketing Initiatives, Sales Force Automation, Campaign Management, Call Centres.

Applications of CRM: CRM in Consumer Markets, CRM in Services Sector, CRM in Mass Markets, CRM in Manufacturing Sector.

Unit V**CRM Planning and Implementation**

Issues and Problems in implementing CRM, Information Technology tools in CRM, Challenges of CRM Implementation. CRM Implementation Roadmap, Road Map (RM) Performance: Measuring CRM performance, CRM Metrics.

PRACTICE EXERCISES

1. Assign students case studies of Indian companies that have successfully implemented CRM systems.
2. Students role-play as customers and rate their satisfaction levels after a simulated interaction with local business. They then discuss factors that influenced their ratings and how the business could improve.
3. Divide students into groups and assign each group a hypothetical Indian company. Students develop a CRM strategy for their assigned company, including setting objectives, defining data requirements, and planning desired outputs. Groups present their strategies, and feedback is provided.
4. Divide students into groups and assign each group a CRM scenario (e.g., handling a customer complaint, upselling to an existing customer). They role-play the scenario, demonstrating how CRM principles can be applied in real-life situations.

5. Provide students with a checklist of basic CRM strategies (e.g., collecting customer feedback, sending personalized emails). In groups, they discuss which strategies would be most beneficial for a local bookstore.

RECOMMENDED BOOKS

1. Rai, Alok, Customer Relationship Management, PHI.
2. Simon Knox, Adrian Payne, Stan Maklan, Customer Relationship Management- Routledge Inc.
3. Bhasin, Customer Relationship Management (Wiley Dreamtech).
4. Dyche, Customer relationship management handbook, PHI.

INSTRUCTIONAL STRATEGY

Teacher should lay emphasis on explaining definition, meaning and importance of various terminologies used in the subject. They should arrange industrial visits and extension lecturers from the experts. Wherever possible, teachers may give case studies and exercises to the students. Students may be encouraged to pursue independent study on various topics and make presentation of the same in the class. This subject contains five units each having equal weightage in terms of contact hours and marks distribution.

2.4 MULTI-DISCIPLINARY ELECTIVE

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RATIONALE

Multidisciplinary electives are very important and play major role in implementation of National Education Policy. Multidisciplinary is a subject which is useful for two or more disciplines in which students are asked to understand the concept of multidisciplinary or interdisciplinary. It will help the students to gain an arsenal of skills that are easily transferable across work environments.

COURSE OUTCOMES

At the end of the multidisciplinary elective, the students will be able to:

- CO1: Apply critical thinking in problem solving.
- CO2: Demonstrate self and time management.
- CO3: Display analytical and research abilities.
- CO4: Integrate multiple knowledge domains.
- CO5: Enhance the scope and depth of learning.

LIST OF MULTIDISCIPLINARY ELECTIVES

(The list is indicative and not exhaustive)

1. Introduction to Internet of Things
2. Introduction to Robotics
3. Introduction to Embedded System Design
4. Fundamentals of Artificial Intelligence
5. Introduction to Machine Learning
6. The Joy of Computing Using Python
7. Introduction to Industry 4.0

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- 8. Industrial Internet of Things
 - 9. Object Oriented System Development using UML, Java and Patterns
 - 10. Digital Marketing
 - 11. Artificial Intelligence Marketing Professional

GUIDELINES

Multidisciplinary Elective shall be offered preferably in online mode. Online mode multidisciplinary elective shall preferably be through Massive Open Online Courses (MOOCs) from Swayam, NPTEL, Upgrad, Udemy, KhanAcademy or any other online portal to promote self-learning. A flexible basket of large number of multidisciplinary electives is suggested which can be modified depending upon the availability of courses at suggested portals and requirements. For online multidisciplinary electives, department coordinators shall be assigned to monitor and guide the group of students for selection of minimum 20 hours duration online course of their choice. For offline multidisciplinary electives, a suitable relevant subject shall be offered by the respective department to the students with minimum 40% of the total class strength as per present and future requirements.

Assessment of MOOCs multidisciplinary elective shall be based on continuous evaluation by the respective coordinator. The coordinator shall consider the submitted assignments by the students from time to time during the conduct of MOOCs. The MOOCs assessment shall be conducted by the coordinator along with one external expert by considering submitted assignments out of 100 marks.

In case, no suitable multidisciplinary elective is available online, only then the course may be conducted in offline mode. The assessment of offline multidisciplinary elective shall be internal and external. The offline multidisciplinary elective internal assessment of 40 marks shall be based on internal sessional tests, assignments etc. and external assessment of 60 marks shall be based on external examination at institute level.

SUGGESTED WEBSITES

- 1. <https://swayam.gov.in/>
 - 2. <https://www.udemy.com/>
 - 3. <https://www.upgrad.com/>
 - 4. <https://www.khanacademy.org/>
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2.5 PROGRAMME ELECTIVE - II

5.6.1 RESEARCH METHODOLOGY

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RATIONALE:

Research Methodology is essential for students to understand the process of conducting research effectively. This course aims to equip undergraduate students with the knowledge and skills required to design, conduct, and analyze research in various fields of study. By learning research methodologies, students will be better prepared to critically evaluate existing literature, formulate research questions, and apply appropriate methods for data collection and analysis.

COURSE OUTCOMES

After completing the subject, the students will be able to:

- CO1: Comprehend the principles and concepts of research methodology.
- CO2: Identify different types of research designs and data collection methods.
- CO3: Formulate research questions and hypotheses.
- CO4: Apply statistical techniques for data analysis.
- CO5: Demonstrate proficiency in academic writing and research report preparation.

UNIT I

Introduction to Research Methodology

- 1.1 Define research methodology and its significance in academic and professional settings.
- 1.2 Explore different types of research (qualitative, quantitative, and mixed methods).
- 1.3 Discuss ethical considerations in research and principles of research integrity.

UNIT II

Research Design

- 2.1 Study various research designs including experimental, correlational, and descriptive.
- 2.2 Understand the process of formulating research questions and hypotheses.
- 2.3 Discuss sampling techniques and sample size determination.

UNIT III**Data Collection Methods**

- 3.1 Explore primary and secondary data sources for research.
- 3.2 Learn techniques for data collection such as surveys, interviews, and observations.
- 3.3 Examine tools for data validation and reliability assessment.

UNIT IV**Data Analysis and Interpretation**

- 4.1 Introduce basic statistical methods used in research (descriptive and inferential statistics).
- 4.2 Apply statistical software for data analysis (e.g., SPSS, R, or Excel).
- 4.3 Interpret research findings and draw conclusions based on data analysis.

UNIT V**Research Report Writing**

- 5.1 Discuss the structure and components of a research report (abstract, introduction, methodology, results, discussion, and conclusion).
- 5.2 Explore academic writing styles and citation formats (APA, MLA, or Chicago).
- 5.3 Practice drafting and presenting research findings in a professional manner.

RECOMMENDED BOOKS

1. Kothari, C.R. Research Methodology: Methods and Techniques. New Age International Publishers, 2014.
 2. Kumar, Ranjit. Research Methodology: A Step-by-Step Guide for Beginners. SAGE Publications India Pvt Ltd, 2019.
 3. Sekaran, Uma. Research Methods for Business: A Skill-Building Approach. Wiley India Pvt Ltd, 2017.
 4. Raman, K.V. Research Methodology: Methods and Techniques. Oxford University Press, 2018.
-

INSTRUCTIONAL STRATEGY

This course will employ a blend of lectures, interactive discussions, hands-on workshops, and practical exercises to engage students in learning research methodology. Emphasis will be placed on active participation, critical thinking, and application of research techniques. Guest speakers, research experts, and industry practitioners may be invited to share insights and experiences related to research practices. Regular feedback and assessments will be provided to guide students in developing research skills and preparing them for future academic and professional endeavors. This subject contains five units each having equal weightage.

