KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMME

BACHELOR OF VOCATION

(As per NEP-2020, NCrF, NHEQF)

Academic Session 2024-2025



DEPARTMENT OF ENTREPRENEURSHIP DEVELOPMENT

SCHOOL OF TRIBAL RESOURCE MANAGEMENT

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)

DEEMED TO BE UNIVERSITY

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024

https://university.kiss.ac.in | https://kiss.ac.in

The School of Tribal Resource Management, KISS Deemed to be University, was established in 2017-18, to address the current and emerging rural development needs of the country and the inadequacy of homogeneous models of development. The School of Tribal Resource Management actively endeavors to equip its academic programme to measure up to the local, regional, national and international standards. It may be mentioned here that KISS Deemed to be University is the first full-fledged institution in the field of tribal resource management in the country. Here students receive quality education free of cost.

KISS is now determined to build on this advantage by creating a regular, organized and permanent framework to ensure that the knowledge and wisdom of yore is explored in depth scientifically for the lasting benefit of posterity. The establishment of a School of Tribal Resource Management is a step in this direction. The School has introduced three innovative interdisciplinary and multidisciplinary programmes namely Commerce, Economics and Geography, with a focus on Tribal Resource Management in the first phase with the approval of UGC to provide impetus to research in tribal resource management, tribal culture and tribal technology development. Besides implementing the Sustainable Development Goals of the United Nations, the School has succeeded in bringing about the tangible socio-economic changes in the tribal hinterland of Odisha and neighbouring states.

Because of the School's commitment to helping tribal students develop their vocational, entrepreneurial and life skills, it strives to break the vicious circle of poverty and social isolation in which tribal communities find themselves trapped. The school also seeks to make tribal students aware that the people of their communities have a right to access varied indigenous resources and opportunities in order to live a self- sufficient, adequate and dignified life.

DEPARTMENT OF ENTREPRENEURSHIP DEVELOPMENT

The Department of Entrepreneurship Development, under the School of Tribal Resource Management, KISS Deemed to be University, established in 2024-2025, addresses emerging academic, developmental, and societal needs through interdisciplinary and multidisciplinary programmes. The School strives to meet local, regional, national, and global standards while advancing tribal resource management, indigenous knowledge systems, and sustainable development.

Vision & Mission of the School

Vision

Emerge as an internationally acclaimed School recognized for excellence in teaching, research, consultancy, outreach, skill development, and social entrepreneurship, while promoting cultural heritage and diversity.

Mission

- Foster all-round development through multi-faceted education.
- Focus on sustainable resource management through innovative courses.
- Engage with communities to promote entrepreneurship and leadership.

- Manage resources effectively to create employment and self-employment opportunities.

Programme Overview

Programme Title:

Name of Programme: Bachelor of Vocation

Programme Type:

Undergraduate

Programme Description

A Brief on UGC Guideline on B.Voc

Introduction:

The University Grants Commission (UGC) has initiated a scheme for skills development-based higher education within college and university education systems, leading to a Bachelor of Vocation (B.Voc.) Degree with options for Diploma/ Advanced Diploma under the NSQF.

In this regard Ministry of HRD, Government of India had issued an Executive Order in September 2011 for National Vocational Education Qualification Framework (NVEQF). Subsequently, Ministry of Finance, in pursuance of the decision of Cabinet Committee on Skill Development in its meeting held on 19th December, 2013, has issued a notification for National Skills Qualifications Framework (NSQF) which supersedes NVEQF.

The B.Voc. Programme, integrated into undergraduate studies at universities and colleges, combines specific job roles and National Occupational Standards (NOSs) with a broad-based general education curriculum.

About B.Voc. :

B.Voc. courses offer Bachelor of Vocational Degree options across various fields for students who have completed their foundational education. (10+2/ ITI)

These programs integrate specific job roles and NOSs with a comprehensive general education curriculum.

The primary goal is to enhance the employability prospects of individuals, facilitating their ability to learn, earn, and progress.

Why B.Voc. :

1. To provide judicious mix of skills relating to a profession and appropriate content of General Education.
2. To ensure that the students have adequate knowledge and skills, so that they are work ready at each exit point of the programme.
3. To provide flexibility to the students by means of pre-defined entry and multiple exit points.
4. To integrate NSQF within the undergraduate level of higher education in order to enhance employability of the graduates and meet industry requirements. Such graduates apart from meeting the needs of local and national industry are also expected to be equipped to become part of the global workforce.
5. To provide vertical mobility to students coming out of 10+2 with vocational subjects.

Programme Introduction

The Bachelor of Vocation (B.Voc.) in Entrepreneurship Development is a four-year undergraduate skill-based programme designed to develop entrepreneurial knowledge, practical competencies, and industry-relevant skills. Aligned with the National Education Policy (NEP) 2020 and the National Skills Qualifications Framework (NSQF), the programme integrates 40% theoretical learning and 60% practical training to promote experiential and outcome-based education.

The curriculum equips students with the ability to identify business opportunities, develop innovative business models, manage enterprises, and create sustainable livelihoods. Special emphasis is placed on startup development, digital entrepreneurship, rural and tribal entrepreneurship, green entrepreneurship, innovation, and business incubation. Through field projects, internships, vocational training, industry interaction, and enterprise creation, the programme prepares graduates to become job creators, self-reliant entrepreneurs, and socially responsible business leaders, contributing to inclusive and sustainable economic development.

Process of Curriculum Development

All Schools shall follow the standard KISS-DU curriculum development protocol:

1. Formation of Syllabus Committee with domain experts.
2. Consultation with stakeholders (students, alumni, employers, community).
3. Review and approval by School faculty.
4. Vetting by Board of Studies (BoS) with external experts.
5. Final approval by Academic Council.
6. Integration of NEP-2020, CBCS, NCrF, and NHEQF guidelines.

Definitions of Components

a. Ability Enhancement Courses (AEC): It refers to the courses enhancing competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills not literature, prose, poetry and novel etc.

b. Academic Bank of Credits (ABC): The ABC has been envisaged by the UGC to facilitate the academic mobility of students with the freedom to study across the HEIs in the country with an appropriate 'credit transfer' mechanism from one programme to another, leading to attain a Degree/Diploma/Certificate, etc.

c. Academic Year: Two consecutive semesters constitute one academic year.

d. Choice Based : The students select courses from the prescribed courses i.e., Major, Minor, Multidisciplinary, Ability Enhancement Course (AEC), Skill Enhancement Course (SEC), Value Added Course (VAC), Summer Internship/ Lab/Research.

e. Major is the subject of main focus.

f. Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree/diploma/Certificate is prescribed in terms of number of credits to be earned.

g. Credit: A unit by which the course work is measured. One credit is equivalent to one hour of lecture or tutorials or two hours of practical work/field work per week in a semester.

h. Minor Course helps a student to gain a broader understanding beyond the major discipline. The subjects mentioned in the minor (in the course structure table) will be offered only if a minimum of 10 students opt for that particular subject.

i. Multidisciplinary: It refers to the courses that a student can opt from other disciplines in order to broaden the intellectual experience.

j. Skills Enhancement Courses (SEC): It refers to the courses aiming at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students.

k. Summer Internship/Apprenticeship/Summer Project: It refers to experiential exposure of a student. Summer Internship of 6-8 weeks duration after the completion of the fourth semester, followed by a project report and viva-voce examination during the fifth semester has been made compulsory to enable the students to have hands on experience of real-life business situations.

l. Research has been provided in the Eighth semester (for students securing 7.5 CGPA or above) involving application of knowledge in exploring/critical analysis/solving issues related to a real-life situation.

m. Value Added Courses: It refers to the courses enabling the students to acquire and demonstrate the knowledge and understanding of contemporary society.

NCrF-Aligned Components (National Credit Framework)

1. Operational Definition of Credit (NCrF Standard)

"1 Credit = 30 Notional Learning Hours."

A standard 4-credit course = 120 Notional Learning Hours.

NCrF-Compliant Course Engagement Table

Component	Operational Definition	Hours (Example for 4-credit course)
Face-to-Face Lectures	Concept delivery, interactive instruction	45
Tutorials / Labs / Field	Hands-on practice, experimentation	30
Independent Self-Study	Pre-reading, journal review	20
Continuous Assessment	Assignments, quizzes, mid-term	12
Final Semester Exam Preparation	Revision, project completion	13
Total Notional Hours	**Must equal 30 hours × credits**	**120**

MOOC Courses (SWAYAM and SWAYAM Plus)

According to the UGC guidelines integrated into the new curriculum structures, Higher Education Institutions (HEIs) are permitted to allow students to take up to 40% of their total courses in a semester through the national MOOC platform, SWAYAM (or SWAYAM Plus for industry-aligned courses).

Credits earned via SWAYAM are mapped directly against the appropriate NHEQF academic level and digitally stored in the student's Academic Bank of Credits (ABC) to count toward their final degree, diploma, or certificate.

NCrF Category Wise Credit Distribution (UGC CCFUP Compatible) (for UG Programme)

Semester	Discipline Specific Skill courses-core		Minor		MDC/IDC		AEC		SEC/ Internship/Dissertation		VAC		Grand Total Credits
	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credit	
I	3	11	-	-	1	3	1	2	-	-	1	4	20
II	3	11	-	-	1	3	1	2	-	-	2	4	20
III	3	12	-	-	1	3	1	2	1	3	-	-	20
IV	4	12	-	-	-	-	1	2	2	6	-	-	20
V	3	12	-	-	-	-	-	-	2	8	-	-	20
VI	3	12	-	-	-	-	-	-	2	8	-	-	20
VII	-	-	-	-	-	-	-	-	1	20	-	-	20
VIII	2	16	-	-	-	-			1	4			20
Total Credits for the Course	21	86	-	-	3	9	4	8	9	49	3	8	160

These exit awards correspond to progressive NHEQF / NSQF levels and are fully NCrF-compliant for credit accumulation, mobility and re-entry through the Academic Bank of Credits.

Skill Enhancement Courses (SEC), Multidisciplinary Courses (MDC), value-added courses and internships are creditised as per NCrF, recognising vocational, experiential and

community-based learning alongside academic coursework. These courses are designed at appropriate NSQF levels, with clear competency descriptors and notional hours.

vii. Eligibility for Admissions with No. of Seats

General Eligibility Criteria

Bachelor of Vocation (B.Voc.): A candidate, who has passed the Higher Secondary School Certificate Examination of a State Board of Higher Secondary Education or an equivalent examination of any other statutory Board or University, shall be eligible for admission into U.G. Programme in B.Voc.

School of Tribal Resource Management (STRM):The School of Tribal Resource Management (STRM) offers B.Voc. in Entrepreneurship Development courses. The total sanctioned strength for B.Voc. in Entrepreneurship Development is 16.

viii. Examination Pattern for UG as per NEP 2020

Examination Pattern: As per NEP 2020

The medium of examination is English which will be reflected in their final grade sheet/certificate. Provided that for a language subject answers are to be in that language. Sanskrit may be written in Odia script but language has to be Sanskrit.

1. Duration of the Examinations-Mid Semester & End Semester:

Duration of examination for all term End examination shall be for 2.5 hours and for all Mid Term examination for 1 hour irrespective of full marks in the course/subjects and irrespective of credit. The practical examinations shall be of 2 hours duration.

Each School shall have a designated faculty as Examination Coordinator to be decided by the Vice Chancellor in addition to the Controller of Examinations of the University.

Continuous Evaluation and Mid Semester Examination:

1. a) Mid semester examination will be of 1-hour duration for 20/10 marks (20 for subjects having no practical and 10 for subject with practical papers). There shall be no pass mark in Mid Semester examination.
2.

3. b) The Mid-Semester Examination shall be conducted and valued by the Faculty who are teaching the corresponding paper. A student who fails to appear in a Mid-Semester Examination **will be allowed one more chance to** take the same examination before appearing the concerned term-end examination. There will be no provision to re-appear in the Mid-Semester Examination for improvement.
4.

5. c) For subjects with practical there will be a Mid-Semester practical examination carrying 10 marks.
6.

7. d) The University authority of the valuation zones will preserve the answer Script of the End Semester examination for 06 months from the date of publication of result for reference.
8.

9. e) A student has to appear the mid semester examination positively. Absence in the mid semester examination will be considered as fail however the candidate may be allowed to appear the mid semester examination before commencement of the concerned Term-End examination under special case duly considered by the HoD (for the ***candidates who represent the University or State for Inter-University or inter-state competitions in Games and Sports or attending different recognized National level camps/any critical medical case duly certified by the designated medical officer).***

2. Distribution of Marks in End Semester and Continuous Evaluation:

3. (Irrespective of credit in a course/Paper)

1.

Course Type	Maximum Marks	Semester- End theory Mark	Continues Evaluation Marks /Sessional	Mid Semester theory Mark	Semester-End and Practical mark	Mid Semester Practical Mark
Without Practical	**100**	**60**	**20**	**20**	**----**	**--**
With Practical	**100**	**50**	**10**	**10**	**20**	**10**

Thesis/ Dissertation / Seminar/Field Work	**100**	**------**	**-------**	**-------**	**-------**	**-------**

The **modes of evaluation** of **Thesis/ Dissertation/ Seminar/Field Work** shall be as follows:

Selection of research topic and synopsis presentation
Literature Review and preparation of research tools (questionnaire and schedule
Field Work and Data Collection
Data Analysis and report writing
Seminar Presentation and Viva-Voce test on dissertation.

1.

2. Distribution of Sessional Marks:(Continuous Evaluation)

Course Type	**Maximum Mark**	**Mid Semester**	**Attendance**	**Surprise Test/Quiz/Viva**	**Assignment/ Presentation**
Without Practical	**40**	**20**	**Above 95%- 5 Marks 85%- 94%- 4 Marks 75%- 84%- 3 Marks**	**10**	**05**
With Practical	**30**	(Theory 10 + Practical 10)=20		**05**	**Nil**

Examination Question Pattern of End Term Examination and Mark Distribution:

The evaluation process may cover summative and formative aspects and assess understanding applications, articulation, program and course outcome.

Question Pattern		**With Practical**	**Without Practical**

Part-I – Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x5=5**	**1x6=6**
Part-II- Very Short Type	**Answer within 50 words. Answer any 3 out of 5 questions (with practical) and Answer any 5 out of 7 question (without practical)**	**2x3=6**	**2x5=10**
Part-III- Short Type	**Answer within 250 words Answer any 3 out of 5 questions (with practical) and Answer any 4 out of 6 question (without practical)**	**5x3=15**	**5x4=20**
Part-IV- Long Type	**Answer within 800 words. Answer any 3 out of 5 questions**	**8x3=24**	**8x3=24**
Total		**50**	**60**
For Practical Paper		**One Major Experiment-10 Record-05 Viva voce-05**	---

Examination Question Pattern of Mid Semester Examination and Mark Distribution

Question Pattern		**With Practical**	**Without Practical**
Part-I – Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x3=3**	**1x6=6**
Part-II- Very Short Type	**Answer within 50 words. Answer any 1out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**2x1=2**	**2x2=4**

Part-III-Short Type	**Answer within 250 words Answer any 1 out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**5x1=5**	**5x2=10**
Total		**10**	**20**
For Practical Paper		**One Major Experiment-5 Record- 02 Viva voce-03**	**---------**

6. Duration and Types of Courses and Process of Multiple Entry and Exit

NHEQF-Aligned Components (National Higher Education Qualifications Framework)

1. NHEQF Level Mapping for Multi-Entry / Multi-Exit

"This programme is structured according to the multi-entry, multi-exit parameters defined by UGC. The progressive qualification bands map directly onto the National Higher Education Qualifications Framework (NHEQF)."

Insert the following table:

Milestone / Year Completed	Exit Award	NHEQF Level	Standard Credit Range
Year 1 (Sem I–II)	UG Certificate	Level 4.5	~40 + 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.
Year 2 (Sem III–IV)	UG Diploma	Level 5.0	~80 + 4 credit in skill based vocational courses offered during first year or second year summer term
Year 3 (Sem V–VI)	UG Degree (3-Year)	Level 5.5	~120

Year 4 (Sem VII–VIII) **Year 1(Sem I-II)**	UG Honours / Honours with Research Post-Graduate Diploma	Level 6.0	~160
Year 2(Sem III-V)	Master's degree (e.g. M.A., M.Com., M.Sc., etc.)	Level 6.5	80 Credits
	Doctoral Degree	Level 8.0	Credits for coursework and, a thesis and published work

LEVELS OF AWARDS

The certification levels will be lead to Diploma/ Advanced Diploma/ B.Voc. Degree in one or more vocational areas and will be offered under the aegis of the University.

Award	**Duration**	**Corresponding NSQF level**
Certificate	1 Year	4
Diploma	2 Year	5
Advanced Diploma	3 Years	6
B.Voc Degree	4 Years	7

1. Students are free to exit at any point in the duration of the programme.
2. Only those students who successfully complete the courses and clear the examination are eligible for the certificate.
3. Separate certificate will be awarded for each year for successful candidates.
4. Students who fail in any course may be allowed to move the higher level but won't be eligible for any certificates until he or she clears previous courses.
5. B. Voc degree will confer to those whose successfully complete the diploma, higher diploma and internship.

CONDITIONS FOR ADMISSIONS

ELIGIBILITY

- The admission to B.Voc programme will be as per the rules and regulations of the University for UG admissions.
- Basic eligibility or B.Voc is 10+2 and above in any stream (No age limit)
- The eligibility criteria for admission shall be as announced by the University from time to time
- Separate rank lists shall be drawn up for reserved seats as per the existing rules.
- Grace marks may be awarded to a student for meritorious achievements in co-curricular activities such as Sports/ Arts/ NSS/ NCC/ Student Entrepreneurship.

- Preferred subjects and index mark calculations will be decided by the respective Boards of Studies.

DESIGN OF COURSES OF STUDY AS PER B.VOC. GUIDELINE:

Level	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
Level 5	Job that requires well developed skill, with clear choice of procedures in familiar context	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools materials and information	Desired mathematical skill, understanding of social, political and some skill of collecting and organizing information, communication	Responsibility for own work and learning and some responsibility for other's works and learning
Level 6	Demands wide range of specialized Technical skill, clarity of knowledge and practice in broad range of activity involving standard /non-standard practices	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of Cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Reasonably good in mathematical calculation, understanding of social, political and, reasonably good in data collecting organizing information, and logical communication	Responsibility for own work and learning and full responsibility for other's works and learning

Level 7	Requires a command of wide ranging specialized theoretical and practical skill, involving variable routine and non-routine context	Wide ranging, factual and theoretical knowledge in broad contexts within a field of work or study	Wide ranging, factual and theoretical knowledge in broad contexts within a field of work or study	Good logical and Mathematical skill understanding of social political and natural environment good in collecting and organizing information, communication and presentation skill	Full responsibility for output of group and development

7. Programme Educational Objectives (PEO)

PEO1: Enable students to build successful careers in public/private sectors, entrepreneurship, or community development.

PEO2: Promote interdisciplinary and multidisciplinary learning and research.

PEO3: Develop entrepreneurial, analytical, and problem-solving skills.

PEO4: Prepare students for higher education, professional certifications, and research.

PEO5: Foster lifelong learning, ethical conduct, and social responsibility.

NHEQF-Aligned Programme Educational Objectives (PEOs)

*PEOs must describe achievements expected **5–6 years after graduation**, aligned to:*

- *Employability*
- *Entrepreneurship*
- *Research readiness*
- *Social responsibility*
- *Indigenous knowledge integration*

8. Programme Outcomes (PO)

PO1	Moral & Ethical Values	To inculcate moral values, professional ethics, integrity, social responsibility, and ethical decision-making abilities among students for responsible entrepreneurial, managerial, and professional conduct in society and business environments.
PO2	Disciplinary Knowledge	To develop strong foundational, theoretical, and applied knowledge in entrepreneurship, business management, vocational education, commerce, and allied disciplines for understanding contemporary business practices, economic systems, and entrepreneurial ecosystems effectively.
PO3	Communication Skills	To enhance verbal, written, interpersonal, presentation, and professional communication skills required for effective interaction, negotiation, business correspondence, leadership communication, and entrepreneurial networking in diverse professional contexts. To build leadership qualities, managerial competencies, strategic thinking, and decision-making abilities for leading enterprises, teams, institutions, startups, and community initiatives successfully and responsibly.
PO4	Critical Thinking, Problem solving & analytical reasoning	To cultivate critical, reflective, analytical, and creative thinking abilities for evaluating business situations, analyzing entrepreneurial opportunities, assessing risks, and making evidence-based managerial and strategic decisions.
PO5	Problem Solving	To develop the ability to identify, analyze, and solve business and entrepreneurial problems using critical thinking, creativity, and informed decision-making to achieve sustainable and effective solutions.
PO6	Research-Related Skills	To develop research aptitude and investigative skills for conducting market research, business analysis, project studies, data interpretation, and evidence-based decision-making through scientific and systematic inquiry methods.
PO7	Cooperation/Teamwork	To develop teamwork, collaboration, coordination, adaptability, and interpersonal relationship skills necessary for working effectively in multidisciplinary, multicultural, entrepreneurial, and organizational environments.
PO8	Digital Literacy	To promote proficiency in digital technologies, information systems, modern business tools, online platforms, and digital communication for enhancing productivity, innovation, business operations, and entrepreneurial growth in the digital economy.

PO9	Experiential & Life – long learning	To encourage continuous learning, self-development, adaptability, skill upgradation, and professional growth for responding effectively to changing technological, industrial, and entrepreneurial environments throughout life.
PO10	Indian Knowledge Systems (IKS)	To develop awareness and appreciation of Indian Knowledge Systems, indigenous entrepreneurial practices, traditional business wisdom, ethical philosophies, local resource management, tribal and rural knowledge systems, cultural heritage, and sustainable community-based practices for integrating traditional Indian knowledge with contemporary entrepreneurship and management education.
PO11	Professional & Decision-making Skills	To develop professional competencies, employability skills, managerial efficiency, entrepreneurial capabilities, workplace discipline, practical exposure, and industry-oriented expertise required for career advancement, enterprise management, and organizational effectiveness.
PO12	Environment Awareness and Sustainability	To create awareness regarding environmental protection, ecological balance, sustainable development, green entrepreneurship, climate responsibility, and environmentally sustainable business practices for long-term societal welfare and sustainable economic growth.

9. Programme Specific Outcomes (PSO)

PSO1: Apply entrepreneurial knowledge and business principles to identify opportunities, design business models, and establish sustainable enterprises using local and global resources.

PSO2: Demonstrate practical skills in market research, financial planning, operations management, and business execution for startups and small enterprises.

PSO3: Evaluate the economic, social, and environmental impact of entrepreneurial activities, with special focus on rural, tribal, and sustainable development.

PSO4: Develop innovative, technology-enabled, and industry-relevant entrepreneurial competencies to create, manage, and scale ventures or contribute effectively to startup ecosystems.

PSO5: Exhibit leadership, ethical values, teamwork, and strategic decision-making abilities to address entrepreneurial challenges and ensure responsible business growth.