- The students should be encouraged to develop a research proposal outlining research objectives, methodology, and expected outcomes, conduct a literature review on a chosen research topic and identify gaps in existing research. Students should also prepare a research report following academic writing standards and guidelines

5.6.2 PRODUCT AND BRAND MANAGEMENT

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RATIONALE

This course introduces students to the principles and practices of product and brand management. It provides a framework for a course in product and brand management, covering essential topics and learning objectives. Students will learn how to develop, position, and manage products and brands to meet customer needs and achieve organizational goals. Topics include product development, branding strategies, market analysis, and brand equity measurement.

COURSE OUTCOMES

After completing the subject, the students will be able to:

- CO1. Comprehend the role of product and brand management in business.
- CO2. Develop and manage successful products and brands.
- CO3. Explore strategies for building and sustaining brand equity.
- CO4. Gain practical skills in market analysis, product positioning, and brand communication.

UNIT I

Introduction to Product and Brand Management

- 1.1 Definition and importance of product and brand management
- 1.2 Evolution and trends in product and brand management
- 1.3 Concept of brand equity

UNIT II

Product Development and Innovation

- 2.1 Product lifecycle management
- 2.2 New product development process
- 2.3 Innovation strategies and techniques

UNIT III**Brand Strategy and Positioning**

- 3.1 Brand identity and brand image
- 3.2 Brand positioning and differentiation
- 3.3 Brand architecture and portfolio management

UNIT IV**Market Analysis and Consumer Behavior**

- 4.1 Market segmentation and targeting
- 4.2 Consumer behavior and decision-making process
- 4.3 Competitive analysis and market research techniques

UNIT V**Brand Communication and Promotion**

- 5.1 Integrated marketing communication (IMC)
- 5.2 Advertising and branding
- 5.3 Digital marketing and social media branding

RECOMMENDED BOOKS

1. "Strategic Brand Management: Building, Measuring, and Managing Brand Equity" by Kevin Lane Keller
2. Kotler, Philip, and Kevin Lane Keller. "Marketing Management." - Publisher: Pearson
3. Aaker, David A. "Building Strong Brands." Publisher: Free Press

INSTRUCTIONAL STRATEGY

This course will employ a blend of lectures, interactive discussions, hands-on workshops, and practical exercises to engage students in learning research methodology. Emphasis will be placed on active participation, critical thinking, and application of research techniques. Guest speakers, research experts, and industry practitioners may be invited to share insights and experiences related to research practices. Regular feedback and assessments will be provided to guide students in developing research skills and preparing them for future academic and professional endeavours.

- The students should be encouraged to develop a brand positioning statement for a hypothetical product, considering its target audience, unique selling proposition, and desired brand personality. They should develop a brand communication plan, outlining the channels, messages, and tactics to effectively reach the target audience and reinforce brand positioning. Create a social media content calendar, outlining the types of content, posting schedule, and engagement strategies to build brand awareness and community engagement.

5.6.3 BUSINESS ETHICS

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RATIONALE

Business Ethics is a fundamental area of study that explores ethical principles and values in the context of business decision-making. In today's dynamic and interconnected business environment, organizations are expected to uphold ethical standards and social responsibility. This course aims to provide undergraduate students with a comprehensive understanding of ethical theories and their application in various business scenarios.

COURSE OUTCOMES

By the end of this course, students will be able to:

- CO1: Understand foundational ethical theories and principles.
- CO2: Analyze ethical dilemmas commonly faced in business contexts.
- CO3: Evaluate the role of corporate social responsibility (CSR) in business practices.
- CO4: Apply ethical decision-making frameworks to real-world business scenarios.
- CO5: Develop strategies for fostering an ethical corporate culture.

UNIT I

Introduction to Business Ethics

- 1.1 Define business ethics and its importance in modern organizations.
- 1.2 Explore ethical theories including utilitarianism, deontology, and virtue ethics.
- 1.3 Discuss the relationship between ethics and business sustainability.

UNIT II

Ethical Decision Making

- 2.1 Examine ethical decision-making frameworks such as the ethical decision-making model.
- 2.2 Analyze ethical dilemmas in business scenarios and apply ethical reasoning.
- 2.3 Discuss the impact of biases and cognitive factors on ethical decision making.

UNIT III**Corporate Social Responsibility (CSR)**

- 3.1 Define CSR and its significance in organizational sustainability.
- 3.2 Explore different dimensions of CSR including environmental, social, and economic responsibilities.
- 3.3 Evaluate the role of stakeholders in promoting CSR initiatives.

UNIT IV**Ethical Issues in Business Practices**

- 4.1 Study ethical issues in areas such as marketing, finance, and human resources.
- 4.2 Analyze case studies highlighting ethical lapses in business operations.
- 4.3 Discuss strategies for addressing ethical challenges in diverse business contexts.

UNIT V**Building an Ethical Corporate Culture**

- 5.1 Examine the role of leadership in fostering an ethical corporate culture.
- 5.2 Explore best practices for promoting integrity and accountability within organizations.
- 5.3 Develop strategies for implementing ethical policies and codes of conduct.

RECOMMENDED BOOKS

1. "Business Ethics: Concepts and Cases" by Manuel G. Velasquez, 8th Edition, Pub. Pearson Education
2. "Ethics and the Conduct of Business" by John R. Boatright, 8th Edition, Pub. Pearson Education
3. "Business Ethics: A Stakeholder and Issues Management Approach" by Joseph W. Weiss, 6th Edition, Pub. Berrett-Koehler Publishers
4. "Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization" by Andrew Crane, Dirk Matten, and Sarah Glozer, 5th Edition, Pub. Oxford University Press

INSTRUCTIONAL STRATEGY

This course will be delivered through a combination of lectures, interactive discussions, case analyses, group presentations, and practical exercises. Emphasis will be placed on engaging students in critical thinking, ethical reasoning, and application of ethical theories to real-world business scenarios. Guest speakers from industry and academia may be invited to share insights on ethical leadership and corporate practices. Regular assessments and feedback sessions will be conducted to enhance student learning and ethical awareness. This subject contains four units each having equal weightage.

*The students should be encouraged to conduct case studies in ethical issues in business practices. Develop a CSR strategy for a fictional company and present a CSR report. Students should also participate role-play scenarios to simulate ethical decision-making processes in business settings.

5.1 INDUSTRIAL TRAINING - II

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RATIONALE

Industrial training will help the students to understand the working environment of relevant industries. The student will learn to work in team to solve the industrial problems. It will also give exposure about the present and future requirements of the relevant industries. This training is very important for development of required competencies and skills for employment and start-ups.

COURSE OUTCOMES

After undergoing the training, the students will be able to:

- CO1: Familiarize with the working environment of industries
- CO2: Apply necessary safety precautions and measures.
- CO3: Comprehend about present and future requirement of industries.
- CO4: Work in team for solving industrial problems
- CO5: Develop competencies and skills required by relevant industries.
- CO6: Develop writing, speaking and presentations skills.

PRACTICAL EXERCISES

1. Report writing based on industrial training.
2. Preparation of Power Point Slides based on industrial training and presentation by the candidate.
3. Internal Evaluation based on quality of Report, PPT preparation, PPT presentation and answer to queries.
4. External Evaluation based on quality of Report, PPT preparation, PPT presentation and answer to queries.

GUIDELINES

Students will be evaluated based on Industrial training report and their presentation using Power Point about the knowledge and skills gained during the training. The Head of the Department will depute faculty coordinators by assigning a group of students to each. The coordinators will mentor and guide the students in preparing the PPTs for final presentation. The following performance parameters are to be considered for assessment of the students out of 100 marks:

| | Parameter | Weightage |
|-----|-------------------------------------------------------|------------------|
| i | Industrial assessment of the candidate by the trainer | 40% |
| ii | Report Writing | 20% |
| iii | Power Point Presentation | 20% |
| iv | Viva-voce | 20% |

5.2 MARKETING OF SERVICES

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RATIONALE

Service Marketing is a critical area of study that focuses on the unique challenges and strategies involved in marketing intangible services rather than tangible goods. In today's economy, services play a significant role and contribute substantially to economic growth. This course is designed to provide undergraduate students with a comprehensive understanding of service marketing principles, emphasizing the distinctive nature of services, their importance in the economy, and the strategic considerations involved in managing and marketing services effectively.

COURSE OUTCOMES

At the end of this subject, the students will be able to:

- CO1: Define the characteristics of services and distinguish them from tangible goods.
- CO2: Identify challenges and opportunities to services marketing and propose strategies.
- CO3: Discuss ethical considerations in services marketing and evaluate ethical dilemmas faced by service providers.
- CO4: Analyze and apply the 7Ps framework in service marketing strategies.
- CO5: Evaluate dimensions of service quality and employ measurement techniques.

DETAILED CONTENTS

UNIT I

Introduction to Service Marketing

- 1.1 Definition of services: Characteristics and distinctions from goods.
- 1.2 Importance of services in the economy: Growth and significance.
- 1.3 Challenges and opportunities in services marketing.
- 1.4 Ethical considerations in services marketing

UNIT II**Service Marketing Environment**

- 2.1 Service marketing mix (7Ps): Product, price, place, promotion, people, process, and physical evidence.
- 2.2 Service quality and customer satisfaction.
- 2.3 Dimensions of service quality and measurement techniques.

UNIT III**Designing and Managing Service Delivery**

- 3.1 Service design and development: Creating service offerings that meet customer needs.
- 3.2 Service innovation: Adapting to changing customer demands and market dynamics.
- 3.3 Managing service encounters: Strategies for effective customer interactions.

UNIT IV**Marketing Strategies for Services**

- 4.1 Market segmentation and targeting in services.
- 4.2 Positioning and differentiation of services.
- 4.3 Service pricing strategies: Value-based pricing, bundling, and revenue management.

UNIT V**Managing Service Quality**

- 5.1 Service recovery and complaint handling: Strategies for resolving service failures.
- 5.2 Enhancing customer experience: Designing memorable service encounters.
- 5.3 Measuring and improving service performance:
- 5.4 Key performance indicators (KPIs) for service businesses.

PRACTICE EXERCISES/ CASE STUDIES

1. Service Quality Assessment Survey: Design a service quality assessment survey targeting customers of a local service business (e.g., restaurant, salon, or hotel).
2. Service Encounter Role-Play: Organize role-play scenarios where students act as service providers and customers in various service settings (e.g., retail store, bank, or airline check-in counter).
3. Market Segmentation and Targeting Exercise: Divide students into groups and assign them different service industries (e.g., healthcare, education, or travel).
4. Service Innovation Workshop: Engage students in a service innovation workshop where they brainstorm ideas for new service offerings or improvements to existing services.
5. Service Pricing Simulation: Create a pricing simulation exercise using hypothetical service scenarios (e.g., subscription-based service, event planning, or consulting). Assign students different roles (e.g., service provider, customer, and competitor) and challenge them to develop pricing strategies considering value-based pricing, bundling, and revenue management techniques.

RECOMMENDED BOOKS

1. Kumar, S. Ramesh. Services Marketing: Concepts and Practices. Pearson Education India.
2. Kapoor, Ramneek. Services Marketing: Concepts, Applications, and Cases. McGraw Hill Education.
3. Nargundkar, Rajendra. Services Marketing: Text and Cases. Tata McGraw-Hill Education.
4. Kumar, Sanjay, and Satish Batra. Services Marketing: The Indian Context. McGraw Hill Education.

INSTRUCTIONAL STRATEGY

The instructional strategy for teaching Service Marketing will leverage a combination of interactive lectures, case studies, group discussions, and practical exercises to engage students and deepen their understanding of key concepts. Interactive lectures will introduce foundational theories and frameworks of service marketing, emphasizing real-world applications and industry examples. Case studies drawn from diverse service sectors will provide opportunities for students to analyze challenges and develop strategic solutions. Group discussions will encourage collaborative learning and critical thinking, enabling students to explore ethical considerations, customer experiences, and market dynamics. This subject contains five units each having equal weightage.

5.3 CONSUMER BEHAVIOUR

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RATIONALE

Consumer Behaviour is a crucial area of study in marketing that focuses on understanding how consumers make decisions and behave in the marketplace. This course is designed to provide undergraduate students with insights into the complex factors influencing consumer choices, including psychological, social, and cultural influences. By examining the consumer decision-making process and various models of consumer behaviour, students will gain a deeper understanding of the drivers behind consumer actions and preferences.

COURSE OUTCOMES

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

- CO1: Explain the concept, importance, and scope of consumer behaviour in marketing.
- CO2: Analyze the stages of the consumer decision-making process and their impact on consumer choices.
- CO3: Examine social and cultural factors influencing consumer behaviour
- CO4: Evaluate psychological influences on consumer behaviour
- CO5: Apply consumer behaviour concepts to marketing strategy, and customer relationship management.

DETAILED CONTENTS

UNIT I

Introduction to Consumer Behaviour

- 1.1 Understanding Consumer Behaviour: Definition, importance, and scope.
- 1.2 Consumer decision-making process: Need recognition, information search, evaluation of alternatives, purchase decision, and post-purchase behaviour.

UNIT II

Psychological Influences on Consumer Behaviour

- 2.1 Perception: Sensation, attention, and interpretation of stimuli.
- 2.2 Learning theories: Classical conditioning, operant conditioning, and cognitive learning.
- 2.3 Motivation and involvement: Needs, motives, and their impact on consumer choices.

UNIT III**Social and Cultural Influences on Consumer Behaviour**

- 3.1 Social factors: Reference groups, family, social class, and culture.
- 3.2 Cultural influences: Cultural values, norms, symbols, and their impact on consumption patterns.

UNIT IV**Consumer Decision-Making**

- 4.1 Models of consumer behaviour: Economic model, cognitive model, emotional model.
- 4.2 Types of buying decisions: Routine, limited, and extensive decision-making.
- 4.3 Factors influencing decision-making.

UNIT V**Consumer Behaviour in Marketing Strategy**

- 5.1 Segmentation, Targeting, and Positioning (STP): Market segmentation based on consumer behaviour.
- 5.2 Consumer behaviour and marketing mix: Product, price, place, and promotion strategies.
- 5.3 Consumer satisfaction and loyalty: Building customer relationships through understanding consumer behaviour.

PRACTICE EXERCISES/ CASE STUDIES.

1. Conduct a role-play where students act out the process of making a purchase decision, simulating stages like need recognition, information search, and evaluation of alternatives.
2. Organize a sensory experience activity for students to evaluate products based on sensory attributes, exploring how sensory perceptions impact consumer preferences.
3. Assign students to research and present case studies on cultural influences affecting consumer behaviour in different markets or product categories.
4. Have students design and administer a brief consumer behaviour survey to gather insights into product preferences, purchase motivations, and brand perceptions.
5. Challenge students to segment a market using demographic and psychographic data and develop targeting strategies tailored to different consumer behaviour characteristics.