Course Structure of the Undergraduate Programme

FIRST YEAR
SEMESTER – 1

Course Category		Course Code	Course Title	Credits			Total Credits
				L	T	P	
Skill Components		BE10001	Fundamentals of Entrepreneurship	3	0	0	3
		BE10003	Entrepreneurship Mindset and Leadership	3	0	1	4
		BE10005	Business Opportunity and Market Research	3	0	1	4
General Components	Multidisciplinary Course(MDC) or any other course from Arts or Science stream offered by University	CC13001	Financial Literacy	2	1	0	3
	Ability Enhancement	AE14001	Modern Indian Language (Odia)	2	0	0	2

	Course (AEC) (M.I.L) (Choose any one)	AE14003	Modern Indian Language (Hindi)	2	0	0	2
		AE14005	Modern Indian Language (Sanskrit)	2	0	0	2
		AE14007	Modern Indian Language (Santali)	2	0	0	2
		AE14009	Alternative English	2	0	0	2
	Value Added Course	VA16201	Environment Education and Disaster Management	3	0	1	4
			Total	16	1	3	20
Skill Component			11	55%			
General component			9	45%			
Total			20				

SEMESTER-2

Course Category	**Course Code**	**Course Title**	**Credits Hours (Weekly)**			**Credits**
			L	**T**	**P**	
Skill Components	BE10002	Principles of Marketing	3	0	1	4
	BE10004	Principles of Business Management	3	0	0	3
	BE10006	Entrepreneurial Marketing and Branding	3	0	1	4

General Components	Multidisciplinary Course(MDC) or any other course from Arts or Science stream offered by University	CS13002	Data Analytics	2	1	0	3
	Ability Enhancement Course (Choose any one)	AE14002	Translation Studies (Odia)	2	0	0	2
		AE14004	Translation Studies (Hindi)	2	0	0	2
		AE14006	Translation Studies (Sanskrit)	2	0	0	2
		AE14008	Translation Studies (Santali)	2	0	0	2
		AE14010	Translation Studies (English)	2	0	0	2
	Value Added Course (Choose any one)	VA16146	Indian Knowledge System	2	0	0	2
		VA16124	Enhancement of Active Citizenship and Democratic Values	2	0	0	2
		VA16134	Inclusive Education and Gender Equality	2	0	0	2
		VA16142	Combating Radicalism through Education	2	0	0	2
	Value Added Course (Choose any one)	VA16394	Flutter Application Development	1	0	1	2

		VA16422	Human Values and Professional Ethics	2	0	0	2
		VA16430	Life Skills Education	2	0	0	2
		VA16482	Self-help and Happiness	2	0	0	2
		VA16484	Community Engagement and Social Responsibility	2	0	0	2
		VA16486	Pioneering Service Learning and Community Development	2	0	0	2
		VA16488	Sports and Yoga	2	0	0	2
			Total	16	1	3	20
Skill Component		11	55%				
General component		9	45%				
Total		20					

Second Year

SEMESTER-3

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Skill Components	BE20001	Entrepreneurial Financial Management	3	1	0	4

		BE20003	Entrepreneurial Finance and Accounting Toolbox	3	1	0	4
		BE20005	Green Entrepreneurship	3	0	1	4
General Components	Multidisciplinary Course (MDC) or any other course from Arts or Science stream offered by university	CS23001	Introduction to Artificial Intelligence and Machine Learning	2	0	1	3
	Ability Enhancement Course (AEC)	AE24001	Communicative English	2	0	0	2
	`Skill Enhancement Course (SEC)	EC25001	Elementary Computer Application in Presentation of Data	2	0	1	3
			Total	17	1	2	20
Skill Component		12	60%				
General component		8	40%				
Total		20					

SEMESTER-4

Course Category		Course Title	Credits	

		Course Code		L	T	P	Total Credits
Skill Components		BE20002	Goods and Services Tax	3	1	0	4
		BE20004	Income Tax	3	1	0	4
		BE20006	Principles of Financial Accounting	3	1	0	4
General Components	Skill Enhancement Course (SEC)	BE25002	Computer-based Accounting	2	0	1	3
		BE25004	Online Tax Filing Practice	2	0	1	3
	Ability Enhancement Course) (AEC)	AE24002	Professional Communication	2	0	0	2
			Total	18	0	2	20
Skill Component		12	60%				
General component		8	40%				
Total		20					

Third Year

SEMESTER-5

Course Category		Course Code	Course Title	Credits			Total Credits
				L	T	P	
Skill Components		BE30001	Tribal Resource Management and Value Addition	3	1	0	4
		BE30003	Human Resource Management for Entrepreneur	3	1	0	4

		BE30005	Policies and Legal aspects of Entrepreneurship	3	1	0	4
General Components	Skill Enhancement Course (SEC)	BE35001	Regulatory Governance and Ease of Doing Business	3	1	0	4
		BE35003	Business Economics	3	1	0	4
			Total	15	5	0	20
Skill Components			12	60%			
General components			8	40%			
Total			20				

SEMESTER-6

Course Category		**Course Code**	**Course Title**	**Credits**			**Total Credits**
				L	**T**	**P**	
Skill Components		BE30002	Unit Economics	3	1	0	4
		BE30004	Ethics, CSR and Corporate Governance	3	1	0	4
		BE30006	Field Visit and Business Model Presentation	2	0	2	4
General Components	Skill Enhancement Course (SEC)	BV35002	Research Design and Scientific Writing	3	0	1	4
		BE35004	Statistics for Entrepreneur	3	1	0	4
Total				14	3	3	20
Skill Components			12	60%			
General components			8	40%			
Total			20				

Fourth Year

SEMESTER-7

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Skill Courses (Core)	IP40081	Industrial Internship	0	0	20	20
		Total	0	0	20	20
Skill Component		20	100%			
General components		0	0%			
Total		20				

SEMESTER-8 without research

Course Category		Course Code	Course Title	Credits			Total Credit
				L	T	P	
Skill Components		BE40002	Business Proposal and Project Writing	2	1	1	4
		BE40004	Manufacturing Readiness Level (MRL)	3	1	0	4
		BE40006	Social Enterprise Management	3	1	0	4
General Components	Skill Enhancement Course (SEC)	BE45002	Operations Logistics and Supply Chain Management	3	1	0	4
		BE45004	Project Management and Contingency Planning	3	1	0	4
			Total	14	3	2	20
Skill Components			12	60%			
General components			8	40%			
Total			20				

SESTER-8 with research (7.5 CGPA Aggregate)

Course Category		Course Code	Course Title	Credits			Total Credits
				L	T	P	
Skill Components		BE40002	Business Proposal and Project Writing	2	1	1	4
	Research	RD40082	Research and Dissertation	0	0	24	12
General Components	Skill Enhancement Course (SEC)	BE45002	Operations Logistics and Supply Chain Management	3	1	0	4
			Total	5	2	13	20
Skill Components		16	80%				
General components		4	20%				
Total		20					

Course Structure (Semester-wise)

Semester I

Subject wise detailed syllabus for:

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
Skill Courses (Core)	BE10001	Fundamentals of Entrepreneurship	3	0	0	3

Course Objectives:

1. To introduce students to the fundamentals of entrepreneurship and encourage entrepreneurial thinking as a viable career option.
2. To develop creative thinking, innovation, and problem-solving abilities required for entrepreneurial success.
3. To provide theoretical and practical knowledge of entrepreneurial concepts, business opportunities, and venture creation.

4. To enhance entrepreneurial qualities such as leadership, risk-taking, decision-making, and communication skills among students.
5. To motivate students to identify business opportunities and develop confidence to start and manage entrepreneurial ventures successfully.

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

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the concepts of entrepreneurship, entrepreneurship development, entrepreneurial environment, and types of entrepreneurship.
CO2: Understand	Students will be able to explain the nature, scope, and role of entrepreneurship in economic development and describe the process, objectives, and challenges of Entrepreneurship Development Programs (EDPs).
CO3: Apply	Students will be able to apply knowledge of entrepreneurial environment factors such as economic, political, legal, socio-cultural, technological, and international environments in analyzing entrepreneurial situations.
CO4: Analyze	Students will be able to analyze and differentiate various types of entrepreneurship such as women, rural, social, and tourism entrepreneurship based on their characteristics, opportunities, and challenges.
CO5: Evaluate	Students will be able to evaluate the challenges, opportunities, and effectiveness of entrepreneurship development initiatives and propose suitable measures for entrepreneurial growth.

CO-PO-PSO Mapping for Fundamentals of Entrepreneurship

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

COs / POs & PSOs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5

CO1	1	3	1	1	1	–	1	1	1	1	1	–	3	1	–	1	1
CO2	1	3	2	2	2	1	1	1	2	1	2	1	3	2	1	2	2
CO3	1	2	1	3	3	2	1	1	1	1	2	1	3	3	1	2	2
CO4	2	2	2	3	2	1	1	1	1	2	2	1	2	2	3	2	2
CO5	2	2	2	3	3	2	1	1	2	2	3	1	3	3	2	2	3
AVG	1.4	2.4	1.6	2.4	2.2	1.2	1	1	1.4	1.4	2	0.8	2.8	2.2	1.4	1.8	2

Unit 1: 10, Classroom Contact Hours

Entrepreneurship

A:Definition, nature, and scope of entrepreneurship

B: Role of entrepreneurship in economic development

C: Challenges and Opportunities in Entrepreneurship

Unit 2: 10, Classroom Contact Hours

Entrepreneurship Development:

- Meaning and Definition of entrepreneurship development, Objective of Entrepreneurship Development, Process of Entrepreneurship Development, Problems and measures of EDP in India. Factors motivating Entrepreneurship , Obstacles in Entrepreneurship

Unit 3: 15, Classroom Contact Hours

Entrepreneurial Environment

- Introduction to Entrepreneurial Environment -Economic Environment, Economic Environment, Political and Legal Environment, Socio-Cultural Environment, Technological Environment, International Environment

Unit 4: 10, Classroom Contact Hours

Types of Entrepreneurship

- **Women Entrepreneurship**
  Introduction and Concept, Characteristics of Women Entrepreneurs, Problems and Challenges Faced, Suggestions and Measures for Growth, Role of Women Entrepreneur Associations

- **Rural Entrepreneurship**
  Concept of Rural Entrepreneurship, Types of Rural Enterprises, Need for Rural Entrepreneurship, Scope and Opportunities, Advantages of Rural Entrepreneurship
- **Social Entrepreneurship**
  Introduction and Elements of Social Entrepreneurship, Functions of Social Entrepreneurship, Difference between Social and Business Entrepreneurship, Social Entrepreneurs: Characteristics and Roles, Challenges of Social Entrepreneurship
- **Tourism Entrepreneurship**
  Introduction and Concept of Tourism, Components of Tourism, Types of Tourism Concept of Tourism Entrepreneurship, Importance of Tourism Entrepreneurship

Recommended Learning Resources

- **Textbooks:**

1. Entrepreneurship Development: A.Shankaraiah et al, KalyaniPublishers.
2. Fundamentals of Entrepreneurship: K.K. Patra, Himalaya Publishing House.
3. Entrepreneurship Development:Dr.S.S.Khanka, S.Chand.
4. Entrepreneurship Development: V.Gangadhar et al, Kalyani Publishers.
5. Entrepreneurship Development & Small Business Enterprises: Poornima Charantimath, Pearson.
6. Entrepreneurship: Robert D. Hisrich, McGraw Hill
7. Entrepreneurship: Arya Kumar, Pearson
8. The Dynamics of Entrepreneurial Development & Management: Vasanth Desai, Himalaya

- **Reference Materials & Digital Resources:**

1. Fundamentals of Entrepreneurship: https://onlinecourses.swayam2.ac.in/e-learning/course/cec26_mg17
2. 1. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). *Entrepreneurship* (11th ed.). McGraw-Hill.
3. 2. Kuratko, D. F. (2021). *Entrepreneurship: Theory, Process, Practice* (11th ed.). Cengage.
4. 3. Khanka, S. S. (2022). *Entrepreneurial Development*. S. Chand.
5. 4. Drucker, P. F. (2006). *Innovation and Entrepreneurship*. Harper Business.

SDG Mapping for Fundamentals of Entrepreneurship

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of entrepreneurial knowledge, innovation, and analytical competencies
SDG 5	Gender Equality	Awareness regarding women entrepreneurship and inclusive entrepreneurial participation
SDG 8	Decent Work and Economic Growth	Promotion of entrepreneurship, self-employment, and economic development initiatives
SDG 9	Industry, Innovation and Infrastructure	Encouragement of innovation, entrepreneurial ecosystem development, and startup orientation

SDG 10	Reduced Inequalities	Focus on rural, social, and inclusive entrepreneurship opportunities
SDG 12	Responsible Consumption and Production	Promotion of sustainable entrepreneurial approaches and responsible business practices

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Courses (Core)	BE10003	Entrepreneurship Mindset and Leadership	3	0	1	4

Course Objectives

1. Develop a foundational understanding of entrepreneurial mindset and its role in business success.
2. Encourage creativity, innovation, and risk-taking for entrepreneurial ventures.
3. Build leadership competencies including decision-making, team building, emotional intelligence, and ethics.
4. Expose students to contemporary entrepreneurial leadership issues through case studies and real-world practices.
5. Provide practical exposure to entrepreneurship through workshops, research, industry visits, and expert interactions.

Course Outcomes:

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the key concepts of the entrepreneurial mindset.
CO2: Understand	Students will be able to explain creativity, innovation processes, and risk-management strategies in entrepreneurship.
CO3: Apply	Students will be able to apply creativity, innovation processes, and risk-management strategies in practical entrepreneurial situations.
CO4: Analyze	Students will be able to analyze and differentiate various leadership styles and adapt them to entrepreneurial contexts.
CO5: Evaluate	Students will be able to evaluate real-world entrepreneurial leadership practices and justify the effectiveness of entrepreneurial decisions and strategies.

PO, PSO, CO Mapping matrix for Entrepreneurship Mindset and Leadership

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	2	1	1	1	1	2	2	1	–	3	1	–	2	2
CO2	1	2	1	3	3	1	1	2	2	2	1	1	2	2	1	3	2
CO3	3	1	3	2	2	3	3	1	1	3	3	–	2	2	–	2	3
CO4	2	2	2	3	2	2	2	2	1	2	2	1	2	2	2	3	2
CO5	1	2	2	2	2	2	2	3	2	2	3	1	2	3	2	3	3
AVG	1.6	2	2	2.4	2	1.8	1.8	1.8	1.6	2.2	2	0.6	2.2	2	1	2.6	2.4

Unit 1: 15, Classroom Contact Hours

Foundations of Entrepreneurial Mindset

- Concept and importance of entrepreneurial mindset
- Traits and qualities of successful entrepreneurs
- Growth vs. fixed mindset
- Entrepreneur vs. Manager vs. Leader
- Case illustrations of entrepreneurial mindset

Unit 2: 10, Classroom Contact Hours

Creativity, Innovation, and Risk-taking

- Role of creativity in entrepreneurship
- Innovation: meaning, types, and process (product, service, business model)
- Idea generation tools and techniques (brainstorming, design thinking, SCAMPER, mind mapping)
- Risk-taking, uncertainty, and strategies to handle failure
- Role of resilience in entrepreneurial decision-making

Unit 3: 10, Classroom Contact Hours

Leadership in Entrepreneurship

- Concept and importance of entrepreneurial leadership
- Leadership styles (autocratic, democratic, transformational, transactional, situational)
- Emotional intelligence and leadership effectiveness
- Team building, conflict resolution, and motivation
- Ethics and social responsibility in entrepreneurial leadership

Unit 4: 10, Classroom Contact Hours

Contemporary Issues and Case Studies in Entrepreneurial Leadership

- Case studies of successful entrepreneurial leaders (Indian and global)
- Women leadership in entrepreneurship
- Leadership in social and rural entrepreneurship
- Emerging issues: digital leadership, sustainability-driven leadership, leading remote teams
- Lessons learned and best practices for developing an entrepreneurial mindset

Practical Content 15, Lab Contact Hours

- Case Study Analysis- Study successful and failed startups
- Idea Generation Workshop- Brainstorm new business idea
- Industry Visit- Exposure to real-world business
- Market Research Exercise- Conduct surveys on consumer needs
- Expert Talk- Learn directly from an industry expert.

Recommended Learning Resources

Textbooks:

1. Entrepreneurial Thinking: Mindset in Action Suzanne Mawson & Lucrezia Casulli
2. Leadership and Entrepreneurship Development Rajesh Elayedath, Sarita Beniwal, Parag Kalkar, Ashish Manohar

Reference Matrials Digital Resources

1. Neck, H. M., Neck, C. P., & Murray, E. L. (2020). *Entrepreneurship: The Practice and Mindset* (2nd ed.). Sage.

2. Maxwell, J. C. (2018). *Developing the Leader Within You 2.0*. HarperCollins.

3. Northouse, P. G. (2021). *Leadership: Theory and Practice* (9th ed.). Sage.

SDG Mapping for Entrepreneurship Mindset and Leadership

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of leadership, entrepreneurial mindset, and lifelong learning competencies

SDG 5	Gender Equality	Promotion of inclusive leadership and equal entrepreneurial participation
SDG 8	Decent Work and Economic Growth	Leadership development for entrepreneurship, startups, and employment generation
SDG 9	Industry, Innovation and Infrastructure	Encouragement of innovation, creativity, and entrepreneurial leadership
SDG 16	Peace, Justice and Strong Institutions	Ethical leadership, responsible governance, and professional integrity development

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Courses (Core)	BE10005	Business Opportunity and Market Research	3	0	1	4

Course Objectives

1. Understand the concept of business opportunities and the factors influencing their identification and evaluation.
2. Apply market research principles and methods for effective business decision-making.
3. Analyze consumer behavior, market trends, and competitive environments using appropriate analytical tools and techniques.
4. Evaluate the feasibility and viability of business ventures through systematic research and analysis.
5. Develop and refine business ideas using data-driven insights, prototyping, and customer feedback mechanisms.

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

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the concepts, terminology, forms, procedures, and legal provisions related to e-filing of Income Tax Returns, PAN, and TDS compliance systems.
CO2: Understand	Students will be able to explain the concepts, features, procedures, due dates, and compliance requirements associated with Income Tax e-filing, PAN application, TDS provisions, and online tax systems.
CO3: Apply	Students will be able to prepare and electronically file various Income Tax Returns (ITR forms), perform PAN-related services, e-registration, e-verification, and compute TDS under relevant sections of the Income Tax Act using the Income Tax Portal.

CO4: Analyze	Students will be able to examine and analyze tax-related documents such as Form 16, Form 16A, Form 26AS, Forms 15G/15H, along with TDS due dates, forms, and compliance requirements for identifying tax liabilities and filing accuracy.
CO5: Evaluate	Students will be able to evaluate and independently manage complete e-filing and TDS return procedures for individuals and organizations by ensuring accuracy, legal compliance, and effective tax management in practical business situations.

PO, PSO, CO Mapping matrix for Business Opportunity and Market Research

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	1	2	2	1	1	1	1	1	1	–	3	2	1	2	2
CO2	1	2	2	2	3	3	1	2	1	1	2	–	2	3	1	2	2
CO3	1	2	2	3	3	2	1	2	1	1	2	1	2	3	2	2	2
CO4	1	2	1	3	3	3	1	1	1	2	3	1	3	3	2	2	3
CO5	1	2	2	3	2	2	1	3	2	2	2	1	3	3	2	3	3
AVG	1	2.2	1.6	2.6	2.6	2.2	1	1.8	1.2	1.4	2	0.6	2.6	2.8	1.6	2.2	2.4

Unit 1: 15, Classroom Contact Hours

Introduction to Business Opportunity

- Concept of business opportunity and its importance
- Identifying and evaluating opportunities

- Sources of business ideas (personal experience, environment scanning, innovation, trends)
- Types of business opportunities:
    - New venture
    - Franchise model
    - Social enterprises
    - Tech-driven businesses

Unit 2: 10, Classroom Contact Hours

Market Research Foundations

- Market research: concept, purpose, and scope
- Types of market research (exploratory, descriptive, causal)
- Research process: defining problem, designing research, collecting, analyzing, and reporting data
- Understanding consumer behavior and buying patterns
- Market trends and demand forecasting

Unit 3: 10, Classroom Contact Hours

Competitive & Feasibility Analysis

- Competitive analysis: SWOT analysis, Porter's Five Forces, market mapping
- Feasibility analysis: economic, technical, operational
- Case studies on feasibility and competitive positioning
- Assessing scalability and sustainability of business opportunities

Unit 4: 10, Classroom Contact Hours

Tools, Data, and Validation of Business Ideas

- Data collection methods: survey, interview, focus group, observation
- Tools for market data analysis: Excel, Google Analytics (basics)
- Analyzing primary and secondary data
- Validating business ideas: prototyping, pilot testing, customer feedback
- Translating insights into business models and go-to-market strategies

Practical Content 10, Classroom Contact Hours

- Idea Generation Workshop: Identifying, developing, and refining potential business opportunities.
- Market Research and Reporting: Designing surveys, collecting data, analyzing findings, and preparing structured reports.
- Opportunity Pitching: Presenting business ideas effectively through structured pitches and persuasive communication.

Recommended Learning Resources

Textbooks:

1. *Market Opportunity Analysis: Text and Cases*
   Author: Donald G. Cooper
2. *Market Analysis: Assessing Your Business Opportunities*

Authors: Robert E. Stevens et al

3. *The Market Research Toolbox: A Concise Guide for Beginners*
   Author: Edward F. McQuarrie

- **Reference Materials & Digital Resources:**
- 1. Burns, P. (2020). *Entrepreneurship and Small Business* (5th ed.). Palgrave.
- 2. Kotler, P., Keller, K. L., & Chernev, A. (2022). *Marketing Management* (16th ed.). Pearson. 3. Malhotra, N. K., Nunan, D., & Birks, D. F. (2020). *Marketing Research* (6th ed.). Pearson.

SDG Mapping for Business Opportunity and Market Research

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of analytical, research, and entrepreneurial decision-making skills
SDG 8	Decent Work and Economic Growth	Identification of viable business opportunities, entrepreneurship promotion, and economic participation
SDG 9	Industry, Innovation and Infrastructure	Encouragement of innovation, market-driven enterprise creation, and business development strategies
SDG 12	Responsible Consumption and Production	Market research for sustainable products, responsible consumer behavior, and ethical business practices
SDG 17	Partnerships for the Goals	Collaboration with industries, customers, researchers, and entrepreneurial ecosystems for business growth and innovation

Multidisciplinary Course for the students of Other Department

Code	Course Title	Credit	L-T-P
CC13001	**Financial Literacy (Multidisciplinary)**	3	2-1-0

Course Objectives:

This course aims to provide students with essential knowledge and skills to effectively manage personal finances, make informed financial decisions, and plan for their financial

future. Topics covered include budgeting, saving, investing, managing debt, understanding credit, and basic principles of financial planning.

Course Outcomes:

CO1-Understand the importance of financial literacy in personal and professional life.

CO2- Learn about credit scores, credit reports, and how credit works.

CO3- Learn strategies for saving and investing money.

CO4-Explore basic principles of financial tax planning for short-term and long-termgoals.

CO5-Understand the different types of debt and strategies for managing debt responsibly.

CO–PO-PSO Mapping Matrix *using standard correlation levels:*
3 = High, 2 = Medium, 1 = Low, – = No correlation

COs \ POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	2	2	1	2	2	2	1	2	3	2	1	2	1
CO2	3	3	2	2	2	2	1	2	2	2	2	2	3	3	2	2	1
CO3	3	3	3	2	3	2	1	2	2	3	2	3	3	3	3	2	2
CO4	3	3	2	2	2	3	2	3	2	2	2	3	3	3	3	3	2
CO5	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3

Course Inputs:

Unit-I: 10, Classroom Contact Hours

Financial Planning and Financial Products: Introduction to Saving, Time value of money, Management of spending and financial Discipline

Unit-II: 10, Classroom Contact Hours

Banking and Digital Payment: Banking product and services, Digitisation of financial transactions:Debitcards(ATM cards) and Credit Cards ,Net banking and UPI,Digitalwallets,Security and Precautions against Ponzi Schemes and online frauds

Unit-III: 10, Classroom Contact Hours

Investment Planning and management:Investment opportunity and financial products,Insuranceplanning ,life and non-life including medical insurance schemes

Unit-IV: 15, Classroom Contact Hours

Personal Tax:Introduction to basic tax structure in India for personal taxation,Aspects of Personal Tax planning,Exemptions and deductions for individuals,e-filling.

Unit-V:

Managing Debt: Types of debt (e.g., credit cards, student loans, mortgages) Strategies for managing debt, Understanding interest rates and how they affect debt

Recommended Learning Resources

- Textbooks:

1.Textbook: "Personal Finance for Dummies" by Eric Tyson

2.Online resources: Khan Academy, Investopedia, NerdWallet

3.Guest speakers: Financial planners, bankers, or representatives from local credit unions

4.Financial Literacy:Prof.(Dr.) Amit Kumar Singh,Taxmann’s Publication

SDG Mapping with SDG Title and Contribution:

SDG No.	SDG Title	Contribution of the Course
SDG 1	No Poverty	Promotes financial inclusion, savings, and better financial management for economic security.
SDG 4	Quality Education	Enhances financial awareness, practical literacy, and informed decision-making.
SDG 5	Gender Equality	Encourages women’s financial literacy and equitable financial participation.

SDG 8	Decent Work and Economic Growth	Supports informed financial planning, savings, and productive economic participation.
SDG 10	Reduced Inequalities	Promotes inclusive access to financial knowledge and services.
SDG 12	Responsible Consumption and Production	Encourages responsible spending, saving, and consumption behaviour.
SDG 16	Peace, Justice and Strong Institutions	Strengthens financial awareness, transparency, and responsible financial conduct.

Sponsored Department	**Course Category**	**Course Code**	**Course Title**	**Credits**			**Total Credit**
				L	**T**	**P**	
Refer to Department of Odia, School of Comparative Tribal Languages and Literatures, KISS-DU	Ability Enhancement Course (AEC) (M.I.L) (Choose any one)	AE14001	Modern Indian Language (Odia)	2	0	0	2
Refer to Department of Hindi, School of Comparative Tribal Languages and Literatures, KISS-DU		AE14003	Modern Indian Language (Hindi)	2	0	0	2
Refer to Department of Sanskrit, School of Comparative Tribal Languages and Literatures, KISS-DU		AE14005	Modern Indian Language (Sanskrit)	2	0	0	2

Refer to Department of Santali, School of Comparative Tribal Languages and Literatures, KISS-DU		AE14007	Modern Indian Language (Santali)	2	0	0	2
Refer to Department of English, School of Comparative Tribal Languages and Literatures, KISS-DU		AE14009	Alternative English	2	0	0	2

Course Code	Course Title	Total Credit	L-T-P
VA16201	Environment Education and Disaster Management	4	3-0-1

Course Objectives: The objective is to make students aware about the environmental functions and issues.

Course Outcomes:

CO1: Students will develop a comprehensive understanding of the complex interactions between humans and the environment, tracing historical developments, analyzing contemporary challenges, and exploring sustainable solutions.

CO2: Students will be able to critically analyze the impact of human activities on natural resources, biodiversity, ecosystems, and the climate, evaluating the effectiveness of conservation efforts and mitigation strategies.

CO3: Students will gain an interdisciplinary perspective by integrating knowledge from fields such as ecology, geography, sociology, economics, and policy studies to address environmental issues holistically.

CO4:Students will cultivate problem-solving skills by applying scientific principles, analytical tools, and ethical considerations to devise innovative solutions for environmental challenges at local, regional, and global scales.

CO5: Students will develop the capacity for active engagement and advocacy in environmental stewardship, recognizing their role as responsible global citizens and agents of positive change in promoting sustainability and resilience.

CO–PO-PSO Mapping Matrix using standard correlation levels: 3 = High, 2 = Medium, 1 = Low, – = No correlation

COs \ POs/ PSOs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	3	2	1	3	1	1	2	1	1	1	2	3	2	1	1
CO2	3	3	3	2	3	1	1	2	2	1	2	2	3	3	2	2
CO3	3	2	2	2	2	2	1	2	2	1	1	2	3	2	2	2
CO4	3	3	3	3	2	1	1	2	2	2	3	2	3	3	3	2
CO5	3	2	2	1	2	2	3	3	2	3	1	3	2	2	1	

Course Inputs:

Unit I: 10, Classroom Contact Hours

Humans and the Environment

The man-environment interactions: Human as hunger-gatherers; Origin of agriculture; Great ancient civilizations and the environment; Industrial revolution and its impact on the environment; Population growth and natural resource exploitation; Concept of sustainable development, Sustainable Development Goals (SDGs).

Unit II: 15, Classroom Contact Hours

Natural Resources and Sustainable Development

Overview of natural resources, renewable and non-renewable resources. Biotic resources: Major type of biotic resources-forests, grassland, wetlands, wildlife. Water resources: Types of water resources-fresh water and marine; Availability and use of water resources; Environmental impact of over-exploitation, issues and challenges; Conflicts over water. Soil and mineral resources: Energy resources: Renewable and non-renewable sources of energy; Non-conventional energy sources-solar, wind, tidal, hydro, geothermal, biomass, hydrogen and fuel cells; Implications of energy use on the environment.

Unit III: 10, Classroom Contact Hours

Conservation of Biodiversity and Ecosystems

Biodiversity as a natural resource; Biodiversity in India and the world; Biodiversity hotspots; Endangered species, Red data book. Threats to biodiversity and ecosystems: Commercial exploitation of species; Invasive species. Major conservation policies: in-situ conservation approaches; Major protected areas; National and International initiatives for biodiversity conservation; the role of traditional knowledge, community-based conservation. Land use and Land cover change: deforestation, desertification, urbanization, Loss of Biodiversity and it's impact.

Unit IV: 10, Classroom Contact Hours

Environmental Pollution

Environmental issues at local, regional, and global levels. Air, noise, water, soil, thermal and radioactive pollution. Point sources and non-point sources of pollution.

Air pollution: Sources of air pollution; Primary and secondary pollutants; particulate matter and sulphur dioxide; Volatile Organic compounds (VOCs), Polycyclic aromatic hydrocarbons (PAHs) and Persistent organic pollutants (POPs); acid rain; smog, Ozone hole. National Ambient Air Quality Standards.

Water pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; water quality, Water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life.

Soil pollution: Soil pollutants and their sources; Solid waste and their recycling. Noise pollution: Definition of noise; Unit of measurement of noise pollution; Mineral exploitation; Environmental problems due to extraction of minerals and use; Degradation of soil quality and impact on agriculture productivity.

Noise pollution; Noise standards; adverse impact of noise on human health.

Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.

Unit V : Climate Change: Impacts, Adaptation and Mitigation

Understanding climate change, Projections of global climate change with reference to temperature, rainfall, climate variability and extreme events; Climate change projections for the Indian sub-continent.

Impacts of climate change on ocean and land systems; Sea level rise, changes in marine and costal ecosystems; Impacts on forests and natural ecosystem; Impacts on animal species, agriculture, health, urban infrastructure; Climate-resilient development; Indigenous knowledge for adaption to climate change.

Mitigation of climate change: Green House Gas (GHG) Reduction vs. sink enhancement; Concept of carbon intensity, energy intensity and carbon neutrality; Energy efficiency measures; Renewable energy sources; Carbon capture and storage.

Unit VI :Environmental Management

Introduction to environmental laws and regulations: Constitutional provisions- Article 48A, Article 51A (g) and other environmental rights, Environmental legislations on the forest, wildlife and pollution control. Environmental audit and impact assessment; Waste Management- Concept of 3R (Reduce, Recycle and Recycle) and sustainability.

Unit VII :Environmental Treaties and Legislation

Major International Environmental Agreements: UN Conference on Human Environment 1972, Convention on Biological Diversity (CBD); Cartagena Protocol on Biosafety; Nagoya Protocol on Access and Benefit-sharing ; Convention on International Trade in Endangered Species of Wild Flora and Fauna(CITES); Ramsar Convention on Wetlands of International

Importance; United Nations Convention to Combat Desertification (UNCCD); Vienna Convention for the Protection of the Ozone Layer; Montreal Protocol on Substances that Deplete the Ozone Layer and the Kigali Amendment; Basel Convention on the Control of Trans boundary Movements of Hazardous Wastes and their Disposal; Rotterdam Convention on the Prior Informed Consent Procedure for Certain Hazardous Chemicals and Pesticides in International Trade; Stockholm Convention on Persistent Organic Pollutants; Minamata Convention on Mercury; United Nations Framework Convention on Climate Change (UNFCCC); Kyoto Protocol; Paris Agreement; India's status as a party to major conventions

Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air(Prevention and Control of Pollution) Act, 1981 The Environment (Protection) Act, 1986; The Biological Diversity Act, 2002; The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; Noise Pollution (Regulation and Control) Rules, 2000; Industry-specific environmental standards; Waste management rules, National Green Tribunal.

Major International organizations and initiatives: United Nations Environment Programme(UNEP), International Union for Conservation of Nature (IUCN), World Commission on Environment and Development (WCED), United Nations Educational, Scientific and Cultural Organization (UNESCO), Intergovernmental Panel on Climate Change (IPCC), and Man and the Biosphere(MAB) programme.

Unit VIII: Disaster Management

Concept of Hazards, Disasters, Natural and man made hazards, Types of hazards, Concept of disaster management, Vulnerability and risk. Nature and characteristics of hazards: Flood, Cyclone, Drought, and Earthquake. Man made hazards – Industrial and Fire.

Disaster management cycle, Pre disaster management, during disaster management, Post Disaster review and management, Preventing, mitigation, preparedness, Adaptation. Disaster Management Plan at National Level, State Level, District Level and Community Level.

Recommended Learning Resources:

Textbooks

1. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.

2. Das, M.C. Text Book of Ecology, Tata Mc Graw Hills, New Delhi

3. Central Pollution Control Board Web page for various pollution standards. https://cpcb.nic.in/standards/

4. Chiras, D. D and Reganolds, J.P. (2010) . Natural Resource Conservation : Management for a Sustainable Future. 10th edition, Upper Saddle River, N.J. Benjamin/Cummins/Person.

5. Fisher, Michael H. (2018) An Environmental History of India-Form Earliest Times to the Twenty-First Century, Cambridge University Press.

6. Harris, France (2012) Global Environmental Issues, 2nd Edition. Wiley-Blackwell.

7. John W. Twidell and Anthony D. (2015). Renewable Energy Sources, 3rd Edition, Weir Publisher (ELBS)

8. Kanchi Kohli and Manju Menon (2021) Development of Environment Laws in India, Cambridge University Press.

Reference Material & Digital Resources

1. Krishnamurthy, K.V.(2003) Textbook of Biodiversity, Science Publishers, Plymouth, UK
2. Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions & Programmes.
3. https://moef.govt.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf

4. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press.
5. Annual Reports of Ministry of Env., Forests and Climate Change, Govt of India, New Delhi

Note: Latest edition of the text books should be used.

SDG Mapping

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Builds environmental awareness, interdisciplinary knowledge, and sustainability skills
SDG 6	Clean Water and Sanitation	Addresses water resources, pollution, and conservation
SDG 7	Affordable and Clean Energy	Promotes renewable energy and energy efficiency
SDG 11	Sustainable Cities and Communities	Focus on urbanization, disaster management, and environmental planning
SDG 12	Responsible Consumption and Production	Encourages sustainable resource use and waste management (3R principles)

SDG 13	Climate Action	Covers climate change impacts, mitigation, and adaptation strategies
SDG 14	Life Below Water	Addresses marine ecosystems and water pollution
SDG 15	Life on Land	Focus on biodiversity conservation, forests, and land degradation
SDG 16	Peace, Justice and Strong Institutions	Covers environmental laws, policies, and governance frameworks

SEMESTER-2

Subject wise detailed syllabus for:

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Components	BE10002	Principles of Marketing	3	0	1	4

Course Objectives

1. To build a strong foundation in marketing by understanding its definition, evolution, and distinction from sales, along with the internal and external factors influencing it.
2. To develop the ability to apply Segmentation, Targeting, and Positioning (STP) concepts and analyze consumer behavior in both B2B and B2C contexts.
3. To equip students with knowledge of the marketing mix (4Ps and 7Ps) as a framework for designing effective marketing strategies.
4. To provide comprehensive insights into product development, branding, pricing strategies, and distribution management in modern competitive markets.
5. To enhance understanding of promotion strategies, customer relationship management (CRM), and rural marketing, enabling students to address diverse market challenges.

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the concepts, functions, terminology, and components of marketing, including marketing mix, STP, CRM, branding, pricing, and distribution systems.
CO2: Understand	Students will be able to explain the differences between marketing and sales, consumer buying behavior, market segmentation, targeting, positioning, and the influence of internal and external factors on marketing decisions.
CO3: Apply	Students will be able to apply STP frameworks, marketing mix strategies (4Ps and 7Ps), CRM practices, and promotional tools to address business and marketing objectives in different market situations.
CO4: Analyze	Students will be able to analyze consumer buying behavior in B2B and B2C markets and examine product, branding, pricing, distribution, and rural marketing strategies in traditional and modern business environments.
CO5: Evaluate	Students will be able to evaluate and create integrated marketing and promotional campaigns by selecting appropriate marketing strategies, CRM approaches, and market-oriented solutions for business growth and customer satisfaction.

PO, PSO, CO Mapping matrix for Principles of Marketing

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	2	2	1	1	1	1	1	2	–	2	2	1	1	2
CO2	1	3	2	3	3	2	1	2	1	1	2	–	3	3	1	2	2
CO3	1	2	2	3	3	1	1	2	1	2	3	1	3	3	1	3	3

CO4	1	2	2	2	3	1	1	2	1	2	3	1	3	3	1	2	3
CO5	2	2	3	3	2	2	2	3	2	2	3	1	3	3	2	3	3
AVG	1.2	2.4	2.2	2.6	2.6	1.4	1.2	2	1.2	1.6	2.6	0.6	2.8	2.8	1.2	2.2	2.6

Unit 1: 10, Classroom Contact

Introduction to Marketing

- Definition and scope of marketing
- Evolution of marketing concepts
- Difference between sales and marketing
- Internal and external factors affecting marketing

Unit 2: 15, Classroom Contact

Marketing Strategy and Consumer Behavior

- Marketing strategy: Segmentation, Targeting, Positioning (STP)
- Consumer buying behavior process (B2B and B2C)
- Marketing Mix (4Ps and 7Ps)

Unit 3: 10, Classroom Contact

Product, Pricing, and Distribution Strategies

- Branding and Product Strategy: New Product Development (NPD), Product Life Cycle (PLC), Brand Equity
- Pricing strategies: cost-based, value-based, competition-based
- Distribution management: traditional channels, e-commerce, Direct-to-Consumer (D2C)

Unit 4: 10, Classroom Contact

Promotion, CRM, and Emerging Areas

- Promotion mix: Advertising, social media marketing, content marketing, influencer marketing
- Customer Relationship Management (CRM)
- Rural marketing – concepts, opportunities, and challenges

Practical Content (1 Credit / 15 Classes)

- **Market Segmentation Exercise:** Identifying and profiling the target audience for a business.
- **Case Study Analysis:** Application of the marketing mix in real-world business scenarios.
- **Branding Workshop:** Designing brand identity and positioning strategies.
- **New Product Development Workshop & Poster Presentation:** Creating, developing, and presenting innovative product ideas.
- **Industry Interaction – Guest Lecture:** Learning insights directly from industry experts and practitioners.

Recommended Learning Resources

Textbooks/Reference Book

Principles of Marketing

1. Kotler, P., Keller, K. L., & Chernev, A. (2022). *Marketing Management* (16th ed.). Pearson.
2. Authors: C. N. Sontakki, Neeti Gupta, Anuj Gupta
3. Publisher: Kalyani Publishers
4. R.K. Mittal & A. Sharma – Principles of Marketing
5. R.B. Rudani – Basics of Marketing Management

Reference material and digital resources

2. Kotler, P., & Armstrong, G. (2021). *Principles of Marketing* (18th Global ed.). Pearson.

SDG Mapping for Principles of Marketing

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of marketing knowledge, analytical skills, and strategic business understanding
SDG 8	Decent Work and Economic Growth	Marketing competencies for business growth, entrepreneurship, and employment generation
SDG 9	Industry, Innovation and Infrastructure	Innovation in branding, promotion, CRM, and modern marketing strategies
SDG 10	Reduced Inequalities	Rural marketing strategies and inclusive consumer outreach across different market segments
SDG 12	Responsible Consumption and Production	Promotion of ethical marketing, sustainable products, and responsible consumer behavior

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	

Skill Components	BE10004	Principles of Business Management	3	0	0	3

Course Objectives

1. Provide a foundational understanding of management concepts, functions, and theories in the context of entrepreneurship.
2. Develop strategic thinking skills through vision, mission, goal setting, and strategic planning.
3. Equip students with knowledge of organizational structures, leadership styles, and motivation theories for effective team management.
4. Introduce methods for workflow optimization, lean management, and addressing productivity challenges in organizations.
5. Foster awareness of financial management, technological adaptation, sustainability, and ethical practices in modern business.

Course Outcomes

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

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the concepts, principles, functions, theories, and terminology related to management, leadership, motivation, workflow optimization, and organizational structures.
CO2: Understand	Students will be able to explain the functions of management and describe classical, behavioral, and modern management approaches, leadership styles, motivation theories, and strategic planning concepts.
CO3: Apply	Students will be able to apply management functions, leadership and motivation theories, workflow optimization techniques, lean management practices, and strategic planning tools in organizational and business situations.
CO4: Analyze	Students will be able to analyze organizational structures, team performance, productivity issues, and financial, technological, and ethical challenges affecting business operations and management effectiveness.
CO5: Evaluate	Students will be able to assess management strategies and propose sustainable solutions by evaluating organizational performance, productivity improvement methods, leadership effectiveness, and ethical business practices.

PO, PSO, CO Mapping matrix for Principles of Business Management

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs /	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

POs & PSOs																	
CO1	1	3	2	2	2	1	1	1	1	2	2	–	2	2	–	1	2
CO2	1	3	2	3	3	1	2	1	1	3	3	1	3	2	1	2	3
CO3	2	2	3	2	2	2	3	1	1	3	3	–	2	2	–	2	3
CO4	1	2	1	3	3	1	2	2	1	2	3	1	2	3	1	2	3
CO5	3	2	2	3	3	3	1	2	2	2	3	2	3	3	2	2	3
AVG	1.6	2.4	2	2.6	2.6	1.6	1.8	1.4	1.2	2.4	2.8	0.8	2.4	2.4	0.8	1.8	2.8

Unit 1: 15, Classroom Contact

Fundamentals of Management

- Definition, nature, and scope of management in entrepreneurship
- Functions of management: Planning, Organizing, Leading, and Controlling
- Evolution of management thought: Classical, Behavioral, and Modern theories
- Role of management in entrepreneurial ventures

Unit 2: 10, Classroom Contact

Strategic Management and Organizational Structures

- Vision, Mission, and Goal Setting
- Strategic Planning: importance, levels, and process
- Organizational hierarchy: line, functional, matrix, and hybrid structures
- Types of business structures: sole proprietorship, partnership, corporation, cooperative, and startups

Unit 3: 10, Classroom Contact

Leadership, Motivation, and Productivity

- Leadership styles: autocratic, democratic, transformational, transactional, situational
- Motivation theories: Maslow, Herzberg, McGregor, Vroom
- Workflow optimization and process improvement
- Lean management and addressing productivity loss
- Importance of teamwork and communication in organizations

Unit 4: 10, Classroom Contact

Financial, Technological, and Ethical Dimensions of Management

- Basics of working capital management in small and medium businesses
- Adapting to business challenges and technological shifts
- Role of innovation in management practices
- Sustainability and ethical business practices
- Case studies of ethical dilemmas and sustainable management models

Recommended Learning Resources

Textbook

Business Organisation and Management

- Authors: R. K. Sharma, Shashi K. Gupta, Rahul Sharma
- Publisher: Kalyani Publishers

Fundamentals of Management

- Authors: R. K. Sharma, Shashi K. Gupta

Principles of Management

- Authors: T.N. Chhabra, S.K. Grover

Reference Materials and Digital Resources

1. Robbins, S. P., & Coulter, M. (2021). *Management* (15th ed.). Pearson.
2. Koontz, H., & Weihrich, H. *Essentials of Management*. McGraw-Hill.

SDG Mapping for Principles of Marketing

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of managerial knowledge, strategic thinking, and organizational competencies
SDG 8	Decent Work and Economic Growth	Building management capabilities for productivity, enterprise growth, and employment generation

SDG 9	Industry, Innovation and Infrastructure	Application of modern management techniques, workflow optimization, and innovation practices
SDG 12	Responsible Consumption and Production	Lean management, efficient resource utilization, and sustainable operational practices
SDG 16	Peace, Justice and Strong Institutions	Promotion of ethical leadership, transparent governance, and responsible organizational management

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Components	BE10006	Entrepreneurial Marketing and Branding	3	0	1	4

Course Objectives:

1. Understand the fundamental differences between traditional, startup, and lean marketing approaches.
2. Gain knowledge of digital marketing strategies, social media trends, and influencer-driven growth models for entrepreneurial ventures.
3. Develop the ability to create and manage brand identity through storytelling, emotional branding, and positioning strategies.
4. Explore innovative marketing tools such as guerrilla marketing, referral marketing, and AI-driven marketing automation.
5. Analyze real-world entrepreneurial marketing case studies and apply strategic insights to design effective campaigns.

Course Outcomes

After completing this course, students will be able to:

Bloom's Level	Course Outcome
CO1: Remember	Explain the concepts, principles, and differences between traditional marketing, entrepreneurial marketing, and lean marketing approaches.
CO2: Understand	Demonstrate an understanding of digital marketing tools, social media platforms, influencer marketing, and AI-enabled marketing techniques for entrepreneurial ventures.
CO3: Apply	Apply branding strategies, storytelling techniques, and digital marketing tools to develop marketing campaigns for startups and small businesses.

CO4: Analyze	Analyze market opportunities, consumer behavior, and competitive positioning to formulate effective branding and marketing strategies for entrepreneurial enterprises.
CO5: Evaluate	Evaluate entrepreneurial marketing strategies and branding practices by assessing real-world business cases and recommending suitable marketing solutions for sustainable business growth.

Unit 1: 10, Classroom Contact

Foundations of Entrepreneurial Marketing

- Introduction to entrepreneurial marketing
- Difference between traditional marketing, startup marketing, and lean marketing
- Unique challenges of marketing for startups and small businesses
- Customer-centric approaches in entrepreneurial marketing
- Case illustrations of successful startup marketing

Unit 2: 10, Classroom Contact

Digital and Growth-Oriented Strategies

- Digital marketing strategies for entrepreneurs
- Viral marketing concepts and case studies
- Social media marketing trends and platform-specific strategies
- Influencer collaboration in entrepreneurial ecosystems
- Customer retention, community building, and user engagement
- Referral marketing and word-of-mouth growth

Unit 3: 15, Classroom Contact

Branding and Storytelling in Entrepreneurship

- Concept of branding for startups vs. established firms
- Crafting brand identity and brand positioning
- Emotional branding and its role in customer loyalty
- Brand storytelling techniques for entrepreneurs
- Content marketing strategies for visibility and growth
- Social media and performance marketing for brand building

Unit 4: 10, Classroom Contact

Innovative and Emerging Approaches

- Guerrilla marketing strategies for startups
- Role of influencer marketing in entrepreneurial growth
- AI and automation in marketing: personalization, chatbots, analytics
- Integrating technology for customer insights and engagement
- Future trends in entrepreneurial marketing and branding
- Case studies of disruptive entrepreneurial marketing campaigns

Recommended Learning Resources

Textbook

1. Kotler, P., Keller, K. L., & Chernev, A. (2022). *Marketing Management* (16th ed.). Pearson.

Reference Materials and Digital Resources

1. Stokes, D. (2020). *Entrepreneurial Marketing*. Cengage.
2. Aaker, D. A. (2014). *Aaker on Branding*. Morgan James.
3. Keller, K. L. (2019). *Strategic Brand Management* (4th ed.). Pearson.

Code	Course Title	Credit	L-T-P
CS13002	Data Analytics	4	3-1-0

Course Objectives:

Upon successful completion of this course, students will be able to apply data analytics techniques to solve real-world problems, critically analyze data, and communicate their findings effectively.