RECOMMENDED BOOKS

1. Kotler, Philip, et al. Marketing Management: A South Asian Perspective. Pearson Education India, 2012.
2. Schiffman, Leon G., and Kanuk, Leslie Lazar. Consumer Behaviour. Pearson Education India, 2013.
3. Batra, Rajeev, et al. Consumer Behavior: A Strategic Approach. SAGE Publications India Pvt Ltd, 2015.
4. Ramaswamy, V.S., and Namakumari, S. Marketing Management: Global Perspectives. Macmillan India Ltd, 2009.
5. Srinivasan, Ravi. Consumer Behavior: A Managerial Perspective. PHI Learning Pvt. Ltd., 2014.

INSTRUCTIONAL STRATEGY

The instructional strategy for Consumer Behaviour focuses on active learning and skill development through practical application of theoretical concepts. Students will engage in various activities to reinforce their understanding and analytical abilities related to consumer behaviour. Promote learning by doing through practical methods like Role Play, Interview and Market survey etc. This subject contains five units each having equal weightage.

5.4 DIGITAL MARKETING

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RATIONALE

This course introduces students to the fundamental concepts, strategies, and tools of digital marketing. Students will learn how to develop and execute digital marketing campaigns across various online platforms. Emphasis will be placed on understanding consumer behaviour, leveraging digital tools effectively, and analyzing campaign performance.

COURSE OUTCOMES

At the end of this subject, the students will be able to:

- CO1: Explain the principles and strategies of Digital Marketing.
- CO2: Identify and analyze different digital marketing channels and their applications.
- CO3 :Develop digital marketing campaigns using SEO, social media, content marketing, PPC, and email marketing techniques.
- CO4: Apply analytics tools to measure and optimize digital marketing performance.
- CO5: Explore legal and ethical considerations in digital marketing practices.

DETAILED CONTENTS

UNIT I

Foundations of Digital Marketing

- 1.1 Introduction to Digital Marketing
- 1.2 Digital Marketing Landscape and Evolution
- 1.3 Understanding Consumer Behavior Online
- 1.4 Key Digital Marketing Channels and Platforms
- 1.5 Career Opportunities in Digital Marketing

UNIT II**Digital Marketing Strategies**

- 2.1 Setting Marketing Objectives and KPIs
- 2.2 Developing a Digital Marketing Plan
- 2.3 Content Strategy and Creation
- 2.4 Social Media Marketing Strategy
- 2.5 Email Marketing Strategy

UNIT III**Content and Social Media Marketing**

- 3.1 Content Marketing Fundamentals
- 3.2 Types of Content: Blogs, Videos, Infographics
- 3.3 Content Distribution and Promotion
- 3.4 Social Media Marketing Tactics and Best Practices
- 3.5 Influencer Marketing and Community Engagement

Unit 4**Paid Advertising and SEO**

- 4.1 Introduction to Search Engine Optimization (SEO)
- 4.2 On-Page and Off-Page SEO Techniques
- 4.3 Pay-Per-Click (PPC) Advertising Basics
- 4.4 Google Ads and Campaign Optimization
- 4.5 Budgeting and ROI Analysis for PPC Campaigns

Unit 5**Analytics, Optimization, and Future Trends**

- 5.1 Digital Analytics and Reporting Tools
- 5.2 Interpreting Marketing Metrics and Key Analytics

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- 5.3 Optimizing Digital Marketing Campaigns
 - 5.4 Ethical and Legal Considerations in Digital Marketing
 - 5.5 Emerging Trends and Innovations in Digital Marketing

PRACTICAL EXCERCISES

1. Develop a one-week social media content calendar for a chosen business or brand. Include engaging posts, captions, and visuals tailored to target audience demographics and platform best practices.
2. Set up a Ads campaign for a specific product or service. Define campaign objectives, select relevant keywords, create ad copy, and optimize campaign settings to maximize click-through rates and conversions.
3. Conduct an SEO audit for a website using free tools (e.g., Google Search Console, SEMrush). Identify optimization opportunities (e.g., meta tags, site speed) and provide actionable recommendations to improve organic search ranking.
4. Design an email marketing campaign template using an email marketing platform (e.g., Mailchimp). Create compelling content, including subject lines, body text, and calls-to-action, and segment recipient lists for targeted messaging.
5. Analyze social media performance metrics (e.g., engagement rate, reach, conversions) for a brand's recent posts. Generate a concise report highlighting key insights and recommendations for optimizing future social media content strategies.

RECOMMENDED BOOKS

1. Choudhary, Krishna. Digital Marketing: Strategy, Implementation and Practice. New Delhi,
2. Nandakumar, Damodaran. Digital Marketing: Concepts and Cases. Mumbai, India: Himalaya Publishing House.
3. Rai, Himanshu. The Ultimate Guide to Digital Marketing. New Delhi, India: McGraw Hill Education.
4. Dey, Ajoy Kumar. Digital Marketing: Concepts and Strategies. New Delhi, India: Oxford University Press.
5. Rajarajan, S. Digital Marketing: Strategy, Implementation and Practice. Chennai, India: Vikas Publishing House Pvt Ltd.

INSTRUCTIONAL STRATEGY

Teacher may invite digital marketing experts to deliver extension lectures on aspects of SEO and PPC. Mentor should prepare assignment of case study for the students and students may also be encouraged to prepare and present the case studies on digital market. Practical learning may be enhanced by giving demo software and small projects to the students. This subject contains five units each having equal weightage.

5.5 MULTIDISCIPLINARY ELECTIVE

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RATIONALE

Multidisciplinary electives are very important and play major role in implementation of National Education Policy. Multidisciplinary is a subject which is useful for two or more disciplines in which students are asked to understand the concept of multidisciplinary or interdisciplinary. It will help the students to gain an arsenal of skills that are easily transferable across work environments.

COURSE OUTCOMES

At the end of the multidisciplinary elective, the students will be able to:

- CO1: Apply critical thinking in problem solving.
- CO2: Demonstrate self and time management.
- CO3: Display analytical and research abilities.
- CO4: Integrate multiple knowledge domains.
- CO5: Enhance the scope and depth of learning.

LIST OF MULTIDISCIPLINARY ELECTIVES

(The list is indicative and not exhaustive)

1. Introduction to Internet of Things
2. Introduction to Robotics
3. Introduction to Embedded System Design
4. Fundamentals of Artificial Intelligence
5. Introduction to Machine Learning
6. The Joy of Computing Using Python
7. Introduction to Industry 4.0
8. Industrial Internet of Things
9. Object Oriented System Development using UML, Java and Patterns
10. Digital Marketing
11. Artificial Intelligence Marketing Professional

GUIDELINES

Multidisciplinary Elective shall be offered preferably in online mode. Online mode multidisciplinary elective shall preferably be through Massive Open Online Courses (MOOCs) from Swayam, NPTEL, Upgrad, Udemy, Khan Academy or any other online portal to promote self-learning. A flexible basket of large number of multidisciplinary electives is suggested which can be modified depending upon the availability of courses at suggested portals and requirements. For online multidisciplinary electives, department coordinators shall be assigned to monitor and guide the group of students for selection of minimum 20 hours duration online course of their choice. For offline multidisciplinary electives, a suitable relevant subject shall be offered by the respective department to the students with minimum 40% of the total class strength as per present and future requirements.

Assessment of MOOCs multidisciplinary elective shall be based on continuous evaluation by the respective coordinator. The coordinator shall consider the submitted assignments by the students from time to time during the conduct of MOOCs. The MOOCs assessment shall be conducted by the coordinator along with one external expert by considering submitted assignments out of 100 marks. In case, no suitable multidisciplinary elective is available online, only then the course may be conducted in offline mode. The assessment of offline multidisciplinary elective shall be internal and external. The offline multidisciplinary elective internal assessment of 40 marks shall be based on internal sessional tests, assignments etc. and external assessment of 60 marks shall be based on external examination at institute level.