Course Outcomes:

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

- **CO1 (Knowledge/Remember):** Recall and describe the fundamental concepts of data analytics, data types, data collection methods, data preprocessing, statistical analysis, and analytical workflows.
- **CO2 (Understanding):** Explain and interpret the principles of exploratory data analysis, statistical techniques, data visualization, hypothesis testing, and data quality assessment.
- **CO3 (Application):** Apply statistical methods, computational tools, programming libraries, and data analytics techniques to collect, preprocess, analyze, and visualize data for solving real-world problems.
- **CO4 (Analysis):** Analyze and compare data analysis methods, predictive models, visualization techniques, and analytical tools to identify meaningful patterns, trends, and insights for evidence-based decision-making.
- **CO5 (Synthesis/Evaluation):** Design, implement, and evaluate comprehensive data analytics solutions by integrating statistical analysis, visualization techniques, ethical data practices, and effective communication to present actionable insights through reports and presentations.

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

CO	PO1	PO2	PO3	PO4	PO 5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1																
CO2																
CO3																
CO4																
CO5																

Course Duration: 45 hours

Course Syllabus:

UNIT I: Introduction to Data Analytics [10 Classroom Contact Hours]

Overview of data analytics, its importance, and applications, Data types (structured, unstructured) and data sources, Data preprocessing: cleaning, transformation, and normalization, Introduction to Python/R for data analysis

UNIT II: Descriptive Analytics [11 Classroom Contact Hours]

Summary statistics: mean, median, variance, etc., Data visualization: histograms, scatter plots, box plots, Exploratory data analysis (EDA), Case study: analyzing a real-world dataset

UNIT III: Predictive Analytics [12 Classroom Contact Hours]

Regression analysis: linear regression, multiple regression, Classification: logistic regression, decision trees, k-nearest neighbors, Model evaluation and validation, Hands-on exercises using scikit-learn or similar libraries.

UNIT IV: Prescriptive Analytics [12 Classroom Contact Hours]

Optimization techniques: linear programming, integer programming, Decision support systems, Case study: optimization in supply chain management

UNIT IV: Advanced Topics in Data Analytics [10 Classroom Contact Hours]

Time series analysis, Clustering techniques: k-means, hierarchical clustering, Text mining and sentiment analysis, Ethical considerations in data analytics

- **Textbook:**

1. "Data Science for Business" by Foster Provost and Tom Fawcett

- **Reference Books:**

1. "Python for Data Analysis" by Wes McKinney
2. "Introduction to Statistical Learning" by Gareth James, Daniela Witten, Trevor Hastie, and Robert Tibshirani

SDG Mapping for this Course

SDG	Title	Contribution
3	Good Health and Well-being	Health and nutrition data analysis
4	Quality Education	Data literacy across disciplines
9	Industry, Innovation and Infra	Analytics for innovation
10	Reduced Inequalities	Studying disparities (tribal, gender, region)
13	Climate Action	Climate/agri analytics

Sponsored Department	**Course Category**	**Course Code**	**Course Title**	**Credits**			**Total Credit**
				L	**T**	**P**	
Refer to Department of Odia, School of Comparative Tribal Languages and Literatures, KISS-DU	Ability Enhancement Course (AEC) (M.I.L) (Choose any one)	AE14002	Translation Studies (Odia)	2	0	0	2
Refer to Department of Hindi, School of Comparative Tribal Languages and Literatures, KISS-DU		AE14004	Translation Studies (Hindi)	2	0	0	2
Refer to Department of Sanskrit, School of Comparative Tribal Languages and Literatures, KISS-DU		AE14008	Translation Studies (Santali)	2	0	0	2

Refer to Department of Santali, School of Comparative Tribal Languages and Literatures, KISS-DU		AE14006	Translation Studies (Sanskrit)	2	0	0	2
Refer to Department of English, School of Comparative Tribal Languages and Literatures, KISS-DU		AE14010	Translation Studies (English)	2	0	0	2

Course Code	Course Title	Total Credit	Credits L-T-P
VA16146	Indian Knowledge System	2	2-0-0

Course Objectives: The course on Indian Knowledge System for Commerce Students aims to introduce students to the profound and diverse intellectual traditions of India, with a focus on how these ancient knowledge systems can be integrated into modern commerce, business, and economics. This course will explore Indian philosophical, ethical, and scientific contributions, emphasizing the holistic approach to business practices, sustainability, and corporate social responsibility. Students will learn about the historical, cultural, and intellectual foundations that shaped Indian commerce and business models, and how principles like Dharma (ethics), Karma (action), and the interconnectedness of society can influence modern-day business strategies.

Course Learning Outcomes:

CO1- Define and explain key concepts such as Dharma, Karma, Ahimsa, and sustainability, and understand their relevance to modern commerce and business practices.

CO2- Apply the principles of Indian Knowledge to case studies of contemporary businesses and corporate governance practices, identifying ethical issues and proposing solutions based on Indian ethical traditions.

CO3- Analyse the role of Indian economic and philosophical traditions in shaping business practices in ancient and modern India, identifying key differences and continuities.

CO4- design business models or strategies that integrate Indian ethical principles (such as Dharma and Karma) into the operations of a modern corporation, promoting ethical conduct and sustainability.

CO5- Critically evaluate the effectiveness of integrating Indian Knowledge Systems into contemporary business practices, discussing potential challenges and benefits, and proposing recommendations for improvement.

CO–PO-PSO Mapping Matrix using standard correlation levels:
3 = High, 2 = Medium, 1 = Low, – = No correlation

COs \ POs/ PSOs	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**
CO1	3	2	1	2	3	2	1	3	2	1	1	2	3	2	1	1
CO2	3	3	3	3	3	2	2	3	2	2	2	2	3	3	3	3
CO3	3	3	3	3	3	2	1	3	3	2	1	2	2	3	3	2
CO4	3	3	3	3	3	3	2	3	2	3	2	3	3	2	2	3
CO5	3	3	3	3	3	3	2	3	2	3	2	3	2	3	3	3

Course Input:

Unit I: Indian Ethical Foundations for Business

Introduction to Indian Philosophy and Commerce: Understanding the ancient Indian views on ethics, business, and society as framed by the Vedas, Upanishads, and other classical texts. Dharma and Commerce: Exploring the concept of Dharma (moral and ethical duties) and its application in business ethics, corporate governance, and leadership. Karma and Responsibility in Business: Examining the role of individual actions (Karma) and how it aligns with corporate social responsibility (CSR), sustainable business practices, and social justice. The Role of Trust and Relationships: Discussing the significance of interpersonal relationships in Indian business practices, such as the importance of trust, reputation, and long-term business partnerships.

Unit II: Indian Economic Thought and Sustainable Business Practices

Ancient Indian Contributions to Commerce: Insights into ancient Indian trade, banking, and economic systems, including the role of guilds, barter systems, and the evolution of economic transactions. The Role of Sustainability in Indian Knowledge: Exploring the principles of ecological sustainability and how ancient Indian practices like Ahimsa (non-violence) and Vastu Shastra (architecture for harmony) relate to modern-day environmental sustainability and green business. Indian Concepts of Wealth and Prosperity: Examining the holistic view of wealth in Indian thought, as discussed in texts such as the Arthashastra and Manusmriti, and its relevance to contemporary wealth creation, resource management, and

economic development. Modern Integration of Indian Knowledge in Commerce: Case studies on how contemporary businesses incorporate Indian ethical values, sustainability, and responsibility in their operations, particularly in the context of India's growing economy and globalization.

Recommended Learning Resources:

Textbooks

1. "Indian Business Ethics" by Pradip N. Khandwalla
2. "The Arthashastra" by Kautilya (Chanakya)
3. "The Bhagavad Gita: A Guide to Managing the Business of Life" by R. C. Sharma
4. "Corporate Governance in India: A Historical Perspective" by A. C. Fernando
5. "Vedic Economics: The Art of Sustainable Living" by H. R. Khanna

Reference Material & Digital Resources

1. "Karma and Business: Insights from Indian Philosophy" by S. R. Sharma
2. "The Vedas and the Upanishads: Wisdom for Modern Business" by S. S. Sivananda
3. "Dharma and the Indian Economy" by T. K. S. Pillai
4. "Sustainable Development: Perspectives from Indian Philosophy" by Nandini Mehta
5. "The Wisdom of Indian Management" by Rajiv Misra

SDG Mapping

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes value-based and holistic education
SDG 8	Decent Work and Economic Growth	Encourages ethical and sustainable business practices
SDG 10	Reduced Inequalities	Promotes fairness and inclusive growth
SDG 12	Responsible Consumption and Production	Supports sustainable business and resource use
SDG 16	Peace, Justice and Strong Institutions	Encourages ethical governance and justice in business

Course Code	Course Title	Total Credit	Credit Hours
VA16124	Enhancement of Active Citizenship and Democratic Values	2	2-0-0

Course Objectives:

This course aims to enable the students to learn about democracy, human rights, participatory governance and active citizenship as well as develop the knowledge and skills for environmental sustainability.

Course Learning Outcomes:

CO1: Define and explain key concepts such as citizenship, democracy, human rights, active citizenship, and environmental sustainability in the context of Indian society and global citizenship.

CO2: Apply the principles of active citizenship and democratic values by engaging in community-based projects, volunteering activities, or service learning experiences that promote environmental sustainability and social inclusion.

CO3: Analyse the differential rights of various social groups in India, considering factors like caste, gender, and tribe.

CO4:Design and propose solutions for enhancing active citizenship and democratic values in society, such as creating awareness campaigns, public policy advocacy (e.g., RTI, Forest Rights Act), or proposing measures to combat environmental issues like plastic waste.

CO5: Critique existing policies and initiatives, such as the PESA Act or the Right to Information Act, and evaluate their effectiveness in promoting active citizenship and democratic engagement in India, with a focus on social justice and environmental responsibility.

CO–PO-PSO Mapping Matrix using standard correlation levels:
3 = High, 2 = Medium, 1 = Low, – = No correlation

COs \ POs/ PSOs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	1	2	3	2	1	2	2	1	2	2	3	2	1	1
CO2	3	3	3	2	3	2	3	3	2	3	2	2	3	2	2	3
CO3	3	3	3	3	3	2	1	2	2	2	1	2	3	3	3	2
CO4	3	3	3	3	3	3	2	3	2	3	3	3	2	2	2	3
CO5	3	3	3	3	3	3	2	3	2	3	3	3	2	3	3	3

Course Input:

Unit – I Citizenship in a Democratic Society (14 lectures)

Meaning and significance of citizenship in a democracy, differentiated citizenship Rights for various social groups, Qualities of a good citizen- Volunteering, mutuality and democratic engagement, Promoting Environmental Sustainability and understanding the meaning of responsible citizenship, Understanding the concept of service learning, Role of teacher in

promoting active citizenship in students. Civil society and its features, Global and digital citizenship

Unit – II Dimensions of Active citizenship In India (16 lectures)

Citizenship and Indian constitution- Fundamental right, Understanding multiculturalism in Indian society, Differential rights of different social groups in India- caste, tribe and gender, Civic engagement through public policy: PESA Act, 1996, Forest Rights Act 2006, Right to in formation Act, Themes for Group Discussion, Environmental sustainability, Government ban on use of polythene and plastic, Teacher's role in developing secular society, Role of Active Citizen in enhancing the quality of democracy through RTI , Role of Active Citizen in eradication of gender bias in society, Active Citizenship and Social Inclusion, Responsibilities of active citizen in digital world

Recommended Learning Resources:

Textbooks

Anupama Roy, *Mapping Citizenship in India,* Oxford University Press, Delhi, 2010.

Claiming the State: Active Citizenship and Social Welfare in Rural India, Gabrielle Kriks-Wisner

Derek Heater, what is Citizenship? Cambridge: Policy, 1999

Keith Faulks, *Citizenship,* London and New York: Routledge, 2000.

Reflections: Active Citizenship: The Role of Higher Education. National Union of Students.

Reference Material & Digital Resources

Active Citizens Facilitator's toolkit, British Council

Active Citizenship: A Teacher Toolkit, Francine Britton

Barber, B. (2003). *Strong democracy: Participatory politics for a new age*. California: University of California.

SDG Mapping

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes civic awareness, democratic values, and social responsibility
SDG 5	Gender Equality	Focus on gender justice and equality in citizenship
SDG 10	Reduced Inequalities	Addresses rights of marginalized groups (caste, tribe, gender)

SDG 13	Climate Action	Promotes environmental sustainability and awareness
SDG 16	Peace, Justice and Strong Institutions	Strengthens democratic participation, governance, and transparency

Course Code	Course Title	Total Credit	Credit Hours
VA16134	Inclusive Education And Gender Equality	2	2-0-0

Course Objectives: The course aims to provide students with a comprehensive understanding of the concepts of social exclusion and inclusion, focusing on the need for inclusive education in both global and Indian contexts. Students will explore the role of gender in education and society, analyzing how gender inequality affects access to educational opportunities, particularly for girls. The course will equip students with the knowledge of key policies, such as the Right to Education Act (2009) and the National Policy on Education (2020), and practical strategies for creating inclusive educational environments. By the end of the course, students will be empowered to promote gender equality and implement inclusive practices within their own educational contexts.

Course Learning Outcomes:

CO1:Define and explain the concepts of social exclusion and inclusion, and the principles of inclusive education, within the context of India and global practices.

CO2:Apply the knowledge gained to identify socially excluded groups and propose strategies for promoting inclusive education within various educational settings.

CO3:Analyze the impact of gender inequalities on education, specifically for girls, and examine the cultural, political, and economic barriers to implementing gender equality in education.

CO4:Design and develop strategies for creating inclusive classroom environments, using differentiated instructions, peer-mediated learning, and collaborative strategies to enhance student participation and learning outcomes.

CO5:Critically evaluate the effectiveness of national policies such as NCF (2005), RTE Act (2009), and NEP-2020 in promoting inclusive education and gender equality, and suggest improvements based on research findings and case studies.

CO–PO-PSO Mapping Matrix using standard correlation levels:
3 = High, 2 = Medium, 1 = Low, – = No correlation

COs \ POs/ PSOs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4

CO1	3	2	1	2	3	2	1	3	2	1	1	2	3	2	1	1
CO2	3	3	3	3	3	2	2	3	2	2	2	2	3	2	3	3
CO3	3	3	3	2	3	2	1	3	2	2	1	2	2	3	3	2
CO4	3	3	3	3	3	2	3	3	2	3	3	3	3	2	2	3
CO5	3	3	3	3	3	3	2	3	3	3	2	3	2	3	3	3

Course Input:

UNIT- I Understanding Inclusion and Inclusive Education

Concept of Social Exclusion and Inclusion, Identifying socially excluded categories in India, Manifestation of Social exclusion in the process of imparting quality education , Concept and Importance of Inclusive Education, Objectives, Scope and Key and Guiding Principles of Inclusive Education ,Equity, Safety, Leadership, Empowerment

Policy perspectives: Initiatives to promote Inclusive Education: NCF (2005), RTE Act (2009), PWD Act (2016), Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan,NEP-2020 (Plans and Programs regarding Inclusive education)

Planning and management of inclusive classrooms- Differentiated Instructions: Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies, Collaborative and Co-operative Learning Strategies

UNIT – II Gender Equality in Education

Basic Concepts: Sex, Gender, Sexuality. Masculinity and other Sexualities, Gender Stereotypes, Patriarchy as an ideology and practice. Cultural, Political and Economic barriers for implementing gender equality in Education. Major issues and challenges for development of Girl Child: Early marriage, Dowry, Gender Violence, Sexual Harassment. Strategies for Women Empowerment in India

Practical Work:

A Case study of educational needs of a differently able student

Visit to NGO promoting Gender Equality and prepare a report (Study on KISS)

Prepare presentation on recent developments in the field of Gender Equality

Write a Research report on issues and trends in Gender equality

Prepare e-Poster or e-mind map on any one topic

Recommended Learning Resources:
Textbooks

1. **"**Inclusive Education: A Practical Guide to Supporting Diversity in the Classroom" by Sally Tomlinson
2. "The Routledge Companion to Special Education" edited by Lani Florian
3. "Inclusive Education: A Global Agenda" by Mel Ainscow
4. "Differentiated Instruction: A Guide for Inclusive Teaching" by Amy Benjamin
5. "Special Education in Contemporary Society: An Introduction to Exceptionality" by Richard M. Gargiulo and Jennifer L. Kilgo

6. Gender and Education: An Encyclopedia" edited by Barbara J. Bank
7. The Right to Education: Law, Policy, and Practice" by S. K. Sharma
8. The Right to Education Act in India: A Critical Perspective" by Rohit Kumar
9. National Policy on Education 2020: A Critical Review" by Usha Ramanathan

Reference Material & Digital Resources

Anu R., Vu, P. (2018) Gender Inequality in Education and Kinship Norms in India, Feminist Economics, 24:1, 142-167, DOI:10.1080/13545701.2017.1364399

Batliwala, S. 2013, Engaging with Empowerment: An intellectual and Experimental Journey, New Delhi: Women Unlimited.

Kambhampati, Uma S. 2009. "Child Schooling and Work Decisions in India: The Role of Household and Regional Gender Equity." Feminist Economics 15(4): 77–112. doi: 10.1080/13545700903153997

Nakray, K. (2018). Gender and education policy in India: Twists, turns and trims of transnational policy transfers. *International Sociology*, *33*(1), 27–44.https://doi.org/10.1177/0268580917745769

SDG Mapping

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes inclusive and equitable quality education
SDG 5	Gender Equality	Focuses on gender justice and empowerment
SDG 10	Reduced Inequalities	Addresses social exclusion and marginalized groups
SDG 16	Peace, Justice and Strong Institutions	Promotes equality, fairness, and policy awareness
SDG 17	Partnerships for the Goals	Encourages collaboration for inclusive development

Course Code	Course Title	Total Credit	Credit Hours
VA16142	**Combating Radicalism through Education**	**2**	**2-0-0**

Course Objectives: The course aims to provide students with an in-depth understanding of key concepts such as human rights, social harmony, and sustainable development, with a particular focus on preventing radicalization and promoting peace. Students will explore the causes and impacts of radicalism and violent extremism on society, alongside learning about

the critical role education plays in countering radicalization. This course will equip students with the knowledge of various legal frameworks and strategies for countering radicalization, empowering them to contribute to creating peaceful, inclusive societies. Additionally, students will develop the skills to motivate others, particularly their peers, to embrace values of peace, social harmony, and sustainable development.

Course Learning Outcomes :

CO1-Define and **explain** the fundamental concepts of human rights, social harmony, and sustainable development.

CO2- Apply the knowledge of human rights and peace education to **design** projects or initiatives aimed at reducing radicalism.

CO3- Analyze the impact of radicalization on societal peace and security.

CO4-Create educational tools, such as case studies, projects, or presentations, that focus on peace education.

CO5- critically evaluate the effectiveness of different peace education strategies, human rights frameworks, and legal measures in countering radicalization.

CO–PO-PSO Mapping Matrix using standard correlation levels:
3 = High, 2 = Medium, 1 = Low, – = No correlation

COs \ POs/ PSOs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	1	2	3	2	1	3	2	1	1	2	3	2	1	1
CO2	3	3	3	3	3	2	2	3	2	3	2	2	3	3	3	3
CO3	3	3	3	2	3	2	1	3	2	2	1	2	2	3	3	2
CO4	3	2	3	3	3	3	2	3	2	3	3	3	3	2	2	3
CO5	3	3	3	3	3	3	2	3	3	3	2	3	2	3	3	3

Course Input:

Unit-I-Understanding the basic concepts related to Human Rights (15 lectures)

State, Equality, liberty, justice and Human Rights, Universal Declaration of Human Rights, Common Good, Harmony for a better world, Ubuntu: Humanity (I am because you are/humanity towards others)

Unit-II Interrogating Radicalism Through Development and Peace Education (15 lectures)

Understanding concept of radicalism and its implications for peaceful coexistence in a society

Defining development – From empowerment to entitlement perspectives, Features of developing countries, Human Development Index, Gender Development Index, Gender

Empowerment Index, Empowering to skill development, entrepreneurship development and capability enhancement. Need for Peace Education to counter Radicalism, Best practices, case studies showing end of radicalism through peace education

Practical

1. To document case studies, demonstrating end of radicalism through peace and harmony

2. To make a project on “Harmony for the Better World” for peace and happy world

Recommended Learning Resources:
Textbooks

1. "Human Rights: A Very Short Introduction" by Andrew Clapham
2. "Peace Education: A Global Perspective" by Monisha Bajaj
3. "Understanding Radicalization: Theories, Causes, and Responses" by Magnus Ranstorp
4. "The Politics of Human Rights" by David Held and Henrietta L. L. Lanting
5. "Sustainable Development Goals: A Critical Introduction" by David A. McDonald
6. "Radicalization and Counter-Radicalization: The Ethics of Preventing Terrorism" by John Horgan
7. "The Universal Declaration of Human Rights: Origins, Drafting, and Intent" by Johannes Morsink
8. "Peace and Conflict Studies" by David P. Barash

Reference Material & Digital Resources

Estlund, David, 2016, The Oxford Handbook of Political Philosophy, Oxford, London.

Kymlicka, Will, 2014, Contemporary Political Philosophy, Oxford HED, London.

O.P.Gauba, Introduction to Political Theory, MacMillan Publication

Sen Amartya, Development As Freedom, Alfred Knopf, 2000

Swift, Adam, 2001, Contemporary Political Philosophy, Polity Press, London.

Wolff, Jonathan, 2016, An Introduction to Political Philosophy, Oxford University Press, London.

SDG Mapping for this Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 4	Quality Education	Promotes peace education and awareness of human rights
SDG 5	Gender Equality	Encourages gender empowerment and inclusion
SDG 10	Reduced Inequalities	Addresses social exclusion and promotes inclusion

SDG 16	Peace, Justice and Strong Institutions	Focuses on peacebuilding, justice, and countering radicalism
SDG 17	Partnerships for the Goals	Encourages collaboration for peaceful and inclusive societies

Subject wise detailed syllabus for:

Course Code	Course Title	Total Credit	Credit Hours
VA16394	**Flutter Application Development**	**2**	**1-0-1**

Course Objectives:

This course aims enable students to develop cross-platform applications for Android, iOS, and web while implementing best programming practices. They will also gain experience in using GitHub for source code management and app deployment to the Play Store and App Store.

Course Learning Outcomes:

CO1: Understand the fundamental concepts, principles, and technologies involved in application development.

CO2: Analyze user interface (UI) and design principles to develop user-friendly and visually effective applications.

CO3: Apply appropriate tools and techniques to design and develop functional applications.

CO4: Integrate backend services, databases, and APIs to ensure effective application functionality and data management.

CO5: Demonstrate the ability to deploy, test, and publish applications on appropriate platforms.

CO–PO-PSO Mapping Matrix using standard correlation levels:
3 = High, 2 = Medium, 1 = Low, – = No correlation

COs \ POs/ PSOs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	1	2	3	2	1	1	2	1	2	2	3	2	1	1

CO2	2	3	2	2	3	2	1	1	2	2	2	2	2	3	1	1
CO3	3	3	3	3	3	2	2	1	2	3	3	2	3	2	2	2
CO4	3	3	3	3	3	2	1	2	3	2	3	2	2	2	3	2
CO5	2	2	2	3	3	3	2	2	3	3	3	3	2	2	2	2

Course Input:

Unit I: Introduction to Mobile App Development, Dart, Flutter & Git (15 Lectures)

Introduction to mobile app development, History, Platforms, Native vs Hybrid Apps, Existing tools, Why Flutter?, Why Dart ?, Mobile Development key terms. Dart: History, Introduction, Environment, Syntax, Data Types, Variables, Operators, Loops,Decision making, List, Map, Functions, Parameters (Default+Named), Class, Constructor, Inheritance, Interfaces, Overriding, Operator overloading, Keywords, Null Safety, Getters & Setters, Exception handling, Lambdas, Higher Order Functions, Closures, Future, Stream. Flutter: Introduction, UI, Architecture, Key Terms, Development Environment. Git: Creating a repository on local & GitHub, Pushing local changes into the repository, Pulling and cloning projects from the repository, Branching, Merging & Pull requests

Unit II: Designing and Publishing Apps (15 Lectures)

Flutter App Structure, Introduction to Widgets, Build method, Stateful vs Stateless Widgets, Some Important Widgets, Layout widgets, Handling gestures, Building complex UI, Navigation &Routing, REST APIs, Working with JSON, Using Assets, File Handling, SQLite & Firebase, Forms & validation, Animations Basics, Reactive Programming: Streams and Data handling, State Management with Flutter, Basic Testing: Unit and Integration Testing, Custom Components, App Publishing, Project Management Basics.

Recommended Learning Resources:

Textbooks

1. Flutter Documentation - https://docs.flutter.dev/
2. Flutter for Beginners: An introductory guide to building cross-platform mobile applications with Flutter 2.5 and Dart, 2nd Edition – Thomas Bailey, Alessandro Biessek

Reference Material & Digital Resources

FreeCodeCamp -Flutter Course for Beginners – 37-hour Mobile App Development Tutorial (freecodecamp.org)

SDG Mapping

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances digital and technical skills in application development

SDG 8	Decent Work and Economic Growth	Improves employability in IT and software development sectors
SDG 9	Industry, Innovation and Infrastructure	Promotes innovation through app development and digital solutions
SDG 12	Responsible Consumption and Production	Encourages efficient digital solutions reducing resource usage
SDG 16	Peace, Justice and Strong Institutions	Promotes secure and ethical digital applications

Course Code	Course Title	Total Credit	Credit Hours
VA16486	Pioneering Service Learning and Community Development	2	2-0-0

Course Objectives:

Pioneering, Service Learning, and Community Development are interconnected concepts that involve proactive engagement with communities to address needs, foster positive change, and enhance the well-being of individuals and society. This course emphasizes the experiential learning, encouraging students to apply theoretical knowledge in real-world settings.

Course Learning outcomes:

CO1- Develop a strong sense of civic responsibility and an understanding of the global context of local community issues.

CO2- Exhibit a commitment to ethical behavior and social justice principles in all aspects of community work.

CO3- Apply knowledge, skills, and attitudes in an integrated manner to develop and implement a community project.

CO4-Foster reflective thinking on personal growth and community impact. Encourage critical analysis of the societal and systemic issues related to community development.

CO5- Critically analyzing personal and community development experiences. Develop the decision making skill.

CO–PO-PSO Mapping Matrix using standard correlation levels:
3 = High, 2 = Medium, 1 = Low, – = No correlation

COs \ POs/ PSOs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	1	2	3	2	2	3	2	2	1	2	3	2	2	1
CO2	3	3	2	2	3	2	1	3	2	2	1	2	2	2	2	1

CO3	3	3	3	3	3	3	3	3	2	3	2	3	3	3	3	3
CO4	3	3	3	3	3	2	2	3	2	2	2	3	2	2	2	2
CO5	3	3	3	3	3	3	2	3	2	3	2	3	2	2	2	3

Course Contents:

Unit-IPioneering and Service Learning (15 Lectures)

History of Rovers and Ranger, **Aims , Promise & Law, Principles, Motto, Sign of Rovers and Rangers,** History of Rovering and Rangering (scout &guide), Principles of scout guide movement, Pioneering Skills: **importance of pioneering and Types of pioneering,** Basic Pioneering, Advanced Pioneering**,** Knot Tying.

Service learning and Activities: Scouting Principles and Service ,role and responsibilities of volunteers , Women Empowerment Programme, Blood Donation Camp, Legal Awareness Programme, health camp, attend Survive Camp, Swachha Bharat Programme, Environment Protection Programme, celebration of national and international days , BSG Foundation Day / BSG Flag Day, Independence Day, Republic Day, National Unity Day, Thinking Day (Girl Guides), St. George's Day (Scouts & Guides), World Scout Day: Environment Day (June 5th), International Day of Peace, International Day for Disaster Reduction , **Youth Leadership and Empowerment:**principles and practices of effective youth leadership. Participants will develop skills for self-leadership, team leadership, and community engagement

Unit- II CommunityDevelopment /Community Service Projects:

Community Health and Well-being, Community Development Strategies, Identifying and analyzing the needs of communities, Community Service Projects, Designing and implementing community service projects that address local needs. Leadership Training and Team Building Activities, Engaging in team-building exercises and activities to strengthen group cohesion. Emphasizing the importance of collaboration in community development.

Recommended Learning Resources:

Textbooks

1. **The Scout Handbook** by Boy Scouts of India
2. Scouting and Guiding Around the World by John Long
3. The History of Girl Guiding by Elizabeth Hammill
4. The History of Scouting by John Thurman
5. The Girl Scout Counselor's Guide by Girl Scouts of the India
6. Scout/Guide Proficiency Badges Book
7. Bharat Scouts and Guides Handbook

Reference Material & Digital Resources

1. Centers for Disease Control and Prevention (CDC): https://www.cdc.gov/
2. World Health Organization (WHO): https://www.who.int/

3. Public Health England (PHE): https://www.gov.uk/government/organisations/public-health-england
4. American Public Health Association (APHA): https://www.apha.org/
5. The National Institute of Mental Health (NIMH): https://www.nimh.nih.gov/
6. Healthy People 2030: https://healthypeople.gov/
7. Points of Light: https://www.pointsoflight.org/
8. VolunteerMatch: http://www.medicineandbeyond.org/boston%2C%2Bma%2C%2Busa.html
9. Idealist: https://www.idealist.org/en
10. Volunteer World: https://www.volnow.org/

SDG Mapping

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Health camps, awareness programs
SDG 4	Quality Education	Experiential learning and skill development
SDG 5	Gender Equality	Women empowerment initiatives
SDG 11	Sustainable Cities and Communities	Community development and local engagement
SDG 13	Climate Action	Environmental awareness and protection programs
SDG 16	Peace, Justice and Strong Institutions	Civic responsibility and ethical citizenship

Course Code	Course Title	Total Credit	Credit Hours
VA16422	Human Values and Professional Ethics	2	2-0-0

Course Objectives:

To assist students in understanding the role of values and ethics in establishing a fair and equitable social order. To encourage students to inculcate human values and morals in their professional lives.

Course Learning Outcomes

CO1- Comprehend the implications of Human Values in one's life.

CO2- Understand the ideas of human values by discussion and explanation.

CO3- Apply the concepts and practices in their daily life.

CO4- Analyse the links between human values and professional ethics.

CO5- Evaluate and judge what to do and what not to do.

CO–PO-PSO Mapping Matrix using standard correlation levels:
3 = High, 2 = Medium, 1 = Low, – = No correlation

COs \ POs/ PSOs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	1	2	3	2	1	3	2	1	2	2	3	2	2	3
CO2	3	3	2	3	3	2	1	3	2	2	2	2	3	2	2	3
CO3	3	3	3	2	3	2	2	3	2	3	2	3	3	2	3	3
CO4	3	3	3	3	3	3	2	3	3	3	2	3	2	2	3	3
CO5	3	3	3	3	3	3	2	3	3	3	2	3	2	2	3	3

Course Inputs:

UNIT I: Introduction of Human Values-

Need, fundamental guidance, content material and method for cost education: need of self-introspection, understand happiness and prosperity, approach to meet the human aspirations, information and dwelling in concord at numerous levels.

UNIT II: Introduction of Professional Ethics-

Basic concepts, personal and professional ethics, lifestyles skills, emotional intelligence, thought of ethics, value education, ethical development,work place- right and responsibilities.

Recommended Learning Resources:
Textbooks
1. Professional Ethics: R. Subramanian, Oxford University Press, 2015.

2. The Human Values: Dewan, M.L., Hosdurg, A. K., Nayak, P., Concept publishing company, New Delhi, 2009.

Reference Material & Digital Resources
e-PG-Pathshala

NMEICT/any other Government Initiatives

NPTEL Online Courses URL: https://nptel.ac.in/course.html
SWAYAM courses URL: https://swayam.gov.in/explorer
MOOC Courses URL: https://www.mooc.org/#course-categories
KISS LMS: :https://learn.kiss.ac.in

Note: Latest edition of the text books should be used.

SDG Mapping

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Promotes value-based education and ethical awareness
SDG 5	Gender Equality	Encourages equality and respect
SDG 8	Decent Work and Economic Growth	Promotes ethical workplace practices
SDG 10	Reduced Inequalities	Encourages fairness and inclusiveness
SDG 16	Peace, Justice and Strong Institutions	Promotes justice, ethics, and responsible citizenship

Course Code	Course Title	Total Credit	Credit Hours
VA16488	Sports and Yoga	2	2-0-0

Course Objectives: In Tribal Society, Most of the games involve some form of running, throwing and jumping acrobatics, all of which developed from basic hunting skills. Many tribal games combined religious and political elements into their games. While some local sports and games have become universal in course of time, many have remained confined to local traditions.

Traditional games are not only for physical strength but are also a means for mass entertainment. Impulsive exchange of lore element of a given community is also done in between the performance. Performance of traditional games creates a bridge of unity between playgroups as well as in society. The players learn successful application of skill and imitative knowledge from traditional games and this knowledge is transmitted from one generation to another. In this way the traditional games has a great educative value inculcating socialization, proper behavior, friendship, unity, discipline, social rule and cooperation.

Course LearningOutcomes (COs)

CO1: Understand concepts and significance of tribal sports and games.

CO2: Explain rules, history, and techniques of selected games.

CO3: Apply skills in playing traditional tribal games.

CO4: Develop teamwork, discipline, and leadership through participation.

CO5: Evaluate performance and demonstrate sportsmanship and ethical behavior.

CO–PO-PSO Mapping Table

COs \ POs/ PSOs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	2	1	2	3	2	1	2	3	1	1	2	3	3	1	1
CO2	3	3	2	2	3	2	1	2	3	2	2	2	2	3	2	2
CO3	3	3	3	3	3	2	3	3	2	3	2	3	3	2	3	2
CO4	3	2	3	2	3	2	3	3	2	3	2	3	2	2	3	3
CO5	3	3	3	3	3	2	2	3	2	3	2	3	2	2	3	3

- **1** = Weakly Mapped (Low) **2** = Moderately Mapped (Medium)
- **3** = Strongly Mapped (High) **"–"** = No correlation

Tribal Sports & Games (Theory)
Credit-2

Unit - I. Tribal Sports & Games of Odisha

- Concept of Tribal Sports & Games of Odisha.

Unit - II. Chockri Game, Baadi Khela, Dhaba Volleyball

- History, Basic Rules, Basic Skills & Officiating of Games.

<u>Tribal Sports & Games</u> (Practical) <u>Credit-2</u>

Unit - I Chockri Game, Baadi Khela & Dhaba Volleyball

- Games Practical (Matches between teams)
- Internship work at Primary School of KISS as minor games

Recommended Learning Resources:
Textbooks
Tribal Sports & Games of Odisha book written by KISS DU

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Promotes physical fitness and healthy lifestyle

SDG 4	Quality Education	Enhances experiential and skill-based learning
SDG 5	Gender Equality	Encourages inclusive sports participation
SDG 11	Sustainable Cities and Communities	Preserves traditional cultural practices
SDG 16	Peace, Justice and Strong Institutions	Promotes fairness, discipline, and teamwork

Course Code	Course Title	Total Credit	Credit Hours
VA16482	Self-help and Happiness	2	2-0-0

Course Objectives: This course aims to enable students to understand and address personal well-being by exploring topics like anxiety, stress, relationships, and happiness. The focus will be on practical strategies and interventions for improving mental health and fostering positive well-being. Students will also gain hands-on experience in measuring and managing stress, anxiety, and relationships through activity-based learning.

Course LearningOutcomes (COs)

CO1: Understand concepts of anxiety, stress, relationships, and happiness.

CO2: Apply strategies to manage anxiety and stress.

CO3: Analyze relationship dynamics and psychological well-being.

CO4: Develop techniques for improving happiness and emotional health.

CO5: Evaluate personal well-being and adopt self-improvement strategies.

CO–PO-PSO Mapping Table

- **1** = Weakly Mapped (Low) **2** = Moderately Mapped (Medium)
- **3** = Strongly Mapped (High) **"–"** = No correlation

COs \ POs/ PSOs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	3	2	2	3	2	1	3	3	2	1	2	3	2	2	2
CO2	3	3	3	3	3	2	2	3	2	3	2	3	3	3	2	3
CO3	3	3	3	3	3	2	2	3	2	3	2	2	2	3	3	2
CO4	3	2	3	3	3	3	1	3	2	3	2	3	2	2	2	3
CO5	3	3	3	3	3	3	2	3	2	3	2	3	2	3	2	3

Course Input:

Unit I: Understanding Mental Health and Well-Being
(13 hours)

Anxiety, Nature, Types, Fear, Phobias (Generalized and Specific), Definition and nature of anxiety, Types of anxiety disorders, Overview of fear and phobias, Differences between generalized and specific phobias, Strategies for managing and reducing anxiety

Stress: Definition, Nature, Types, and Sources: Understanding stress and its nature, Types of stress (acute, chronic, etc.), Sources of stress (external and internal), Stress appraisal process, Effects of stress on psychological functioning and health, PTSD (Post-Traumatic Stress Disorder)

Relationships: Dynamics, Evolution, Transition, Integration, and Transformation: Understanding the nature of relationships, Dynamics in personal and professional relationships, The evolution of relationships over time, Key factors in relationship transitions and transformations

Happiness: Definition, Positive Well-being, and Dynamics: Defining happiness and well-being, An integrative look at happiness: psychological and physiological aspects, Understanding the dynamics of happiness in life, Positive psychology and strategies to increase happiness

Unit II: Activity-Based Practical Learning (17 hours)

Measurement of Anxiety and Strategies to Deal with Anxiety Attacks, Introduction to SCAT (Sinha's Comprehensive Anxiety Test), Administering and scoring SCAT, Activity: Catharsis (Emotional Unburdening), Practical strategies to cope with anxiety and fear

Overcoming Stress and Strategies to Handle Stress, Techniques for managing stress: relaxation exercises, time management, and mindfulness, Developing psychosocial support systems, Therapy methods: Art, music, and color therapy, Activity-Based Learning: Stress-reducing activities

Measurement of Relationships and Developing Healthy Relationships, Measuring relationship quality and communication, Role-playing for relationship-building: psychodrama and sociodrama, Activity: Practicing healthy communication and conflict resolution

Happiness: Body and Mind Coordination and Cognitive Behavioral Intervention, Cognitive-behavioral interventions to enhance happiness, Overcoming fear and anxiety through cognitive strategies, Activity: Increasing your own happiness through self-reflection

Recommended Learning Resources:
Textbooks

1. The Happiness Project, Gretchen Rubin, A comprehensive exploration of strategies for increasing happiness and well-being.

2. The Anxiety and Phobia Workbook, Edmund J. Bourne, A practical guide for understanding and managing anxiety disorders.
3. The Stress Management Handbook: Strategies for Health and Inner Peace , James W. Dazoul, Techniques and strategies to manage stress and improve psychological health.
4. The Art of Loving by Erich Fromm, A deep dive into the dynamics and psychology of relationships and love.

Reference Material & Digital Resources

1. The Power of Now, Eckhart Tolle, Understanding the importance of living in the present moment for well-being and happiness.
2. The Happiness Hypothesis by Jonathan Haidt, A psychological perspective on happiness, integrating science with personal experience.

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Promotes mental health, stress management, and emotional well-being
SDG 4	Quality Education	Encourages life skills and holistic learning
SDG 5	Gender Equality	Promotes equality in relationships and emotional awareness
SDG 10	Reduced Inequalities	Supports inclusive mental health awareness
SDG 16	Peace, Justice and Strong Institutions	Promotes harmony, emotional balance, and conflict resolution

Course Code	Course Title	Total Credit	Credit Hours
VA16430	**Life Skills Education**	**2**	**2-0-0**

Course Objectives: • Enable students to understand core life skills , its concept, process and practice • Apply life skills to cope with the demands and challenges in day to day life • Explore alternatives and make rational decisions in solving each problem or issue • Enable students to manage Sexual and Reproductive Health (SRH) concerns • Develop understanding on the life cycle of girl child

Course Learning Outcomes:

CO1: Understand concepts and importance of life skills.

CO2: Apply life skills to cope with daily challenges.

CO3: Analyze social norms, gender issues, and health concerns.

CO4: Develop decision-making and problem-solving abilities.

CO5: Evaluate personal behavior and adopt responsible practices.

CO–PO-PSO Mapping Table

- **1** = Weakly Mapped (Low) **2** = Moderately Mapped (Medium)
- **3** = Strongly Mapped (High) **"–"** = No correlation

COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	2	2	1	2	2	1	2	2	2	1	1	2
CO2	2	2	3	2	3	3	2	3	2	2	2	3	3	2	2	3
CO3	2	3	2	2	3	2	2	3	2	2	2	2	3	2	1	3
CO4	2	2	3	2	3	3	2	3	2	3	2	3	3	3	2	3
CO5	2	3	2	3	3	2	2	3	2	3	2	3	3	2	2	3

Course Input:

Unit- I Introduction to Life Skills (17 lectures)

Concept of Skills and Life Skills • Definition and importance of life skills • Ten core Life skills (WHO model) • Life Skills Education, Life Skills Approach, Life Skills Based Education, Social Skills, Self Awareness(Self concept, Self Confidence, Techniques used for knowing self : Open your heart, SWOT analysis, Johari window) • Empathy (Meaning of empathy, differences between sympathy and empathy) • Effective Communication(components of effective communication, Styles of communication, Barriers in communication, How to say NO) • Interpersonal Relationship(Meaning, types ,qualities for effective interpersonal relationship, end the relationship constructively), Thinking Skills and Coping Skills **,** Critical thinking and Creative thinking (Definition and Stages) • Problem solving and Decision making (Definition, Steps in problem solving and

decision making, Models of decision making) • Meaning and types of emotions, coping strategies • Meaning and sources of stress, coping strategies, Life Skills Education for enhancing value of the girl child, Survival of girl child,

Unit II: Social norms
(13 lectures)

Barrier to survival Lack of access and control over resources Policies, schemes, programs related to foeticide, Puberty and Marriage, Health and Reproductive health (Definition, Communicable diseases, Reproductive health issues) Life Skills for responsible sexual behavior Menstrual hygiene and care Institutional barriers for awareness, myth busting around menstruation and sanitation Schemes and programs related to menstruation Marriage and evolving gender roles Acts and Laws related to marriage includes laws on PMCA and POCSO as well as Sexual Harassments at workplace • Negligence of girl child and Violence Gender inequalities in curative and preventive health care (Anaemia, Malnutrition and stunting) Gender norms affecting education Discriminatory gender biased norms & practices Acts and Laws related to: Gender Based Violence, domestic violence, Dowry & dowry death Early Pregnancy and its prevention Motherhood Penalty & Concretization of Patriarchal Norms Course Outcomes (COs)

Recommended Learning Resources:
Textbooks

1. Dahama O.P., Bhatnagar O.P, (2005), Education and Communication for Development, (2nd Edn.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.

2. Duffy Grover Karen, Atwater Eastwood, (2008), (8th Edn.), Psychology for Living-Adjustment, Growth and Behaviour Today, Pearson Education Inc, New Delhi.

3. Jane S Halonen, John W. Santrock, (2009), Psychology: Context & Application, McGraw-Hill Companies Inc., Third Edition, USA

4. Mangal S.K., (2008), An Introduction to Psychology, Sterling Publishers Pvt. Ltd., New Delhi.

5. Nair .V. Rajasenan, (2010), Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

6. Nair. A. Radhakrishnan, (2010), Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

Reference Material & Digital Resources

1) Nair. V.Rajasenan,(2010),Life Skills, Personality and Leadership,Rajiv Gandhi National Institute of Youth Development,Tamilnadu

2) RGNIYD (2008) Facilitators Manual on Enhancing Life Skills,Tamilnadu

3) Family Health International, NACO,USAID(2007),LifeSkills Education tool kit for Orphans and vulnerable children in India

4) Morgan and King,(1993) Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd,New Delhi.

5) Wallace R. M.asters,(2001) Personal Development for Life and Work: UK,South Western

6) Adolescence and Life Skills (2003) Commonwealth Youth Programme Asia Centre,Tata Mc Graw. Hill Websites:

UNFPA-http://www.unfpa.org/ UNICEF-http://www.unicef.org/ WHO – http://www.who.int./en/ Jhpiego - https://www.jhpiego.org/countries-we-support/india/

SDG Mapping

SDG No.	SDG Title	Nature of Contribution
SDG 3	Good Health and Well-being	Promotes mental, emotional, and reproductive health awareness
SDG 4	Quality Education	Enhances life skills and holistic learning
SDG 5	Gender Equality	Focus on gender issues, girl child development, and equality
SDG 10	Reduced Inequalities	Addresses social and gender inequalities
SDG 16	Peace, Justice and Strong Institutions	Encourages responsible and ethical behavior

Semester- 3

Subject wise detailed syllabus for:

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Components	BE20001	Entrepreneurial Financial Management	3	1	0	4

Course Objectives

1. To Develop a foundational understanding of financial management principles in entrepreneurial contexts.

2. To Learn to prepare, interpret, and analyze financial statements relevant to startups and SMEs.
3. To Gain knowledge of working capital, costing, pricing, and capital budgeting techniques for effective decision-making.
4. To Understand financing options available to entrepreneurs, including equity, debt, and innovative funding models.
5. To Explore taxation, compliance, and contemporary financial tools shaping entrepreneurial ventures in the digital era.

Course Outcomes

Upon successful completion, students will be able to:

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the concepts, principles, terminology, and tools related to financial management, financial statements, working capital, financing sources, taxation, FinTech, and sustainable finance.
CO2: Understand	Students will be able to explain financial management concepts, interpret financial statements and ratios, and describe various financing options, investor expectations, pricing methods, and contemporary financial practices relevant to entrepreneurial ventures.
CO3: Apply	Students will be able to apply financial management techniques, working capital management, pricing strategies, cost management methods, and funding strategies to support entrepreneurial and startup business operations.
CO4: Analyze	Students will be able to analyze financial statements, investment decisions, financing alternatives, taxation practices, and FinTech applications to assess the financial health and growth potential of entrepreneurial ventures.
CO5: Evaluate	Students will be able to critically evaluate financial practices, funding strategies, sustainable finance approaches, and business investment decisions to support long-term entrepreneurial growth and financial sustainability.

PO, PSO, CO Mapping matrix for Entrepreneurial Financial Management

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs &	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

PSOs																	
CO1	1	3	1	2	3	2	1	2	1	1	3	–	3	3	1	2	3
CO2	1	3	1	2	3	2	1	1	1	1	3	–	2	3	1	1	3
CO3	1	2	1	3	3	2	1	1	1	2	3	1	3	3	1	2	3
CO4	1	2	2	3	3	2	1	2	1	2	3	–	3	3	1	2	3
CO5	2	2	2	3	3	3	1	3	2	2	3	2	2	3	2	3	3
AVG	1.2	2.4	1.4	2.6	3	2.2	1	1.8	1.2	1.6	3	0.6	2.6	3	1.2	2	3

Unit 1: 10, Classroom Contact Hours

Introduction to Entrepreneurial Finance

- Nature and scope of entrepreneurial finance
- Role of financial management in entrepreneurship
- Financial objectives of startups and SMEs
- Sources of entrepreneurial finance: bootstrapping, angel investment, venture capital, crowdfunding
- Understanding financial risks in entrepreneurship

Unit 2: 15, Classroom Contact Hours

Basics of Financial Statements

- Introduction to accounting principles for entrepreneurs
- Balance Sheet, Income Statement, and Cash Flow Statement
- Key financial ratios for performance analysis
- Understanding break-even analysis and contribution margin
- Limitations of financial statements for startups

Unit 3: 10, Classroom Contact Hours

Working Capital Management

- Concept, importance, and components of working capital

- Cash, receivables, and inventory management
- Strategies for maintaining liquidity
- Short-term financing options for entrepreneurs
- Challenges in working capital management for SMEs and startups

Unit 4: 10, Classroom Contact Hours

Capital Budgeting and Investment Decisions

- Importance of investment decisions in entrepreneurship
- Techniques: Payback Period, NPV, IRR, Profitability Index
- Risk analysis in capital budgeting
- Investment evaluation for startups vs. established firms
- Real-world case illustrations

Recommended Learning Resources:

Textbooks

1. Leach, J. C., & Melicher, R. W. (2021). Entrepreneurial Finance: Fundamentals of Financial Planning and Management for Small Business (7th ed.). Cengage.
2. Rogers, S., & Makonnen, R. (2014). Entrepreneurial Finance: Finance and Business Strategies for the Serious Entrepreneur (3rd ed.). McGraw-Hill Education.
3. Adelman, P. J., & Marks, A. M. (2013). Entrepreneurial Finance (6th ed.). Pearson.
4. Feld, B., & Mendelson, J. (2019). Venture Deals: Be Smarter Than Your Lawyer and Venture Capitalist (4th ed.). John Wiley & Sons.
5. Khan, M. Y. (2019). Indian Financial System (11th ed.). McGraw Hill.
6. Cremades, A. (2016). The Art of Startup Fundraising (1st ed.). John Wiley & Sons.