SUGGESTED WEBSITES

1. <https://swayam.gov.in/>
2. <https://www.udemy.com/>
3. <https://www.upgrad.com/>
4. <https://www.khanacademy.org/>

5.6 PROGRAMME ELECTIVE - II

5.6.1 RESEARCH METHODOLOGY

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RATIONALE:

Research Methodology is essential for students to understand the process of conducting research effectively. This course aims to equip undergraduate students with the knowledge and skills required to design, conduct, and analyze research in various fields of study. By learning research methodologies, students will be better prepared to critically evaluate existing literature, formulate research questions, and apply appropriate methods for data collection and analysis.

COURSE OUTCOMES

After undergoing the subject, student will be able to:

- CO1: Comprehend the principles and concepts of research methodology.
- CO2: Identify different types of research designs and data collection methods.
- CO3: Formulate research questions and hypotheses.
- CO4: Apply statistical techniques for data analysis.
- CO5: Demonstrate proficiency in academic writing and research report preparation.

UNIT I

Introduction to Research Methodology

- 1.1 Define research methodology and its significance in academic and professional settings.
- 1.2 Explore different types of research (qualitative, quantitative, and mixed methods).
- 1.3 Discuss ethical considerations in research and principles of research integrity.

UNIT II

Research Design

- 2.1 Study various research designs including experimental, correlational, and descriptive.
- 2.2 Understand the process of formulating research questions and hypotheses.
- 2.3 Discuss sampling techniques and sample size determination.

UNIT III**Data Collection Methods**

- 3.1 Explore primary and secondary data sources for research.
- 3.2 Learn techniques for data collection such as surveys, interviews, and observations.
- 3.3 Examine tools for data validation and reliability assessment.

UNIT IV**Data Analysis and Interpretation**

- 4.1 Introduce basic statistical methods used in research (descriptive and inferential statistics).
- 4.2 Apply statistical software for data analysis (e.g., SPSS, R, or Excel).
- 4.3 Interpret research findings and draw conclusions based on data analysis.

UNIT V**Research Report Writing**

- 5.1 Discuss the structure and components of a research report (abstract, introduction, methodology, results, discussion, and conclusion).
- 5.2 Explore academic writing styles and citation formats (APA, MLA, or Chicago).
- 5.3 Practice drafting and presenting research findings in a professional manner.

RECOMMENDED BOOKS

1. Kothari, C.R. Research Methodology: Methods and Techniques. New Age International Publishers, 2014.
 2. Kumar, Ranjit. Research Methodology: A Step-by-Step Guide for Beginners. SAGE Publications India Pvt Ltd, 2019.
 3. Sekaran, Uma. Research Methods for Business: A Skill-Building Approach. Wiley India Pvt Ltd, 2017.
 4. Raman, K.V. Research Methodology: Methods and Techniques. Oxford University Press, 2018.
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INSTRUCTIONAL STRATEGY

This course will employ a blend of lectures, interactive discussions, hands-on workshops, and practical exercises to engage students in learning research methodology. Emphasis will be placed on active participation, critical thinking, and application of research techniques. Guest speakers, research experts, and industry practitioners may be invited to share insights and experiences related to research practices. Regular feedback and assessments will be provided to guide students in developing research skills and preparing them for future academic and professional endeavors. This subject contains five units each having equal weightage.

- The students should be encouraged to develop a research proposal outlining research objectives, methodology, and expected outcomes, conduct a literature review on a chosen research topic and identify gaps in existing research. Students should also prepare a research report following academic writing standards and guidelines

5.6.2 INTERNATIONAL MARKETING

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RATIONALE

This syllabus on International Marketing is designed to provide undergraduate students with a comprehensive understanding of marketing strategies in a global context. By studying international marketing, students will learn to navigate the complexities of conducting business across borders, considering cultural, economic, and legal factors. The syllabus covers essential topics such as market entry strategies, product adaptation, pricing decisions, and global promotional strategies, preparing students to develop effective marketing plans for international markets. Emphasis is placed on practical exercises to enhance students' analytical and strategic skills in addressing real-world international marketing challenges.

COURSE OUTCOMES

After undergoing the subject, the students will be able to:

- CO1: Comprehend the differences between domestic and international marketing and their implications for global business.
- CO2: Analyze international market environments and assess market entry opportunities and risks.
- CO3: Apply various international market entry strategies and select appropriate modes of entry.
- CO4: Evaluate product adaptation and pricing strategies for global markets considering cultural and competitive factors.
- CO5: Develop integrated international marketing communications plans leveraging digital and traditional promotional channels.

DETAILED CONTENTS

UNIT I

Introduction to International Marketing

- 1.1 Definition and scope of international marketing
- 1.2 Importance of international marketing for businesses

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- 1.3 Key differences between domestic and international marketing
 - 1.4 Globalization and its impact on international marketing

UNIT II

Environmental Analysis in International Markets

- 2.1 Understanding the global business environment
- 2.2 Factors affecting international marketing decisions
- 2.3 Market research and intelligence in international marketing
- 2.4 Assessing international market potential and opportunities

UNIT III

International Market Entry Strategies

- 3.1 Modes of entry into international markets
- 3.2 Selection criteria for international market entry
- 3.3 Advantages and disadvantages of different market entry strategies
- 3.4 International distribution channels and logistics

UNIT IV

International Product and Pricing Strategies

- 4.1 Product adaptation vs. standardization for international markets
- 4.2 Managing international product life cycles
- 4.3 Pricing strategies for global markets (price adaptation, transfer pricing)
- 4.4 Strategies for managing currency fluctuations and pricing decisions.

UNIT V

International Promotion and Marketing Communications

- 5.1 Global promotional strategies (e.g., advertising, sales promotion, public relations)
 - 5.2 Cultural considerations in international marketing communications
 - 5.3 Integrated marketing communications (IMC) in global campaigns
 - 5.4 Digital marketing and social media strategies for international markets
-

PRACTICAL EXCERICES

1. Market Entry Strategy Analysis: Research and compare different market entry strategies (e.g., exporting, joint ventures, franchising) used by global companies.
2. Global Consumer Behavior Survey: Design a short survey to gather insights on consumer preferences and purchasing behavior across diverse cultures.
3. International Market Segmentation Exercise: Conduct market segmentation analysis for a chosen international market.
4. Cross-Cultural Marketing Campaign Concept: Create a concept for a cross-cultural marketing campaign targeting an international audience. Design marketing materials (e.g., ad copy, visuals) that resonate with diverse cultural preferences and values.

RECOMMENDED BOOKS

1. Gupta, C.B. International Marketing. 1st ed., New Age International Publishers, 2019.
2. Czinkota, M. R., & Ronkainen, I. A. (2019). International Marketing (11th ed.). Cengage Learning.
3. Kotabe, M., & Helsen, K. (2018). Global Marketing Management (7th ed.). Wiley.
4. Keegan, W. J., & Green, M. C. (2020). Global Marketing (10th ed.). Pearson.

INSTRUCTIONAL STRATEGY

International Marketing syllabus emphasizes a blend of theoretical understanding and practical application to enhance students' comprehension and skills in global marketing. The course will be structured around interactive lectures, supplemented by case studies, group discussions, and hands-on exercises. Lectures from industry experts and international business practitioners will provide real-world insights into global marketing challenges and strategies. Additionally, students will engage in research projects and presentations focused on analyzing international market environments and developing comprehensive international marketing plans. This subject contains five units each having equal weightage.

5.6.3 BUSINESS ETHICS

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RATIONALE

Business Ethics is a fundamental area of study that explores ethical principles and values in the context of business decision-making. In today's dynamic and interconnected business environment, organizations are expected to uphold ethical standards and social responsibility. This course aims to provide undergraduate students with a comprehensive understanding of ethical theories and their application in various business scenarios.