Reference Materials and Digital Resources

SWAYAM

MMPC-014: Financial Management

https://onlinecourses.swayam2.ac.in/e-learning/preview/nou26_mg19

1. Brigham, E. F., & Ehrhardt, M. C. (2022). *Financial Management: Theory and Practice*. Cengage.

2. Pandey, I. M. (2021). *Financial Management*. Pearson.

SDG Mapping for Entrepreneurial Financial Management

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of financial literacy, analytical reasoning, and entrepreneurial finance competencies
SDG 8	Decent Work and Economic Growth	Financial planning and investment strategies for startup growth, enterprise sustainability, and employment generation

SDG 9	Industry, Innovation and Infrastructure	Adoption of FinTech solutions, innovative financing models, and technology-driven financial systems
SDG 12	Responsible Consumption and Production	Promotion of responsible financial management, sustainable investment, and efficient resource utilization
SDG 17	Partnerships for the Goals	Understanding investor relations, venture financing, and collaborative financial ecosystems for entrepreneurship

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Components	BE20003	Entrepreneurial Finance and Accounting Toolbox	3	1	0	4

Summary of the course

Course Status :	Ongoing
Course Type :	Core
Language for course content :	English
Duration :	10 weeks
Category :	○ Finance
Credit Points :	4
Level :	Postgraduate
Start Date :	15 Jul 2025
End Date :	31 Oct 2025
Enrollment Ends :	31 Aug 2025
Exam Date :	13 Dec 2025 IST
Translation Languages :	English
NCrF Level :	6.5
Industry Details :	Finance and Investment
Exam Shift :	1

Course layout

Week 1: Mastering the Basics of Entrepreneurial Finance

Week 2: Funding Your Venture: Sources of Entrepreneurial Finance

Week 3: Overview and Analysing Financial Statements for New Age Entrepreneurs

Week 4: Financial Ratios and Metrics for New Age Entrepreneurs

Week 5: Financial Forecasting and Projections for Entrepreneurs

Week 6: Working Capital Management for Start-ups

Week 7: Fundraising Strategies and Investor Relations

Week 8: Financial Risk Management in Start-ups

Week 9: Exit Strategies and Entrepreneurial Finance Ethics

Books and references

- Leach, J. C., & Melicher, R. W. (2021). Entrepreneurial Finance: Fundamentals of Financial Planning and Management for Small Business (7th ed.). Cengage.
- Rogers, S., & Makonnen, R. (2014). Entrepreneurial Finance: Finance and Business Strategies for the Serious Entrepreneur (3rd ed.). McGraw-Hill Education.
- Adelman, P. J., & Marks, A. M. (2013). Entrepreneurial Finance (6th ed.). Pearson.
- Feld, B., & Mendelson, J. (2019). Venture Deals: Be Smarter Than Your Lawyer and Venture Capitalist (4th ed.). John Wiley & Sons.
- Khan, M. Y. (2019). Indian Financial System (11th ed.). McGraw Hill.
- Cremades, A. (2016). The Art of Startup Fundraising (1st ed.). John Wiley & Sons.

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Components	BE20005	Green Entrepreneurship	3	0	1	4

Course Objectives

By the end of this course, students will:

1. Understand the concept, scope, and significance of green entrepreneurship in promoting sustainable development.
2. Identify and evaluate eco-friendly business opportunities and models across different sectors.
3. Learn the principles of green marketing and consumer behavior in relation to sustainable products and services.
4. Gain knowledge of financial sources, government policies, and incentives supporting green ventures.
5. Develop critical thinking and innovative skills to design entrepreneurial solutions addressing environmental challenges.

Course Outcomes:

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

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the concepts, principles, terminology, and importance of green entrepreneurship, sustainability, eco-friendly business practices, green financing, and environmental policies.
CO2: Understand	Students will be able to explain the role of green entrepreneurship in addressing environmental and social issues and describe green business models, sustainability-driven sectors, financing options, incentives, and policy frameworks supporting green ventures.
CO3: Apply	Students will be able to apply knowledge of green business models, eco-friendly marketing strategies, financing options, and sustainability practices to identify and develop entrepreneurial opportunities in green sectors.
CO4: Analyze	Students will be able to analyze green marketing strategies, sustainability-driven business opportunities, financing mechanisms, and policy frameworks to assess the feasibility and growth potential of green entrepreneurial ventures.
CO5: Evaluate	Students will be able to evaluate and develop innovative green business ideas that integrate environmental responsibility, sustainability, and entrepreneurial growth for long-term social and economic impact.

PO, PSO, CO Mapping matrix for Green Entrepreneurship

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	2	2	3	1	1	1	1	2	3	2	1	3	2	2
CO2	2	3	1	3	3	2	1	2	1	1	2	3	3	2	3	2	2
CO3	1	2	3	2	2	2	1	2	1	1	2	3	2	2	2	3	2

CO4	2	2	1	2	3	3	1	2	1	2	2	3	2	3	3	2	2
CO5	2	2	3	3	3	3	2	2	2	2	3	3	3	2	3	3	3
AVG	2	2.2	1.8	2.4	2.6	2.6	1.2	1.8	1.2	1.4	2.2	3	2.4	2	2.8	2.4	2.2

Unit 1: 10, Classroom Contact Hours

Foundations of Green Entrepreneurship

- Concept and meaning of green entrepreneurship
- Evolution and importance of sustainable business practices
- Role of entrepreneurs in addressing environmental challenges
- Principles of the triple bottom line (People, Planet, Profit)
- Case studies of successful green entrepreneurs (Indian and global)

Unit 2: 15, Classroom Contact Hours

Green Business Opportunities and Models

- Identifying opportunities in renewable energy, waste management, organic farming, eco-tourism, and sustainable products
- Green business models: circular economy, sharing economy, cradle-to-cradle design
- Social and environmental value creation in green ventures
- Challenges and risks in green entrepreneurship
- Government policies and initiatives promoting green business

Unit 3: 10, Classroom Contact Hours

Green Marketing and Consumer Behavior

- Concept and scope of green marketing
- Consumer awareness and demand for eco-friendly products
- Strategies for branding and positioning sustainable businesses
- Role of certifications and eco-labeling (e.g., ISO 14001, Fair Trade, Energy Star)
- Case studies of green marketing campaigns

Unit 4: 10, Classroom Contact Hours

Financing and Future Trends in Green Entrepreneurship

- Sources of finance for green ventures: green bonds, impact investment, venture capital, crowd funding
- Financial incentives and subsidies for sustainable enterprises
- Role of NGOs, international agencies, and CSR in promoting green startups
- Emerging trends: clean tech, carbon trading, sustainable innovation
- Best practices and future scope of green entrepreneurship

Recommended Learning Resources:

Textbooks

Green Entrepreneur Handbook, The guide to Building and Growing A Green and Clean Business, Eric Koester, CRC Press.

Reference Materials and Digital Resources

1. Schaper, M. (2016). *Making Ecopreneurs*. Routledge. 2. Tilley, F., & Young, W. *Sustainability Entrepreneurs*. Greenleaf.

SDG Mapping for Green Entrepreneurship

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of sustainability-oriented entrepreneurial knowledge and green innovation skills
SDG 7	Affordable and Clean Energy	Promotion of renewable energy ventures and sustainable business opportunities
SDG 8	Decent Work and Economic Growth	Encouragement of green enterprises, sustainable employment, and environmentally responsible economic growth
SDG 9	Industry, Innovation and Infrastructure	Development of eco-innovations, sustainable technologies, and green entrepreneurial ecosystems
SDG 12	Responsible Consumption and Production	Promotion of sustainable production methods, eco-friendly products, and responsible business operations
SDG 13	Climate Action	Encouraging entrepreneurial solutions for climate change mitigation and environmental protection

Code	Course Title	Credit	L – T – P

CS23001	Introduction to Artificial Intelligence and Machine Learning	3	2-0-1

Course Learning Objective: Develop a foundational understanding of AI and ML concepts, algorithms, and applications to improve decision-making and problem-solving in a business context.

Course Learning Outcomes: On completion of this course, the students should be able to:

CO1:Understand the fundamental concepts of Artificial Intelligence, Machine Learning, intelligent agents, and their relevance in business and management contexts.

CO2:Apply supervised and unsupervised machine learning techniques such as regression, classification, and clustering for solving business problems.

CO3:Analyze the application of machine learning in functional areas like marketing, finance, and operations for data-driven decision-making.

CO4:Evaluate ethical issues related to AI and ML, including bias, transparency, accountability, and their impact on society and employment.

CO5:Examine emerging trends in AI and ML (such as deep learning, NLP, and computer vision) and assess their potential for innovation and business strategy.

CO–PO Mapping Matrix

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	3	2	2	3	2	1	2	2	2	3	2	3	2	2	2
CO2	3	3	3	3	3	2	2	3	2	2	3	2	3	3	2	3
CO3	3	3	3	3	3	3	2	3	2	3	3	2	3	3	3	3

CO4	3	3	2	2	3	3	1	3	3	2	2	3	3	2	2	3
CO5	3	3	3	3	3	2	2	3	3	3	3	3	3	3	3	3

Course Inputs:

Unit I: Introduction to Artificial Intelligence

AI-Concepts History and philosophical foundations. ,Intelligent agents and problem-solving approaches in AI ,Applications of AI in various industries. (Case studies relevant to Management)

Unit II: Introduction to Machine Learning

Supervised learning: Regression and Classification algorithms (Linear Regression, Decision Trees) ,Unsupervised learning: Techniques for data exploration and clustering (K-Means clustering, Principal Component Analysis) ,Model evaluation metrics for supervised and unsupervised learning.

Unit III: Applications of Machine Learning in Management

Machine Learning in Marketing: Customer segmentation, targeted advertising, and recommendation systems. ,Machine Learning in Finance: Fraud detection, credit risk assessment, and algorithmic trading, Machine Learning in Operations: Supply chain management, demand forecasting, and resource optimization.

Unit IV: Ethical Considerations and Societal Impact of AI and ML

Algorithmic bias and fairness in AI and ML systems, Explainability and transparency of AI and ML models, The future of work and job displacement due to AI and ML.

Unit V: Future Trends and Business Opportunities in AI and ML

Emerging areas in AI and ML: Deep Learning, Natural Language Processing, Computer Vision, The role of AI and ML in business strategy and innovation.

Text Book Readings:

1.Artificial Intelligence: A Modern Approach by Stuart Russell and Peter Norvig. [Pearson Education]

Suggested Readings:

1.Machine Learning for Dummies by John Paul Mueller & Luca Massaron. [Wiley]

2.Hands-On Machine Learning with Scikit-Learn,

SDG Mapping:

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Builds digital, analytical, and AI-related competencies
SDG 8	Decent Work and Economic Growth	Enhances employability and supports AI-driven productivity
SDG 9	Industry, Innovation and Infrastructure	Promotes innovation through AI and emerging technologies
SDG 10	Reduced Inequalities	Addresses bias and promotes inclusive AI systems
SDG 12	Responsible Consumption and Production	Encourages efficient resource use via AI optimization
SDG 16	Peace, Justice and Strong Institutions	Promotes ethical AI, transparency, and accountability

Code	Course Title	Credit	L – T – P
AE24001	Communicative English	2	2-0-0

Learning Objectives:

1. Understand the concepts, principles, types, and importance of communication in academic, social,and professional contexts.
2. Develop effective verbal and non-verbal communication skills by understanding communication processes, barriers, and strategies for successful interaction.
3. Enhance reading, listening, speaking, and writing skills through comprehension exercises, group discussions, presentations, and language practice.
4. Acquire professional writing skills by preparing CVs, résumés, summaries, notes, compositions, and other functional documents.

5. Build confidence, interpersonal skills, critical thinking, and employability through effective communication and collaborative learning activities.

Course Learning Outcomes : On completion of this course, the students should be able to**:**

1. Explain the concepts, types, functions, and barriers of communication and apply appropriate communication strategies in different contexts.
2. Demonstrate effective verbal and non-verbal communication skills by using suitable language, body language, and listening techniques in interpersonal and professional interactions.
3. Apply reading comprehension strategies and critical thinking skills to understand, interpret, and evaluate different types of texts.
4. Produce clear, coherent, and professional written communication by preparing summaries, notes, compositions, information transfer exercises, CVs, and résumés.
5. Demonstrate confidence and competence in speaking, group discussions, presentations, and conversational English for academic and workplace communication.

Course Contents:

1. What is Communication? Definition and Elaboration

Types of Communication:Horizontal/Vertical/Interpersonal/Grapevine

Uses of Communication

2. Verbal Communication: Spoken/Written

Non-Verbal Comm:

Proxemics/Kinesics/Haptics/Chronemics/Para

Linguistics Barriers/ Noise

3. Reading Comprehension
4. Writings: Expansion/Notes & Summary/Information Transfer/ Composition/CV & Resume
5. Language Function in

Listening &

Conversation

Speaking on a Topic

Group Discussion

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
C04	3	3	3	3	2	2	2	1	2	3	2	3
CO5	2	2	2	3	3	3	3	3	2	2	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical communication, professional integrity, responsible messaging, workplace communication standards

Gender	Medium–High	Gender-sensitive communication, inclusive language, representation in professional interactions
Human Values	High	Respect, clarity, empathy, interpersonal communication, teamwork and collaboration
Environment & Sustainability	Medium	Digital communication practices, responsible use of media, reducing communication barriers

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops communication competence, language proficiency, and employability skills
SDG 5	Gender Equality	Promotes inclusive and gender-sensitive communication
SDG 8	Decent Work & Economic Growth	Enhances professional communication for workplace readiness
SDG 9	Industry, Innovation & Infrastructure	Encourages digital communication and modern workplace tools
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical communication, transparency, and responsible discourse

Recommended Learning Resources

- Dr. A. Ganeshan & P. Lovely Viniliya Pual: *Communicative English*, Charulata Publications.
- Clampitt, Phillip G. *Communicating for Managerial Effectiveness*. Sage Publications, 2012.
- Adler, Ronald B., and George Rodman. *Understanding Human Communication*. Oxford University Press, 2015.
- Peters, Robert. *English Reading Comprehension Skills for Business*. Cambridge University Press, 2018.
- Rao, P.K. *Business Communication*. Himalaya Publishing, 2017.

- Adler, Ronald B., *Communicating at Work: Principles and Practices for Business and the Professions*. McGraw-Hill, 2012.
- Locker, Kitty O., and Donna Kaczmarek. *Business Communication: Building Critical Skills*. McGraw-Hill, 2016.

Ability Enhancement Course (Choose any One)	EC 25091	Elementary Computer Application in Presentation of Data	2	0	0	2

Skill Enhancement Course	**EC2500 1**	**Elementary Computer Application in Presentation of Data**	**2**	**0**	1	**3**

Course Objectives: To introduce the fundamentals of computer systems, hardware, software, and IT.

To develop basic digital skills for academic and economic applications.

To prepare students for handling data, documents, and presentations effectively.

Course Outcomes: After completion, the student will be able to:

CO1: Understand the basics of computer hardware, software, and operating systems.

CO2: Apply fundamental IT concepts to academic and economic data.

CO3: Use word processing, spreadsheet, and presentation tools for economic tasks.

CO4: Demonstrate awareness of digital resources, databases, and safe internet practices.

CO5: Evaluate the real time problem that arises with the computer application.

CO-PO-PSO Mapping matrix for Elementary Computer Application in Presentation of Data

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO 11	PO12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5

CO1	**-**	**-**	**-**	**-**	**-**	**-**	**2**	**-**	**-**	**-**	**-**	**1**	**-**	**-**	**-**	**2**	**-**
CO2:	**-**	**1**	**-**	**2**	**-**	**-**	**2**	**1**	**-**	**-**	**-**	**-**	**-**	**-**	**1**	**2**	**1**
CO3:	**-**	**-**	**-**	**-**	**-**	**-**	**3**	**-**	**1**	**2**	**-**	**-**	**-**	**-**	**-**	**3**	**1**
CO 3	**2**	**-**	**-**	**-**	**-**	**-**	**2**	**-**	**-**	**-**	**2**	**1**	**-**	**-**	**-**	**2**	**-**
CO5	**-**	**-**	**-**	**2**	**-**	**-**	**2**	**-**	**-**	**-**	**-**	**2**	**-**	**-**	**-**	**2**	**-**

Course Contents

Unit 1: Fundamentals of Computers and IT

Basics of Computers: Characteristics, Applications in Economics, Generations of Computers. Computer Components: Hardware (Input, Output, Storage devices), Software (System & Application).

Unit 2: Operating Systems

Windows/Linux basics, File management. Networking & Internet: Basics of LAN, WAN, Internet, Cloud Computing.ICT in Economics: Use of e-resources, databases (RBI, NSSO, World Bank, IMF).Digital Literacy: Cyber security, plagiarism, responsible use of information.

Unit 3: Office Productivity Tools & Data Handling

Word Processing (MS Word/Google Docs): Formatting, tables, inserting images, citations, preparing academic/economic reports.Spreadsheets (MS Excel/Google Sheets): Data entry, formulas, functions, charts, sorting & filtering economic data, basic statistics (mean, median, correlation).Presentation Tools (MS PowerPoint/Google Slides): Creating slides, charts, and visualizations for economic reports.

Practical Exercises: Drafting an economics report in Word. Analyzing GDP/inflation data in Excel. Presenting findings in PowerPoint.

Textbooks

1. “Computer Fundamentals” – P.K. Sinha & Priti Sinha
2. “Fundamentals of Computers” – V. Rajaraman

Reference Books

1. “Computer Fundamentals and Programming in C” – Reema Thareja
2. “Introduction to Computers” – Peter Nortonl
3. “Microsoft Office 365 & Office 2019 Step by Step” – Joan Lambert & Curtis Frye

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops foundational digital literacy, academic data-handling skills, and computer application competencies required for technical research and continuous learning in energy technologies.
SDG 7	Affordable and Clean Energy	Supports the renewable energy sector by enabling students to analyze economic data, track performance metrics, and model project feasibility using spreadsheet and presentation tools.
SDG 8	Decent Work and Economic Growth	Enhances workforce readiness and green-job employability by building high-demand skills in office automation, data presentation, and practical IT problem-solving.
SDG 9	Industry, Innovation and Infrastructure	Fosters technological capability and innovation by training students to manage hardware-software environments and evaluate real-time application errors in modern digital infrastructure.
SDG 12	Responsible Consumption and Production	Promotes paperless workflows, electronic reporting, and digital data management, optimizing resource utilization and minimizing physical material waste in academic and industrial practices.
SDG 16	Peace, Justice and Strong Institutions	Encourages cybersecurity compliance, data privacy, and the ethical retrieval of information by educating students on safe internet practices and authentic digital database usage.

Semester 4

Subject wise detailed syllabus for:

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	

Skill Courses (Core)	BE20002	**Goods and Services Tax**	3	1	0	4

Course Objectives:

1. To provide students with a comprehensive understanding of the concepts, evolution, structure, and constitutional framework of the Goods and Services Tax system in India.
2. To familiarize students with the provisions and operational framework of the CGST, SGST, and IGST Acts, including levy, collection, exemption, input tax credit, and GST liability computation.
3. To develop students' understanding of GST administration, the role of the GST Council, CBIC, GSTN, and other stakeholders involved in the implementation and regulation of GST.
4. To equip students with practical knowledge of GST registration, classification, documentation, return filing, assessment, audit, refund procedures, and compliance requirements under GST law.
5. To enable students to apply GST provisions in real-life business situations through problem-solving, tax computation, and analysis of practical issues related to indirect taxation and GST compliance.

Course Outcomes:

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the principles, concepts, terminology, procedures, and legal provisions related to Goods and Services Tax (GST), tax structure, valuation, and tax assessment in India.
CO2: Understand	Students will be able to explain the GST structure, principles of GST valuation, tax planning, tax management, and the procedures involved in tax assessment and return filing.
CO3: Apply	Students will be able to apply GST provisions, tax procedures, tax planning techniques, and tax management practices for accurate assessment and timely filing of tax returns.
CO4: Analyze	Students will be able to analyze GST-related transactions, tax liabilities, valuation methods, and tax compliance procedures to ensure effective tax management and organizational efficiency.
CO5: Evaluate	Students will be able to evaluate tax planning strategies, optimize tax benefits for organizations, and recommend appropriate tax management practices in accordance with GST laws and regulations.

CO–PO Mapping Matrix for Goods and Services Tax

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	1	3	1	2	3	2	1	1	1	1	3	–	2	3	–	1	3
CO 2	2	3	1	2	3	3	1	1	1	1	3	–	2	3	1	1	3
CO 3	2	2	1	3	3	3	1	1	1	2	3	–	2	3	1	1	3
CO 4	2	2	1	2	2	3	1	2	1	2	3	–	2	3	1	2	3
CO 5	2	2	2	3	3	3	1	1	1	2	3	1	3	3	1	2	3
AVG	1.8	2.4	1.2	2.4	2.8	2.8	1	1.2	1	1.6	3	0.2	2.2	3	0.8	1.4	3

Unit 1- Introduction to Goods and Services Tax

Introduction to Goods and Services Tax (GST), constitutional framework governing taxation in India, indirect taxation system in India before GST, meaning and basic concept of GST, need and rationale for introducing GST in India, evolution and genesis of GST, objectives and scope of GST, salient features of the GST system, GST and Centre–State financial relations, the Constitution (122nd Amendment) Bill and related constitutional amendments for GST implementation, principles governing the subsuming of taxes under GST, indirect taxes and levies merged into GST, major events leading to the introduction of GST, concept of Dual GST in India, structure and design of the Dual GST model, key features and advantages of the Dual GST system, benefits of implementing GST, components of GST including Central GST (CGST), State/Union Territory GST (SGST/UTGST), Integrated

GST (IGST), GST Compensation Cess, comparison between the pre-GST regime and the GST regime, and the structure of the indirect tax system in India under GST.

Unit 2- GST Acts – Structural Framework and Key Terminology

Key features of the Central Goods and Services Tax (CGST) Act, important provisions of the State Goods and Services Tax (SGST) Act applicable to Odisha, salient aspects of the Integrated Goods and Services Tax (IGST) Act, meaning and explanation of important terms used under GST with relevant provisions and illustrations, procedures related to levy, collection, and exemption of tax under CGST and SGST, concept and scope of 'supply' under GST law, definition of taxable person, determination of time of supply, place of supply and value of supply, computation of taxable value and GST liability, composition scheme under GST, input tax credit (ITC) mechanism, procedures relating to levy, collection, and exemption of IGST, payment of GST, tax collection at source (TCS), tax deduction at source (TDS), and practical problems with illustrative examples based on GST provisions.