COURSE OUTCOMES

By the end of this course, students will be able to:

- CO1: Understand foundational ethical theories and principles.
- CO2: Analyze ethical dilemmas commonly faced in business contexts.
- CO3: Evaluate the role of corporate social responsibility (CSR) in business practices.
- CO4: Apply ethical decision-making frameworks to real-world business scenarios.
- CO5: Develop strategies for fostering an ethical corporate culture.

DETAILED CONTENTS

UNIT I

Introduction to Business Ethics

- 1.1 Define business ethics and its importance in modern organizations.
- 1.2 Explore ethical theories including utilitarianism, deontology, and virtue ethics.
- 1.3 Discuss the relationship between ethics and business sustainability.

UNIT II

Ethical Decision Making

- 2.1 Examine ethical decision-making frameworks such as the ethical decision-making model.
- 2.2 Analyze ethical dilemmas in business scenarios and apply ethical reasoning.
- 2.3 Discuss the impact of biases and cognitive factors on ethical decision making.

UNIT III

Corporate Social Responsibility (CSR)

- 3.1 Define CSR and its significance in organizational sustainability.
- 3.2 Explore different dimensions of CSR including environmental, social, and economic responsibilities.
- 3.3 Evaluate the role of stakeholders in promoting CSR initiatives.

UNIT IV

Ethical Issues in Business Practices

- 4.1 Study ethical issues in areas such as marketing, finance, and human resources.
- 4.2 Analyze case studies highlighting ethical lapses in business operations.
- 4.3 Discuss strategies for addressing ethical challenges in diverse business contexts.

UNIT V

Building an Ethical Corporate Culture

- 5.1 Examine the role of leadership in fostering an ethical corporate culture.
- 5.2 Explore best practices for promoting integrity and accountability within organizations.
- 5.3 Develop strategies for implementing ethical policies and codes of conduct.

RECOMMENDED BOOKS

1. "Business Ethics: Concepts and Cases" by Manuel G. Velasquez, 8th Edition, Pub. Pearson Education
2. "Ethics and the Conduct of Business" by John R. Boatright, 8th Edition, Pub. Pearson Education
3. "Business Ethics: A Stakeholder and Issues Management Approach" by Joseph W. Weiss, 6th Edition, Pub. Berrett-Koehler Publishers
4. "Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization" by Andrew Crane, Dirk Matten, and Sarah Glozer, 5th Edition, Pub. Oxford University Press

INSTRUCTIONAL STRATEGY

This course will be delivered through a combination of lectures, interactive discussions, case analyses, group presentations, and practical exercises. Emphasis will be placed on engaging students in critical thinking, ethical reasoning, and application of ethical theories to real-world business scenarios. Guest speakers from industry and academia may be invited to share insights on ethical leadership and corporate practices. Regular assessments and feedback sessions will be conducted to enhance student learning and ethical awareness. This subject contains four units each having equal weightage.

*The students should be encouraged to conduct case studies in ethical issues in business practices. Develop a CSR strategy for a fictional company and present a CSR report. Students should also participate role-play scenarios to simulate ethical decision-making processes in business settings.

SIXTH SEMESTER

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|-----|----------------------------------------|---------|
| 6.1 | Project Oriented Professional Training | 268-270 |
|-----|----------------------------------------|---------|

6.1 PROJECT ORIENTED PROFESSIONAL TRAINING

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RATIONALE

Project Oriented Professional Training is aimed at the application of knowledge and competencies gained in the previous semesters in an integrated manner towards addressing an issue in the industry/field, as per the interest and choice of both the industry and student. It also provide opportunities to the students to work relatively independently over extended and comprehensive periods of time. It is expected from the students to get acquainted with desired attributes for industrial/field environment. For this purpose, students are required to work in different establishments of world of work, and develop competencies.

COURSE OUTCOMES

After undergoing this course, the students will be able to:

CO1: Define the problem statement of the Industrial training as per industry need.

CO2: Develop the problem-solving skills in finding solutions to the problems in the world of work.

CO3: Acquire interpersonal skills and work as a team member.

CO4: Demonstrate the competence to apply knowledge and skills learnt earlier in the context of the project.

CO5: Apply the communication skills in writing and presenting the technical report.

GUIDELINES

The purpose of this project oriented professional training is to expose the students to the world of work and provide professional experience in real life situation. It is suggested that during the training, the student should remain attached with the various sections of industry/field for 3-4 weeks. The student will have to maintain a daily/weekly/monthly diary/work book and submit detailed reports of their activities periodically to their supervisor/teacher. These reports will be certified by the concerned/ authorized officer of the organization where the student is undergoing professional training and doing his/her project.

Each student is required to undergo one Professional Oriented Project according to his/her area of interest and the project report is to be submitted at the end of project. The concerned teacher will guide and supervise the students on work stations (as far as possible) at regular intervals. A systematic plan of action is required to be prepared, well in advance, by the polytechnic in consultation with the organizations where professional training and project is going to be executed. The teacher should clearly specify the expected learning outcomes and schedule on periodic basis, preferably weekly or fortnightly basis, for the whole of the professional project/training period of students. Performa may be developed by the polytechnic Training and Placement Officer in consultation with the teachers and personnel from industry to monitor the progress of the students. The performa should be filled by the students on daily, weekly and monthly basis, and should be duly countersigned by the personnel from industry and concerned teacher/supervisor attached to the particular student. Each teacher is supposed to guide and supervise about 5 – 8 students, depending upon the strength of the students and teachers in the department.

A criteria for assessing student performance by the internal examiner (personnel from industry and supervisor) and external examiner (teachers and experts) are given in table below:

| S. No. | Performance criteria for Internal Assessment | Weightage of marks (in %age) |
|--------------|--------------------------------------------------------------------|---------------------------------|
| 1. | Punctuality and regularity | 10% |
| 2. | Initiatives taken by the student in learning at training workplace | 10% |
| 3. | Defining problem statement, approach and schedule (Planning) | 20% |
| 4. | Level /proficiency of new practical skills acquired | 20% |
| 5. | Preliminary Action Plan and Report | 40% |
| TOTAL | | 100 |

| S. No. | Performance criteria for External Assessment | Weightage of marks (in %age) |
|--------------------|----------------------------------------------|----------------------------------|
| 1. | Project Report | 60% |
| 2. | Presentation & Viva voce | 40% |
| Total marks | | 100 |

Important Notes:

1. This criteria must be followed by the faculty and they may see the daily, weekly and monthly progress/reports, while awarding awards as per the above criteria.
2. Students may visit websites as their learning tool during industrial training, Search videos, animations, text material on internet for preparation of training report during the training period.
3. The external examiner, preferably, may be the person from different industry/organization/institution, who is well versed with the discipline/branch of project-oriented -professional training of the students, so that she/he can properly evaluate the students on the above criteria.

24. ASSESSMENT TOOLS AND CRITERION

The assessment is carried out by conducting:

1. Formative assessments
2. Summative assessments

1. FORMATIVE ASSESSMENT

The **formative assessment** will be evaluated on the basis of the internal assessments for theory subjects and practical by the concerned teachers for evaluating the knowledge and skill acquired by students and the behavioral transformation of the students. This **internal assessment** is primarily carried out by collecting evidence of competence gained by the students by evaluating them at work based on assessment criteria, asking questions and initiating formative discussions to assess understanding and by evaluating records and reports, and sessional marks are awarded to them.

2. SUMMATIVE ASSESSMENT

The **summative assessment** will include end semester examination for theory part for each candidate and practical examination with viva voice. Each Performance Criteria will be assigned marks proportional to its importance and proportion of marks for Theory and Skills Practical for each subject should be laid down.