Unit 3- GST Council and regulatory framework

GST Council and its institutional framework, composition, powers, and functions of the GST Council, provisions relating to amendments under the GST law, role and responsibilities of the Central Board of Indirect Taxes and Customs (CBIC), division of administrative powers between the Centre and the States, role of technology in GST administration, Goods and Services Tax Network (GSTN) and its functions, GST ecosystem and its stakeholders, GST Suvidha Providers (GSPs) and their role, Application Service Providers (ASPs) in GST compliance, National Anti-Profiteering Authority under GST, and compliance rating mechanism under GST.

Unit 4- Registration, Returns and Assessment

Registration under GST, categories of persons required to obtain registration and those exempt from registration, different types of GST registration including compulsory, voluntary, and deemed registration, step-by-step procedure for GST registration, special provisions applicable to casual taxable persons and non-resident taxable persons, classification of goods and services under GST using Harmonised System of Nomenclature (HSN) and Services Accounting Code (SAC), GST documentation including tax invoice, debit note, credit note, vouchers, and other prescribed instruments, maintenance of accounts and records under GST, GST returns and compliance including return filing process, reporting of outward and inward supplies, first return, input tax credit claim along with matching, reversal, and re-claim of ITC, annual return and final return, refund procedures under GST, offences and penalties, assessment and audit under GST, and provisions relating to appeals and revision.

Skill Development Activities/Practical Exercise:

a) Group discussion/Debate
b) Quiz
c) PPT Presentation

d) Assignment writing
e) Seminars

Text Books Recommended:
Swain AK and Agrawal – GST: Concepts and Applications, Himalayan Publishing House.
GST Manual:Taxman's Publication Ltd., New Delhi.
Reference Materials and Digital Resources
1. Mishra, Padhi and Bera – Text Books on GST & Practice, Vikash Publishing House Pvt. Ltd. New Delhi. 2. R.K. Jha and P.K. Singh, A Bird's Eye view of GST, 1st edn., (Hyderabad: Asia Law House; 2017

3. Sanjeet Sharma, GST and Indirect Taxes,V.K. Global Pub. Pvt. Ltd, New Delhi.

4. Sumit Dutt Majumder, GST in India, 2nd edn., (New Delhi: Centax Publications Pvt. Ltd., 2016/2017.

5. VS Datey: Indirect Tax Laws & Practice with special reference to GST Laws, Taxmann Publications Pvt. Ltd., Delhi

6. Singhania, V. K., & Singhania, M. *Students' Guide to GST*. Taxmann.

7. Datey, V. S. *GST Ready Reckoner*. Taxmann.

SDG Mapping for Goods and Services Tax

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of taxation knowledge, compliance skills, and financial literacy
SDG 8	Decent Work and Economic Growth	Efficient tax planning and compliance contributing to business growth and economic stability
SDG 9	Industry, Innovation and Infrastructure	Understanding modern indirect tax systems supporting formalized and transparent business operations
SDG 12	Responsible Consumption and Production	Promotion of transparent tax systems and responsible financial management practices
SDG 16	Peace, Justice and Strong Institutions	Strengthening ethical tax compliance, legal accountability, and transparent governance systems

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	

Skill Courses (Core)	BE20004	Income Tax	3	1	0	4

Course Objectives

1. To provide students with a clear understanding of the basic concepts, principles, and structure of Income Tax law in India, including residential status and scope of taxable income.
2. To develop students' ability to compute income under various heads such as Salary, House Property, Business or Profession, Capital Gains, and Other Sources in accordance with the provisions of the Income Tax Act.
3. To familiarize students with exemptions, deductions, rebates, set-off and carry forward of losses, and the procedures for aggregation and clubbing of income.
4. To enable students to compute total income and tax liability of individuals and firms under both the Old and New Tax Regimes using practical applications and problem-solving techniques.
5. To enhance students' knowledge of Income Tax authorities, PAN, landmark judicial decisions, and the administrative framework governing direct taxation in India.

Course Outcomes

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

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the basic concepts, principles, terminology, provisions, and structure of Income Tax Law, including heads of income, residential status, deductions, and tax liability provisions.
CO2: Understand	Students will be able to explain the provisions relating to residential status, various heads of income, clubbing provisions, set-off and carry forward of losses, deductions, and tax computation procedures under the Income Tax Act.
CO3: Apply	Students will be able to apply Income Tax provisions to compute income under the heads Salaries, House Property, Profits and Gains of Business or Profession, Capital Gains, and Income from Other Sources, along with computation of taxable income and tax liability of individuals and firms.
CO4: Analyze	Students will be able to analyze different sources of income, residential status, loss adjustments, deductions, and tax implications to ensure accurate income assessment and tax planning.

CO5: Evaluate	Students will be able to evaluate taxable income, tax liability, and applicable deductions while recommending appropriate tax planning and compliance measures for individuals and firms.

PO, PSO, CO Mapping matrix for Income Tax

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	1	3	1	2	3	2	1	1	1	1	3	–	2	3	–	1	3
CO2	1	3	1	2	3	2	1	1	1	1	3	–	2	3	–	1	3
CO3	2	2	1	3	3	3	1	1	1	2	3	–	3	3	1	1	3
CO4	1	2	1	3	3	2	1	1	1	2	3	–	2	3	1	1	3
CO5	2	2	2	3	3	3	1	2	1	2	3	1	3	3	1	2	3
AVG	1.4	2.4	1.2	2.6	3	2.4	1	1.2	1	1.6	3	0.2	2.4	3	0.6	1.2	3

Unit I: Introduction to Income Tax*(12 Lectures)*

- Basic concepts: income, agricultural income, person, assessee, assessment year, previous year, gross total income, total income, and maximum marginal rate of tax
- Permanent Account Number (PAN)
- Residential status of individuals and other persons
- Scope of total income based on residential status

- Exempted incomes under Section 10
- Income tax slabs under the Old Tax Regime and the New Tax Regime

Unit II: Computation of Income under Different Heads – I & II(12 Lectures)

- Income from Salaries
- Income from House Property

Unit III: Computation of Income under Different Heads – III(12 Lectures)

- Profits and Gains of Business or Profession

Unit IV: Computation of Income under Different Heads – IV & V(12 Lectures)

- Capital Gains
- Income from Other Sources

Unit V: Computation of Total Income and Tax Liability(12 Lectures)

- Income of other persons included in the assessee's total income (clubbing of income)
- Aggregation of income
- Set-off and carry forward of losses
- Deductions from gross total income
- Rebates and reliefs
- Computation of total income of individuals and firms
- Computation of tax liability of individuals and firms
- Five landmark Supreme Court judgments under Income Tax Law
- Income Tax Authorities: Ministry of Finance, Central Board of Direct Taxes (CBDT), Director General of Income Tax, Chief Commissioner, Commissioner (Appeals), Deputy Commissioner, and Income Tax Officer

Text Books Recommended

1. **Ahuja, Girish & Gupta, Ravi.***Systematic Approach to Income Tax*. Bharat Law House, New Delhi.
2. **Gour & Narang.***Income Tax Laws and Practice*. Kalyani Publishers.
3. **Singhania, Vinod K. & Singhania, Monica.***Students' Guide to Income Tax* (University Edition). Taxmann Publications Pvt. Ltd., New Delhi.

Reference Materials and Digital Resources

1. *Income Tax Reports*. Company Law Institute of India Pvt. Ltd., Chennai.
2. *Taxman*. Taxman Allied Services Pvt. Ltd., New Delhi.
3. Singhania, V. K. *Students' Guide to Income Tax*. Taxmann.
4. Mehrotra, H. C., & Goyal, S. P. *Income Tax Law*. Sahitya Bhawan.

SDG Mapping for Income Tax

SDG No.	SDG Title	Nature of Contribution

SDG 4	Quality Education	Development of taxation knowledge, analytical reasoning, and financial literacy skills
SDG 8	Decent Work and Economic Growth	Supporting effective financial planning, tax compliance, and sustainable economic participation
SDG 9	Industry, Innovation and Infrastructure	Strengthening formal business practices through proper tax management and financial systems
SDG 12	Responsible Consumption and Production	Encouraging responsible financial management and lawful tax planning practices
SDG 16	Peace, Justice and Strong Institutions	Promoting legal compliance, ethical taxation, transparency, and responsible governance systems

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Courses (Core)	BE20006	Principles of Financial Accounting	3	1	0	4

Course Objectives

1. To provide fundamental knowledge of financial accounting concepts, principles, and conventions.
2. To develop skills in preparing financial statements of sole proprietorships, partnerships, and companies.
3. To equip students with the ability to analyze, record, and summarize business transactions systematically.
4. To familiarize students with depreciation, inventory valuation, and error rectification techniques.
5. To enable students to apply accounting knowledge in real-world scenarios with accuracy and compliance.

Course Outcomes (COs):

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

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the concepts, principles, conventions, terminology, and accounting procedures related to financial accounting, journal, ledger, subsidiary books, depreciation, inventory valuation, and reconciliation statements.

CO2: Understand	Students will be able to explain the principles and conventions of financial accounting, classify financial transactions, and describe the preparation of final accounts, depreciation methods, inventory valuation techniques, and error rectification procedures.
CO3: Apply	Students will be able to apply accounting principles and procedures to record financial transactions, prepare journal entries, ledger accounts, trial balance, final accounts, reconciliation statements, and utilize accounting software for practical accounting applications.
CO4: Analyze	Students will be able to analyze financial data, accounting records, adjustments, errors, depreciation, inventory valuation, and reconciliation statements to ensure accuracy and reliability in financial reporting.
CO5: Evaluate	Students will be able to evaluate financial statements and accounting information for business decision-making and recommend appropriate accounting treatments and reporting practices for effective financial management.

PO, PSO, CO Mapping matrix for Principles of Financial Accounting

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	1	3	1	2	3	2	1	1	1	1	3	–	2	3	–	1	3
CO2	1	3	1	2	3	2	1	1	1	1	3	–	2	3	–	1	3
CO3	1	2	1	3	3	2	1	1	1	2	3	–	3	3	1	1	3
CO4	1	2	1	2	3	3	1	1	1	1	3	–	2	3	1	1	3

CO5	2	2	2	3	3	2	1	3	2	2	3	1	2	3	1	3	3
AVG	1.2	2.4	1.2	2.4	3	2.2	1	1.4	1.2	1.4	3	0.2	2.2	3	0.6	1.4	3

Unit 1: Introduction to Financial Accounting

- Meaning, objectives, and functions of accounting
- Accounting principles, concepts, and conventions
- Double-entry system of accounting
- Journal, Ledger, and Trial Balance preparation
- Subsidiary books – cash book, purchase book, sales book, purchase returns, and sales returns

Unit 2: Final Accounts of Sole Proprietorship and Partnership

- Preparation of Trading, Profit & Loss Account, and Balance Sheet (with adjustments)
- Capital and current accounts of partners
- Final accounts of partnership firms (basic concepts)
- Treatment of interest on capital, drawings, and admission of new partners

Unit 3: Depreciation, Inventory Valuation, and Error Rectification

- Depreciation: meaning, causes, and methods (straight-line, written-down value, annuity method)
- Inventory valuation: FIFO, LIFO, Weighted Average Method
- Errors: types of errors, rectification of errors, suspense account
- Bank reconciliation statement

Unit 4: Company Accounts and Emerging Issues

- Introduction to company accounts
- Issue of shares and debentures (basic entries)
- Preparation of final accounts of a company (overview as per Companies Act, Schedule III)
- Emerging issues: Accounting Standards (AS), IFRS overview,

Books for Reference:

3. Jain, S.P. & Narang, K.L. *Financial Accounting*. Kalyani Publishers.
4. Gupta, R.L. & Radhaswamy, M. *Financial Accounting*. Sultan Chand & Sons.
5. Mukherjee, A. & Hanif, M. *Financial Accounting*. McGraw Hill Education.

SDG Mapping for Principles of Financial Accounting

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of accounting knowledge, financial literacy, and analytical competencies
SDG 8	Decent Work and Economic Growth	Building financial management and accounting skills for business sustainability and professional growth
SDG 9	Industry, Innovation and Infrastructure	Use of accounting software and modern financial systems for organizational efficiency
SDG 12	Responsible Consumption and Production	Promotion of transparent accounting practices and responsible financial management
SDG 16	Peace, Justice and Strong Institutions	Strengthening ethical accounting systems, accountability, and financial transparency

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Enhancement Courses (Core)	BE25002	Computer-based Accounting	2	0	1	3

Course Objectives

1. To provide students with a comprehensive understanding of computerized accounting systems, their features, applications, advantages, and limitations in modern business environments.
2. To develop practical skills in creating and managing companies, ledgers, accounting groups, and vouchers using accounting software packages.
3. To enable students to prepare and maintain accounting records such as cash book, bank book, and bank reconciliation statements, and to identify and rectify accounting errors effectively.
4. To familiarize students with inventory management features including stock groups, stock items, godowns, units of measurement, and inventory reporting within computerized accounting systems.
5. To equip students with the ability to prepare final accounts and generate accounting reports such as trial balance, profit and loss account, balance sheet, and other financial statements using computerized accounting software.

Course Outcomes

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

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the concepts, terminology, features, applications, and functionalities of computerized accounting systems and accounting software tools.
CO2: Understand	Students will be able to explain the importance and working of computerized accounting systems, including company creation, ledger management, voucher types, inventory management, and financial reporting processes.
CO3: Apply	Students will be able to apply accounting software tools to create and manage company profiles, ledger accounts, vouchers, inventory records, cash books, bank books, day books, and prepare final accounts and financial reports accurately.
CO4: Analyze	Students will be able to analyze accounting data, inventory records, trial balance, profit and loss account, balance sheet, and financial reports generated through computerized accounting systems for effective financial management.
CO5: Evaluate	Students will be able to evaluate computerized accounting reports and financial statements to support business decision-making and ensure accuracy, efficiency, and reliability in accounting practices.

PO, PSO, CO Mapping matrix for Computer-based Accounting

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	1	3	1	2	2	1	1	3	1	1	3	–	2	3	–	3	3
CO2	1	3	1	2	2	1	1	3	1	1	3	–	2	3	–	3	3
CO3	1	2	1	2	3	2	1	3	1	1	3	–	2	3	–	3	3

CO4	1	2	1	2	2	1	1	3	1	1	3	1	2	3	1	3	3
CO5	2	2	2	3	3	2	1	3	2	2	3	1	3	3	1	3	3
AVG	1.2	2.4	1.2	2.2	2.4	1.4	1	3	1.2	1.2	3	0.4	2.2	3	0.4	3	3

Unit I: Introduction to Computerized Accounting

(15 Lectures)

Introduction to computerized accounting, importance and applications of computerized accounting systems, advantages and disadvantages of computerized accounting, difference between manual accounting and computerized accounting, features of accounting packages, company creation and accounting masters, case study.

Unit II: Creation of Company, Ledger, and Voucher

(15 Lab Classes)

Creation of company including steps involved, selecting, closing, altering, and deleting a company, accounts groups and predefined groups, ledger creation, alteration and deletion, voucher types, shortcut keys, voucher entry, display, alteration, and deletion of vouchers.

Unit III: Preparation of Cash Book, Rectification of Errors, and Bank Reconciliation Statement

(15 Lab Classes)

Accounting features and inventory features, configuration menu, day book, cash book and bank book, rectification of errors, alteration of transactions, preparation of bank reconciliation statement.

Unit IV: Accounts with Inventory

(15 Lab Classes)

Creation of stock groups with display, alteration, and deletion, stock categories and stock items, creation, display, alteration and deletion of stock items, godowns, units of measure, inventory vouchers, display of inventory reports and statements.

Unit V: Preparation of Final Accounts and Report Generation

(15 Lab Classes)

Preparation of final accounts and report generation, final accounts of partnership firms and companies, final accounts of sole traders, trial balance, profit and loss account, balance

sheet, preparation of final accounts, generation of reports, account books, registers, and statements of accounts.

Text Book Recommended

- *Computerised Accounting and Business Systems*. Kalyani Publications.

Reference Materials and Digital Resources

scribd.com/document/898468878/DownoadMateriall-6950124-15

1. Tally Education Pvt. Ltd. *Official TallyPrime Learning Guide*.

2. ICAI. *Accounting Software Practical Manual*.

SDG Mapping for Computer-based Accounting

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of digital accounting competencies and practical financial management skills
SDG 8	Decent Work and Economic Growth	Enhancing employability and professional accounting capabilities using modern accounting software
SDG 9	Industry, Innovation and Infrastructure	Adoption of computerized accounting systems and digital financial technologies
SDG 12	Responsible Consumption and Production	Promotion of paperless accounting practices and efficient resource management
SDG 16	Peace, Justice and Strong Institutions	Strengthening transparent financial reporting, accountability, and ethical digital accounting systems

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Enhancement Courses (Core)	BE25004	Online Tax Filing Practice	2	0	1	3

Course Objectives

1. To provide students with a clear understanding of the concept, process, benefits, and regulatory framework of e-filing of Income Tax Returns and related electronic compliance systems.
2. To develop practical skills in preparing and filing various Income Tax Return (ITR) forms through the Income Tax Portal, including e-registration and e-verification procedures.

3. To familiarize students with the importance, structure, and application of Permanent Account Number (PAN), Form 16, Form 16A, Form 26AS, and other essential tax-related documents.
4. To enable students to understand the provisions, procedures, and compliance requirements relating to Tax Deducted at Source (TDS), including calculation, deposit, and filing of TDS returns.
5. To equip students with hands-on experience in e-filing of TDS returns, understanding relevant statutory forms and due dates, and applying TDS provisions under various sections of the Income Tax Act.

Pedagogy

- Lectures
- Assignments
- Case Discussions
- Laboratory Classes

Course Outcomes

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

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the concepts, terminology, legal provisions, forms, procedures, due dates, and compliance requirements related to e-filing of Income Tax Returns, PAN, and TDS systems.
CO2: Understand	Students will be able to explain the meaning, types, process, benefits, limitations, and legal framework of e-filing, along with the procedures of e-registration, e-verification, PAN usage, and TDS compliance requirements under the Income Tax Act.
CO3: Apply	Students will be able to apply knowledge of PAN, due dates, and tax provisions to prepare and electronically file various Income Tax Returns (ITR-1 to ITR-6), perform e-registration, e-verification, and file TDS returns using the Income Tax Portal.
CO4: Analyze	Students will be able to analyze the structure, significance, and practical applications of PAN, Form 16, Form 16A, Form 26AS, Forms 13, 15G, and 15H, along with TDS provisions and compliance procedures under relevant sections of the Income Tax Act.
CO5: Evaluate	Students will be able to evaluate and manage e-filing and TDS compliance procedures by ensuring accurate tax return filing, timely deposit, legal compliance, and effective interpretation of tax-related documents in practical business situations.

PO, PSO, CO Mapping matrix for Online Tax Filing Practice

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	1	3	1	2	2	2	1	2	1	1	3	–	2	3	–	2	3
CO2	1	2	1	2	2	2	1	3	1	1	3	–	2	3	–	3	3
CO3	2	3	1	3	3	3	1	3	1	1	3	–	3	3	1	3	3
CO4	1	2	2	2	3	2	1	2	1	1	3	–	2	3	–	2	3
CO5	2	2	1	3	3	3	1	2	1	2	3	–	2	3	1	2	3
CO6	2	2	2	3	3	3	1	3	2	2	3	1	3	3	1	3	3
AVG	**1.5**	**2.3**	**1.3**	**2.5**	**2.7**	**2.5**	**1**	**2.5**	**1.2**	**1.3**	**3**	**0.2**	**2.3**	**3**	**0.5**	**2.5**	**3**

Unit I:

Conceptual Framework of E-Filing 15, Classroom Contact Hours

Meaning of e-filing, difference between e-filing and regular filing of income tax returns, benefits and limitations of e-filing, types of e-filing, e-filing process, relevant notifications, features and modes of e-filing, e-registration, and e-verification of Income Tax Returns (ITR).

Unit II: 15, Lab Hours

Income Tax and E-Filing of ITRs

Permanent Account Number (PAN), due dates for filing income tax returns, instructions for filling ITR forms including ITR-1, ITR-2, ITR-3, ITR-4, ITR-4S, ITR-5, and ITR-6, introduction to the Income Tax Portal, preparation of electronic income tax returns, Form 16 and Form 16A, importance and uses of PAN, and structure of PAN.

Unit III: 15, Lab Hours

TDS and E-Filing of TDS Returns

Introduction to the concept of Tax Deducted at Source (TDS), brief provisions relating to advance payment of tax, schedule for deposit of TDS, schedule for submission of TDS returns, prescribed forms for filing TDS returns, exemption from TDS through Forms 13, 15G, and 15H, practical workshop on e-filing of TDS returns, due dates for deposit of TDS with the Government, TDS provisions under sections 192, 193, 194, 194A, 194B, 194C, 194DA, 194I, and 194J (simple numericals may be asked), date of issue of Form 16 and Form 16A after submission of TDS returns, Form 26AS—meaning, importance, and steps to download, exposure to Forms 16, 16A, and 26AS and their relevance, and introduction to Forms 13, 15G, and 15H.

Practical

Income Tax and E-Filing of ITRs

TDS and E-Filing of TDS Returns

Reference Books and Digital Resources

1.Ahuja, G. K., & Gupta, R. **Systematic Approach to Income Tax**. Bharat Law House Pvt. Ltd.
2.Singhania, V. K., & Singhania, M. **Students' Guide to Income Tax**. Taxmann Publications Pvt. Ltd.
3.Datey, V. S. **GST Ready Reckoner**. Taxmann Publications Pvt. Ltd.
4.Bansal, K. M. **Indirect Taxes (GST)**. Taxmann Publications Pvt. Ltd.
5.Agarwal, O. P. **Income Tax Law and Practice**. Sahitya Bhawan Publications.
6.Tulsian, P. C., & Tulsian, B. **Business Laws and Taxation**. McGraw Hill Education.
1. Tally Education Pvt. Ltd. *Official TallyPrime Learning Guide*. 2. ICAI. *Accounting Software Practical Manual*.

1. Mehrotra, H. C., & Goyal, S. P. **Income Tax Law and Accounts**. Sahitya Bhawan Publications.
2. Pagare, D. **Business Taxation**. Sultan Chand & Sons.
3. ICAI. **Study Material on Direct Tax Laws and GST**. Institute of Chartered Accountants of India.

Government Portals (Essential Online Learning Resources)

1. Income Tax e-Filing Portal

Official portal for PAN services, ITR filing, e-verification, AIS, Form 26AS, and tax payments.

Income Tax e-Filing Portal

2. GST Portal

Official portal for GST registration, return filing, invoice management, and tax payment.
GST Portal
3. Central Board of Direct Taxes (CBDT)
Official notifications, circulars, tax acts, and amendments.
CBDT
4. Central Board of Indirect Taxes and Customs (CBIC)
GST laws, notifications, and taxpayer education.
CBIC
5. Ministry of Corporate Affairs
Business registration, LLP, and company compliance.
Ministry of Corporate Affairs

SDG Mapping for Online Tax Filing Practice

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of digital taxation knowledge, financial literacy, and practical compliance skills
SDG 8	Decent Work and Economic Growth	Enhancement of professional taxation competencies supporting business and employment growth
SDG 9	Industry, Innovation and Infrastructure	Promotion of digital governance, e-filing systems, and technology-enabled financial administration
SDG 12	Responsible Consumption and Production	Encouragement of paperless filing systems and efficient digital resource utilization
SDG 16	Peace, Justice and Strong Institutions	Strengthening transparent taxation systems, legal accountability, and ethical governance practices

Course Category	Course Code	Course Title	L	T	P	Total Credit
Ability Enhancement Course (AEC)	AE 24002	Professional communication	2	0	0	2

Course: AEC (BC/BJ/BB/BT) – Professional communication

Course Code: AE-24002

Course Objectives: After completing this course, students will be able to:

- Understand the fundamental principles of the writing process and the conventions of academic and professional writing.
- Develop the ability to summarize and paraphrase texts accurately using their own words while maintaining the original meaning.
- Enhance critical thinking skills through the synthesis, analysis, interpretation, and evaluation of ideas and information.
- Learn to structure coherent and logical arguments with effective introductions, supporting points, and conclusions.
- Apply professional communication skills to produce clear, organized, ethical, and audience-appropriate written communication.