The following assessment tools are used for effective student evaluation:

1. Theory Examinations
2. Practical Work
3. Internships
4. Professional Industrial Training
5. Project Work (Minor & Major)
6. Massive Open Online Courses (MOOC)
7. Viva Voce
8. Case Studies

1. Theory

Evaluation in theory aims at assessing students' understanding of concepts, principles and procedures related to a course/subject, and their ability to apply learnt principles and solve problems.

The **formative evaluation** for theory subjects may be caused through

- i. Sessional /class-tests,
- ii. Quizzes,
- iii. Assignments,
- iv. Seminars/ Presentations
- v. Attendance
- vi. Case Studies

For **Summative evaluation** of theory, the question paper may comprise of three sections.

- i. It should contain objective type question and multiple choice questions. The objective type items should be used to evaluate students' performance in knowledge, comprehension and at the most application domains only.
- ii. It should contain short answer questions.
- iii. Descriptive type questions , with some internal choice of the questions set may be given in this section

2. Practical Assessment

Evaluation of students performance in practical work (Laboratory experiments, Workshop practical /field exercises) aims at assessing students ability to apply or practice the concepts, principles and procedures, manipulative skills, ability to observe and record, ability to interpret and draw conclusions and work related attitudes. This will comprise of a creation of mock environment, wherever applicable in the skill lab which is equipped with all required equipment for development of desired skills. Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. will be ascertained by observation and will be marked in observation checklist along with the assessment of Job carried out in labs and maintenance of Lab Record files.

Formative and summative evaluation may comprise of weightages to performance on task, quality of product, general behavior and it should be followed by viva-voce of the relevant subject. The end product will be measured against the specified dimensions and standards to gauge the level of his skill achievements

3. Internship

The two mandatory internships after I Year and II Year of the programme are to be assessed in 3rd and 5th semester subsequently. The internships should be preferably done in the field/ in the industry, can be in house depending upon the stream and availability of resources in and around the institute.

Every faculty should be assigned the students and made responsible for the evaluation and assessment of the internship. Formative assessment should be taken from the industry/institute/ department on the basis of performance, behavior and learning capabilities. Summative evaluation may comprise of weightages on the basis of report submission/ presentation followed by viva-voce of the relevant subject.

4. Professional Industrial Training

Evaluation of professional industrial training report and viva-voce/ presentation aims at assessing students' understanding of industrial processes, practices in the industry/field and their ability to engage in activities related to problem-solving in industrial setting as well as understanding of application of learnt knowledge and skills in real life situation. Formative and summative evaluation may comprise of weightages to performance on task, quality of product, general behavior and it should be followed by viva-voce of the relevant subject.

The formative assessment should include the evaluation from the employer where the student is doing his training or Project work in the ratio of 40:60. The final assessment will be the combination of the employer assessment and evaluation by the faculty of the institute which shall include report submission/ presentation/ seminar followed by viva-voce of the relevant subject.

5. Project Work Assessment

The purpose of evaluation of project work is to assess student's ability to apply, in an integrated manner, knowledge and skills in solving real life problems, manipulative skills, ability to observe, record, creativity and communication skills. The project work assigned should be of

relevance to the core skill, state of the art topics and the project areas that are pertaining to enhance job skill and enhance occupational opportunities. For both, minor and major project, Formative and summative evaluation may comprise of weightages to performance on task, quality of product, nature and relevance of project and general behavior.

The formative assessment should include the continuous assessment based on the work allocated and mid semester viva voice or presentation. The final assessment will be the combination of the project undertaken, report submission and should be followed by viva-voce of the relevant subject.

In case of the assessment of this component, the team of examiners should be constituted on 50 – 50 % basis. i.e. half of the examiners in the team should be invited from outside the institute conducting examination.

6. MOOC COURSES (Open Elective and Multi-Disciplinary Elective)

Massive Open Online Courses (MOOCs) platforms promise open, online courses to massive numbers of students as they are free to join, they provide a wide range of courses, they allow for space and time flexibility and their participants can benefit from various online communication tools and access to quality content.

The coordinating Department/Centre/Office shall monitor every student to adopt the courses online of their choice and preference on Swayam portal. The duration of courses will vary depending on the level and credit points. Courses offered in the duration of 4-10 weeks for 2 to 3 credits at diploma level are to be opted. Students, after they have registered, can get a certificate after attending the classes and submitting the assignments/quizzes and qualifying nationwide exam conducted written exam at the institute close to the one where the student is enrolled.

On successful completion of each course, the institution offering the MOOCs course would issue the certificate, along with the number of credits and grades, through which the student can get credits transferred into his marks certificate issued by his parent institution. Guidelines for credit sharing will be issued by concerned Regulators such as UGC, AICTE, etc. for consideration by various Institutes. There may be standard norms for the host Institution to conduct the course that may include continuous evaluation through assignments, online quizzes, case studies, online writing exercises, term examinations, student feedback, online forum management, etc.

The coordinating Department/Centre/Office of the respective department shall monitor every student and submit to the Office of Examinations, a score sheet (marks card) during the last 10 days prior to the close of the even semester.

7. Viva Voce

This tool will be used to assess the conceptual understanding and the behavioral aspects as regards the job role and the specific task at hand. It will also include questions on safety, quality, environment and equipment's etc. Ask questions on non-prescribed tasks to ensure that the learners have complete knowledge on the assessment

Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits with the marks scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

$$\text{SGPA } (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

where C_i is the number of credits of the i th course and G_i is the marks scored by the student in the i th course.

- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

- iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

25. TEACHING LEARNING TOOLS FOR EFFECTIVE IMPLEMENTATION

For effective implementation of curriculum, the faculty and staff of institutions have to play a vital role in planning instructional experiences for the courses in four different environments viz. class-room, laboratory, library and field and execute them in right perspective. It is emphasized that only a proper mix of different teaching methods in all these places of instruction can bring the changes in students behavior as stipulated in the curriculum document. It is important to understand curriculum document holistically and further be aware of intricacies of Teaching-Learning Tools for achieving curriculum objectives. Given below are certain recommendations which may help in carrying out teaching-learning effectively:

PROGRAMME LEVEL RECOMMENDATIONS

1. Curriculum implementation takes place at programme, course and class-room level respectively and synchronization among them is required for its success. The first step towards achieving synchronization is to read curriculum document holistically and understand its rationale and philosophy.
2. An academic plan needs to be prepared at institute level. The Head of the institute have a great role to play in its dissemination and percolation up to grass-root level.
3. Head of Department are required to prepare academic plan at department level referring to institutional academic plan.

COURSE LEVEL RECOMMENDATIONS

Teachers are educational managers at class room level and their success in achieving course level objectives lies in using course plan and their judicious execution which is very important for the success of programme by achieving its objectives. Teachers are required to plan various instructional experiences viz. theory lecture, expert lectures, lab/workshop practicals, guided library exercises, field visits, study tours, camps etc. In addition, they have to carry out progressive assessment of theory, assignments, library, practicals and field experiences. Teachers are also required to do all these activities within a stipulated period which is made available to them in the academic plan at Board level. With the amount of time to their credit, it is essential for them to use it judiciously by planning all above activities properly and ensure execution of

the plan effectively. Following is the gist of suggestions for subject teachers for effective utilization of Teaching Learning Tools to achieve the course objectives:

1. Teachers need to ensure attainment of course outcomes so as to help the students achieve program outcomes and also meet the desired learning outcomes in five domains of NSQF i.e. Process, Professional knowledge, Professional skills, Core skills and Responsibility.
2. Teachers are required to prepare a course plan, taking into account number of weeks available and courses to be taught.
3. Teachers are required to prepare lesson plan for every theory class. This plan may comprise of contents to be covered, learning material for execution of a lesson plan.
4. Teachers are required to plan for expert lectures from field/industry. For this, necessary steps need to be taken such as planning in advance, identifying field experts, making correspondence to invite them, taking necessary budgetary approval etc.
5. Teachers are required to plan for guided library exercises by identification of course specific experience requirement, setting time, assessment, etc. The assignments and seminars can be thought of as terminal outcome of library experiences.
6. Concept based industrial/field visits may be planned and executed for such contents of course which are abstract in nature and no other requisite resources are readily available in institute to impart them effectively.
7. Lot of focus needs to be laid on skill development. There is need for planning practical experiences in right perspective. These slots in a course are the avenues to use problem based learning and experiential learning effectively. The development and use of lab manuals will enable the institutes to provide lab experiences effectively.
8. Emphasis should be laid on developing soft skills like communication skills, personality Development, self-learning, inter personal skills, problem solving, and creativity etc.
9. Where ever possible, it is essential to use activity based learning rather than relying on delivery based conventional teaching all the time. While teaching, the teacher should make

extensive use of audio visual aids such as video films, power point presentations and IT tools.

10. Teachers may take initiative in establishing liaison with industries and field organizations for imparting field experiences to their students.
11. Students be made aware about issues related to ecology and environment, safety, concern for wastage of energy and other resources etc.
12. To enhance digital learning, open electives and multi-disciplinary electives have been provided in the curriculum to be taken up in the form of MOOCs. For Open electives, some courses may be identified out of the prescribed list given in the curriculum keeping in mind the interest of students. Similarly, for multi-disciplinary electives, courses to be offered may be identified by considering their relevance and utility. Every year SWAYAM is notifying the list of courses which are going to be offered in forthcoming even and odd semester. The institute needs to select the courses that are offered on SWAYAM platform or any other online platform.
13. For effective implementation of Massive Open Online Courses (MOOCs), a faculty member in the department may be identified and given the responsibility to coordinate various activities related to MOOCs. The concerned faculty member will facilitate in registration of students for MOOCs. The faculty member will also be responsible for compiling the result of students on the completion of MOOCs and pass on the information to the concerned authority.
14. Flexibility has been provided in the curriculum for the students to choose a course related to the discipline as per their interest. For effective implementation of discipline-specific electives, the institute should identify some courses from the list of courses prescribed in the curriculum. The courses should be selected and offered keeping in mind the interest of students, infrastructure and expertise available in and around the institute related to the courses. Option for discipline-specific elective may be taken from students through a form and a course, with more than 10 students opting for it, may be run.
15. Where ever possible, it is essential to use activity based learning rather than relying on delivery based conventional teaching all the time. While teaching, the teacher should make extensive use of audio visual aids such as video films, power point presentations and IT tools.

16. Teachers may take initiative in establishing liaison with industries and field organizations for imparting field experiences to their students.
17. Students be made aware about issues related to ecology and environment, safety, concern for wastage of energy and other resources etc.
18. To enhance digital learning, open electives and multi-disciplinary electives have been provided in the curriculum to be taken up in the form of MOOCs. For Open electives, some courses may be identified out of the prescribed list given in the curriculum keeping in mind the interest of students. Similarly, for multi-disciplinary electives, courses to be offered may be identified by considering their relevance and utility. Every year SWAYAM is notifying the list of courses which are going to be offered in forthcoming even and odd semester. The institute needs to select the courses that are offered on SWAYAM platform or any other online platform.

26. LIST OF EXPERTS

1. Controller of Examination, Haryana State Board of Technical Education, Panchkula.
2. Controller of Admn. & Finance, Haryana State Board of Technical Education, Panchkula.
3. Joint Secretary, Haryana State Board of Technical Education, Panchkula.
4. Deputy Secretary, Training & Placement, Haryana State Board of Technical Education, Panchkula.
5. Deputy Secretary, Examination, Haryana State Board of Technical Education, Panchkula.
6. Deputy Secretary, Academic, Haryana State Board of Technical Education, Panchkula.
7. Assistant Secretary, Academic, Haryana State Board of Technical Education, Panchkula.
8. Dr. SP Chauhan, Lecturer, Commerce Department, Government Polytechnic College for Women, Sector 10-D, Chandigarh.
9. Dr. Rajesh Jhamb, Head of Department, Commerce Department, Government Polytechnic College for Women, Sector 10-D, Chandigarh.
10. Dr. Puneet Bhushan, Assistant Professor, Himachal Pradesh University Business School HPU, Shimla.
11. Sh. Arun Sharma, Leader, Global Govt. Relations & Public Policy Procter & Gamble Health Limited Godrej One, Pirojshahnagar, Eastern Express Highway, Vikroli East, Mumbai-400079.
12. Mr. Mahavir Sehrawat, Lecturer, Business Management Department, Government Polytechnic, Mandi, Adampur, Hisar, Haryana.
13. Dr. Vishnu Kumar, Lecturer, Business Management Department, Government Polytechnic, Adampur, Haryana.
14. Dr. Harsh Wardhan, Associate Professor, Entrepreneurship Development & Industrial Coordination Department, NITTTR, Chandigarh.
15. Smt. Pushpa Rani, Senior Lecturer, Applied Science Department, Government Polytechnic, Sonipat, Haryana.
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22. Mr. Tavinder Singh, Lecturer, Applied Science Department, Government Polytechnic, Sirsa.
23. Ms. Sunita Rani, Lecturer, Applied Science Department, Government Polytechnic, Ambala.
24. Dr. Rajesh Mehra, Professor and Head, Curriculum Development Centre, NITTTR, Chandigarh.
25. Dr. AB Gupta, Professor and Head, Education & Educational Management Department, NITTTR, Chandigarh.
26. Er. P.K. Singla, Associate Professor, Curriculum Development Centre, NITTTR, Chandigarh.
27. Dr. SK Gupta, Associate Professor, Curriculum Development Centre, NITTTR, Chandigarh.
28. Dr. Meenakshi Sood, Associate Professor, Curriculum Development Centre, NITTTR, Chandigarh.

Coordinator

27. APPENDIX

| List of Equipment and Software Required in DBM | |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Sr.No. | Description |
| 1 | Computers (Desktops and Laptops) with latest configuration including more than 8gm ram and 250 and above SSD. |
| 2 | Printer/Scanner/Copier: For printing assignments, scanning documents, and making copies of materials. |
| 3 | Projectors (for presentations and lectures), Whiteboards or Interactive Smartboards |
| 4 | Audio-Visual Equipment: Microphones, speakers, and cameras for recording lectures or conducting webinars. |
| 5 | Simulation Tools: Tools like business simulation software to simulate real-world business scenarios for practical learning. |
| 6 | Retail Simulation Setup: Display shelves, POS systems, barcode scanners, etc., for practical retail management experience. |
| 7 | Teleconferencing Equipment (Webcams, Headsets) |
| 8 | Networking Equipment: Routers, switches, and cables for networking classes or projects. |
| 9 | Mobile Devices: Tablets or smartphones for accessing mobile applications and learning materials related to business management. |
| 10 | Interview Room Setup:Furniture and recording equipment for conducting mock interviews for HR specialization. |
| List of Software | |
| 1 | Microsoft Office Suite (Word, Excel, PowerPoint, Outlook) |
| 2 | Accounting Software (QuickBooks, Tally) |
| 3 | Statistical Analysis Software (SPSS, SAS) |
| 4 | Project Management Software (Microsoft Project, Trello) |
| 5 | Presentation Software (Prezi, Keynote) |
| 6 | Customer Relationship Management (CRM) Software (Salesforce, HubSpot) |
| 7 | Learning Management System (LMS) for Course Management |
| 8 | Enterprise Resource Planning (ERP) Software (SAP, Oracle) |
| 9 | Video Conferencing Software (Zoom, Microsoft Teams) |
| 10 | Data Analysis and Visualization Tools (Tableau, Power BI) |
| 11 | Specialised software for HRM and Payroll solution |



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