Course Outcomes:

- Explain and apply the fundamental principles of the writing process and conventions of academic writing.
- Summarize and paraphrase academic and professional texts accurately, clearly, and ethically in their own words.
- Demonstrate critical thinking through the synthesis, analysis, interpretation, and evaluation of information and arguments.
- Construct well-organized arguments with effective introductions, logical development of ideas, appropriate transitions, and meaningful conclusions.
- Produce coherent, concise, grammatically appropriate, and audience-oriented written communication for academic and professional purposes.

Course Contents:

Unit I: Introduction to the Writing Process and Conventions of

Academic Writing Unit II: Writing in one's own words:

Summarizing and Paraphrasing

Unit III: Critical Thinking: Syntheses, Analyses, and Evaluation

Unit IV: Structuring an Argument: Introduction, Interjection, and Conclusion

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	2	1	1	1	2	3	1	3

CO5	3	2	2	2	2	1	1	1	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	2
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical business communication, academic integrity, plagiarism avoidance, transparency in reporting
Gender	Medium–High	Inclusive language, gender-sensitive communication in professional settings
Human Values	High	Clarity, respect, professionalism, teamwork, effective interpersonal communication
Environment & Sustainability	Medium	Digital communication practices, responsible information sharing, reducing communication barriers

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution

SDG 4	Quality Education	Develops advanced writing, analytical, and communication skills
SDG 5	Gender Equality	Encourages inclusive and equitable communication practices
SDG 8	Decent Work & Economic Growth	Enhances employability through professional communication skills
SDG 9	Industry, Innovation & Infrastructure	Promotes digital and organizational communication competence
SDG 16	Peace, Justice & Strong Institutions	Supports ethical communication, accountability, and transparency

Recommended Learning Resources

- Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
- Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP,
- 2nd edn, 1998).
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).
- Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves That Matter in Academic Writing*. 4th Edition, W.W. Norton, 2018.
- Cottrell, Stella. *The Study Skills Handbook*. 5th Edition, Macmillan, 2019.
- Purdue Online Writing Lab (OWL). *Paraphrasing and Summarizing*. Purdue University, 2020.
- Paul, Richard, and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*. 2nd Edition, Pearson, 2012.
- Kirkman, Thomas W. *Academic Argument: Writing, Reading, and Thinking Critically*. Longman, 2013.
- Taxmann. *Practical Guide to Income Tax E-Filing*. 2. GSTN User Manuals.

Third Year

SEMESTER-5

Subject wise detailed syllabus for:

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Components	BE30001	Tribal Resource Management and Value Addition	3	1	0	4

Course Objectives

1. To develop an understanding of the process of venture creation, including idea generation, opportunity recognition, feasibility analysis, and preparation of business plans for new enterprises.
2. To equip students with knowledge of rural, tribal, and agri-entrepreneurship, enabling them to identify opportunities, understand challenges, and contribute to sustainable and inclusive economic development.
3. To provide comprehensive insights into the structure, functioning, and significance of Micro and Small Enterprises (MSMEs), including financing, institutional support, and problem-solving strategies.
4. To enhance students' ability to design, present, and implement start-up projects, incorporating policy frameworks, financial planning, legal compliance, and real-world entrepreneurial skills.

Pedagogy

Lectures, Assignments, Case Discussions, Projects, Seminars, and Notes.

Course Outcomes

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

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify key entrepreneurial traits, characteristics, concepts, and processes related to entrepreneurship and business development.

CO2: Understand	Students will be able to explain entrepreneurial opportunities, constraints, business environments, and the systematic process involved in developing new business ventures.
CO3: Apply	Students will be able to apply entrepreneurial processes and techniques to develop viable business ideas and formulate strategies for start-up ventures.
CO4: Analyze	Students will be able to analyze business opportunities, resource availability, market constraints, and implementation challenges associated with entrepreneurial ventures and start-up enterprises.
CO5: Evaluate	Students will be able to prepare comprehensive business plans and evaluate the feasibility, sustainability, and growth potential of business enterprises based on available resources and market conditions.

PO, PSO, CO Mapping matrix for Tribal Resource Management & Value Addition
(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	1	2	2	1	1	1	1	3	2	2	2	1	3	1	2
CO2	2	2	1	3	3	2	1	1	1	3	2	3	3	2	3	2	2
CO3	2	2	2	3	3	2	1	1	1	2	3	3	3	3	3	2	3
CO4	2	2	2	3	2	2	1	2	1	2	2	2	2	2	3	2	2
CO5	2	2	2	3	3	2	2	2	2	3	3	3	3	3	3	3	3
AVG	2	2.2	1.6	2.8	2.6	1.8	1.2	1.4	1.2	2.6	2.4	2.6	2.6	2.2	3	2	2.4

Unit 1: 10, Classroom Contact Hours

Starting the Venture

Generation of business ideas including sources of new ideas, methods of idea generation, creative problem-solving, and opportunity recognition; environmental scanning; competitor and industry analysis; feasibility study covering market feasibility, technical/operational feasibility, and financial feasibility; preparation of business plan and project report; presentation of business plan to investors; case study.

Unit 2: 15, Classroom Contact Hours

Rural Entrepreneurship and Agri-Preneurship

Rural Entrepreneurship:

Concept of rural enterprises, characteristics of rural enterprises, rural environment analysis, role of rural enterprises in economic development, meaning and need of rural entrepreneurship, problems of rural entrepreneurship, development of rural entrepreneurship, role of NGOs and Government in promoting rural entrepreneurship; case study.

Tribal Entrepreneurship:

Introduction to tribal entrepreneurship, status of tribal entrepreneurship in India, major challenges faced by tribal entrepreneurs, measures for strengthening tribal entrepreneurship; case study.

Agri-Preneurship:

Introduction to agri-preneurship, need for developing agri-preneurs in India, opportunities and challenges in agri-preneurship, suggestions for promoting agri-preneurship; case study.

Unit 3: 10, Classroom Contact Hours

Micro and Small Enterprises

Concept, meaning, and definition of small enterprises; micro and macro units; essentials, features, and characteristics; relationship between micro and macro units; scope and objectives of micro and small enterprises; role of micro enterprises in economic development; estimates of All India Census of MSMEs; packages for promotion of micro and small enterprises; problems of micro and small enterprises; sickness in small industries—reasons and rehabilitation; distinction between rural-based and urban-based SMEs; features, market and sectoral studies; organizational development including people, institutions, cooperatives, SHGs, producer companies; rural SME finance through public sector banks, private banks, venture funds, District Industries Centre (DIC); case study.

Unit 4: Start-Up Policy 10, Classroom Contact Hours

Engagement with real-life projects; development of future projects with commercial potential; professional skills for project presentation; case studies of successful start-ups and enterprises; preparation of business plan/portfolio design including financial analysis, legal and ethical compliance, marketing and branding; registration of start-ups; execution of start-ups; workshop.

Text Book Recommended

- Pati, B. (Ed.). *Tribal Development in India*
- Khanka, S.S. (2015). *Entrepreneurial Development*. S. Chand Publications.

Reference Books and Digital Resources

Tribal Resource Management & Value Addition: **https://onlinecourses.swayam2.ac.in/e-learning/preview/nou26_hs46**

1. Parikshit.S, *Tribal Development in India Policies, Plans and Actions, Kaveri Books.*
2. Desai, V. (2009). *Dynamics of Entrepreneurial Development and Management*. Himalaya Publishing House.
3. Dollinger, M.J. (2008). *Entrepreneurship: Strategies and Resources*. Prentice Hall.
4. Roy, R. (2019). *Entrepreneurship*. Oxford Higher Education.
5. Hisrich, R., Peters, M., & Shepherd, D. (2017). *Entrepreneurship*. McGraw Hill Education.
6. Singh, K. (2019). *Rural Development: Policies, Principles and Management*. SAGE Publications.
7. Kashyap, P. & Raut, S. (2018). *Rural Marketing*. Biztantra.
8. Yadav, V. & Goyal, P. (2015). User innovation and entrepreneurship: Case studies from rural India. *Journal of Entrepreneurship and Innovation*. https://link.springer.com/article/10.1186/s13731-015-0018-4
9. https://youtu.be/o_5FtfzX9Is
10. Ministry of Tribal Affairs publications.
11. TRIFED publications on value addition and tribal enterprises.

SDG Mapping for Tribal Resource Management & Value Addition

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	Promotion of tribal livelihood generation and entrepreneurship-based income opportunities
SDG 4	Quality Education	Development of entrepreneurial awareness and tribal resource management competencies
SDG 5	Gender Equality	Encouragement of women participation in tribal enterprises and livelihood programmes
SDG 8	Decent Work and Economic Growth	Creation of sustainable tribal enterprises and employment opportunities
SDG 10	Reduced Inequalities	Empowerment of tribal communities through inclusive entrepreneurial development

SDG 12	Responsible Consumption and Production	Sustainable utilization and value addition of tribal and natural resources
SDG 15	Life on Land	Conservation-oriented entrepreneurship and environmentally responsible tribal development practices

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Courses (Core)	BE30003	Human Resource Management for Entrepreneur	3	1	0	4

Course Objectives

1. To develop a foundational understanding of Human Resource Management (HRM) concepts and its strategic role in organizational success.
2. To equip students with knowledge of key HR functions, including human resource planning, recruitment and selection, training and development, and performance management.
3. To enable students to understand and apply compensation systems, employee relations, and competency mapping for effective workforce management.
4. To familiarize students with strategic and global HRM practices, including emerging trends, to support sustainable organizational and entrepreneurial growth.

Pedagogy

Lectures, PowerPoint Presentations, Industrial Visits, Assignments, Case Discussions, Projects, and Seminars

Course Outcomes

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

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the foundational concepts, functions, principles, terminology, and practices of Human Resource Management (HRM), including recruitment, training, compensation, labour laws, and digital HR systems.
CO2: Understand	Students will be able to explain HRM concepts, strategic importance, recruitment and selection methods, training systems, performance management practices, compensation structures, employee relations, and labour law compliance in entrepreneurial and small business contexts.

CO3: Apply	Students will be able to apply HRM techniques and practices to plan, recruit, select, train, evaluate, and manage human resources effectively in startups and growing enterprises.
CO4: Analyze	Students will be able to analyze workforce requirements, recruitment strategies, performance management systems, employee relations issues, and emerging digital HR trends to improve organizational productivity and efficiency.
CO5: Evaluate	Students will be able to evaluate HR strategies, compensation structures, labour law compliance, and digital HR practices to recommend effective human resource solutions for entrepreneurial and business growth.

PO, PSO, CO Mapping matrix for Human Resource Management for Entrepreneur
(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	1	2	2	2	2	1	1	1	3	–	2	2	–	1	3
CO2	1	2	2	3	2	2	3	1	1	1	3	–	3	3	1	1	3
CO3	1	2	2	3	2	2	3	2	1	1	3	–	2	3	1	2	3
CO4	3	2	2	3	2	2	3	1	1	1	3	1	2	2	1	1	3
CO5	1	2	2	3	3	2	2	3	2	1	3	1	3	3	1	3	3

AVG	**1.6**	**2.2**	**1.8**	**2.8**	**2.2**	**2**	**2.6**	**1.6**	**1.2**	**1**	**3**	**0.4**	**2.4**	**2.6**	**0.8**	**1.6**	**3**

Unit I: 10, Classroom Contact Hours

Introduction to HRM in Entrepreneurship

Concept and importance of Human Resource Management (HRM)

- Role of HRM in startups and small enterprises
- Difference between traditional HRM and entrepreneurial HRM
- Human capital as a strategic resource
- Challenges of managing people in startups and micro-enterprises
- HRM practices in small, rural, and tribal enterprises

Unit II: 10, Classroom Contact Hours

Human Resource Planning and Recruitment

- Human Resource Planning (HRP): meaning, process, and importance
- Job analysis, job description, and job specification
- Recruitment: sources (internal and external), modern recruitment methods
- Selection process: screening, interviews, tests, and final selection
- Hiring for startups: skill-based and flexible workforce hiring
- Use of digital platforms in recruitment

Unit III: 10, Classroom Contact Hours

Training, Development and Performance Management

- Training and Development: concept, need, and methods
- Skill development for entrepreneurial workforce
- On-the-job and off-the-job training methods
- Performance Management System (PMS): meaning and process
- Performance appraisal techniques (KPI, feedback systems)
- Employee motivation and productivity improvement

Unit IV: 5, Classroom Contact Hours

Compensation, Employee Relations and Labour Compliance

- Compensation management: wages, incentives, and benefits
- Designing cost-effective compensation for startups

- Employee relations and engagement
- Workplace discipline and grievance handling
- Basics of labour laws relevant to small businesses (wages, working conditions)
- Health, safety, and welfare measures

Unit V: 5, Classroom Contact Hours

Strategic HRM, Global Trends and Digital HR

- Strategic HRM: aligning HR with business goals
- HR challenges in scaling startups
- Global HRM practices and cross-cultural workforce management
- Digital HR tools and HR analytics
- Role of AI in HR (recruitment, performance tracking) using tools like ChatGPT
- Emerging trends: gig economy, remote work, flexible workforce

Skill Development Activities / Practical Exercises

I. Assignment Writing
II. Oral Presentation
III. Group Discussion
IV. Quiz

Text Books Recommended

1. Aswathappa, K. *Human Resource Management*. McGraw-Hill.
2. Rao, V. S. P., *Human Resource Management*, Vikas Publishing House.
3. Mathis, Robert L., and Jackson, John H., *Human Resource Management*, Cengage Learning.
4. Ahuja, Sagun, *Human Resource Management*, V.K. Global Pvt. Ltd., New Delhi.

Reference Materials and Digital Materials

SWAYAM – https://swayam.gov.in

NPTEL – https://nptel.ac.in

e-PG Pathshala – https://epgp.inflibnet.ac.in

1. Pattnayak, Biswajeet, *Human Resource Management*, PHI Learning.
2. DeCenzo, David A., and Robbins, Stephen P., *Personnel/Human Resource Management*, Prentice Hall of India, New Delhi.

SDG Mapping for Human Resource Management for Entrepreneur

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of HR competencies, managerial capabilities, and workforce management skills
SDG 5	Gender Equality	Promotion of inclusive workplace practices, diversity management, and equal employment opportunities
SDG 8	Decent Work and Economic Growth	Building effective HR systems for productive employment, entrepreneurship, and enterprise growth
SDG 9	Industry, Innovation and Infrastructure	Adoption of digital HR practices and modern workforce management systems
SDG 16	Peace, Justice and Strong Institutions	Promotion of labour law compliance, ethical governance, employee rights, and responsible HR practices

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Courses (Core)	BE30005	Policies and Legal aspects of Entrepreneurship	3	1	0	4

Course Objectives

1. To develop an understanding of the fundamental provisions of the Indian Contract Act, 1872 and their application in business agreements and contractual relationships.
2. To provide knowledge of laws governing the sale of goods and financial instruments, including the Sale of Goods Act, 1930 and Negotiable Instruments Act, 1881.
3. To familiarize students with corporate legal frameworks, including company formation, management, and regulatory aspects under the Companies Act, 2013 and related legislations.
4. To enhance awareness of contemporary legal areas such as Intellectual Property Rights, cyber laws, and taxation, including GST and transparency laws, relevant to modern business practices.

Pedagogy

Lectures, Assignments, Case Discussions, Projects, Seminars, and Notes.

Course Outcomes

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

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the legal framework, principles, terminology, provisions, and special contracts governing business and commercial activities.
CO2: Understand	Students will be able to explain various business laws, legal rights, duties, obligations, and legislations applicable to business operations and commercial transactions.
CO3: Apply	Students will be able to apply legal provisions and business laws to safeguard business rights, individual interests, and ensure lawful conduct in day-to-day business practices.
CO4: Analyze	Students will be able to analyze different legislations, contractual obligations, legal issues, and compliance requirements affecting business operations from a comprehensive legal perspective.
CO5: Evaluate	Students will be able to evaluate business practices and legal compliance measures while developing self-assessment and compliance awareness for effective and ethical business management.

PO, PSO, CO Mapping matrix for Policies & Legal aspects of Entrepreneurship

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	1	1	1	1	1	–	1	2	2	–	2	1	–	1	2
CO2	2	3	2	2	2	1	1	–	1	2	2	–	2	2	1	1	2
CO3	3	2	2	3	3	2	1	–	1	2	3	–	3	2	1	1	3

CO4	3	2	2	3	3	2	1	–	1	2	3	1	3	2	1	1	3
CO5	3	2	2	3	2	2	1	–	2	2	3	1	2	2	1	1	3
AVG	**2.6**	**2.4**	**1.8**	**2.4**	**2.2**	**1.6**	**1**	**0**	**1.2**	**2**	**2.6**	**0.4**	**2.4**	**1.8**	**0.8**	**1**	**2.6**

UNIT I: Indian Contract Act, 1872 15, Classroom Contact Hours

Meaning of agreement and contract; elements of a valid contract; capacity of parties; free consent; discharge of contract; breach of contract and remedies for breach; quasi contracts; special contracts including contracts of bailment and pledge, indemnity and guarantee, and contract of agency.

UNIT II: 10, Classroom Contact Hours

Sale of Goods Act, 1930 and Negotiable Instruments Act, 1881

Difference between sale and agreement to sell; doctrine of caveat emptor; rights of unpaid seller and rights of buyer; conditions and warranties; Negotiable Instruments Act, 1881 – types of negotiable instruments; negotiation and assignment; dishonour and discharge of negotiable instruments.

UNIT III: 10, Classroom Contact Hours

Companies Act, 2013 and Related Legislations

Nature and kinds of companies; formation of companies; management, meetings, and winding up of a joint stock company; administration of company affairs; Limited Liability Partnership Act, 2008 – structure and procedure for formation of LLPs in India; Competition Act, 2002 – objectives and major provisions.

UNIT IV: 5, Classroom Contact Hours

Intellectual Property Rights and Information Technology Act

Intellectual Property Rights (IPRs) – patents, trademarks, and copyrights; emerging issues in intellectual property; Information Technology Act, 2000 – objectives and major provisions; benefits of the IT Act; cyber crimes and penalties.

UNIT V: 10, Classroom Contact Hours

Depository Act, RTI Act, and Goods and Services Tax (GST)

Depository Act, 1996 – depository participants; need for depository system; introduction to National Securities Depository Limited (NSDL) and Central Depository Services Limited

(CDSL) and their functions; Right to Information Act, 2005 – important terms and concepts, salient features, and process of filing RTI applications; Goods and Services Tax (GST) – objectives, major provisions, benefits, implementation mechanism, and working of the dual GST system.

Text Book Recommended

- Kapoor, N. D. (2020). *Business Law*, 31st Edition, Sultan Chand & Sons, New Delhi.

Suggested Readings

1. *A Compendium of Companies Act, 2013 along with Rules*, Taxmann Publications.
2. Pathak, Akhileswar (2018). *Legal Aspects of Business*, 6th Edition, McGraw Hill Education.
3. Kuchhal, M. C., and Kuchhal, Vivek (2019). *Business Law*, Vikas Publications.
4. Sharma, J. P. (2018). *Corporate Laws*, Ane Books Pvt. Ltd., New Delhi.
5. Singh, Avtar (2015). *Company Law*, Eastern Book Company.
6. Online Resources:
    - https://youtu.be/VW5ivdKHomY
    - https://youtu.be/C_uTQmBDD6o

1. Bansal, C. L. *Business Laws*. Taxmann.

2. Startup India Learning Program materials.

3. MSME policy documents.

SDG Mapping for Policies & Legal aspects of Entrepreneurship

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of legal literacy, compliance awareness, and ethical business knowledge
SDG 8	Decent Work and Economic Growth	Promotion of lawful business practices and sustainable entrepreneurial development
SDG 9	Industry, Innovation and Infrastructure	Understanding legal frameworks supporting business formation and commercial activities
SDG 12	Responsible Consumption and Production	Encouragement of legally compliant and responsible business operations
SDG 16	Peace, Justice and Strong Institutions	Strengthening legal awareness, ethical governance, accountability, and institutional compliance systems

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Enhancement Courses	BE35001	Regulatory Governance and Ease of Doing Business	3	1	0	4

Course Objectives

1. To develop an understanding of regulatory governance and the Ease of Doing Business (EoDB) framework, including the role of government policies and institutional mechanisms in facilitating entrepreneurship.
2. To familiarize students with key Government of India initiatives such as Startup India, Stand-Up India, and Digital India, and their impact on startup growth and business development.
3. To equip students with practical knowledge of business registration procedures, statutory compliances, and regulatory requirements for establishing and operating new enterprises in India.
4. To enhance students' ability to manage compliance processes, understand regulatory reforms, and address emerging challenges in the evolving business and policy environment.

Pedagogy

Lectures, Assignments, Case Discussions, Projects, Seminars, and Notes.

Course Outcomes

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the concepts, terminology, regulatory frameworks, Government of India initiatives, compliance requirements, and policies related to entrepreneurship and business governance.
CO2: Understand	Students will be able to explain the concept of regulatory governance, Ease of Doing Business initiatives, digital governance systems, policy reforms, and mandatory regulatory procedures applicable to startups and MSMEs in India.
CO3: Apply	Students will be able to apply regulatory procedures, compliance requirements, and government support mechanisms for establishing and operating business ventures effectively in India.
CO4: Analyze	Students will be able to analyze the impact of regulatory governance, policy reforms, institutional support, and digital governance on entrepreneurship, business development, and reduction of regulatory burden.

CO5: Evaluate	Students will be able to evaluate and manage compliance requirements, government schemes, and regulatory practices to support effective planning and sustainable operations of startups and MSMEs in a dynamic business environment.

PO, PSO, CO Mapping matrix for Regulatory Governance and Ease of Doing Business

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	1	2	2	2	1	1	1	1	2	–	2	2	1	1	2
CO2	1	2	1	2	2	2	1	2	1	2	2	–	3	2	1	2	2
CO3	2	2	1	3	3	2	1	2	1	2	3	–	3	3	1	2	3
CO4	1	2	2	3	3	2	1	3	2	2	2	1	2	2	1	3	2
CO5	2	2	2	3	3	2	2	2	2	2	3	1	3	3	1	2	3
AVG	**1.6**	**2.2**	**1.4**	**2.6**	**2.6**	**2**	**1.2**	**2**	**1.4**	**1.8**	**2.4**	**0.4**	**2.6**	**2.4**	**1**	**2**	**2.4**

Unit I: 10, Classroom Contact Hours

Regulatory Governance and Ease of Doing Business Framework

- Meaning and concept of regulatory governance
- Role of government in business facilitation and entrepreneurship development
- Business environment in India: economic, legal, political, and institutional aspects

- Concept, objectives, and importance of Ease of Doing Business (EoDB)
- Global Ease of Doing Business indicators and India's reform journey
- Principles of good governance: transparency, accountability, efficiency, and predictability
- Regulatory reforms and policy measures to reduce compliance burden for businesses

Unit II: 10, Classroom Contact Hours

Government of India Initiatives for Startups and New Businesses

- **Startup India**: objectives, eligibility, benefits, tax incentives, funding support, and incubation ecosystem
- **Stand-Up India**: support for SC/ST and women entrepreneurs; credit facilities and implementation framework
- **Viksit Bharat @2047**: vision, goals, and role of entrepreneurship and innovation in national development
- **Make in India**: manufacturing promotion, investment facilitation, and sectoral focus
- **Atmanirbhar Bharat**: self-reliance, MSME support, and startup growth
- **Digital India**: digital governance, online registrations, and paperless compliance
- **Udyam Registration** and MSME promotion initiatives
- Role of government portals, single-window systems, and ease-of-compliance mechanisms

Unit III: 10, Classroom Contact Hours

Regulatory Requirements and Compliances for Newly Started Businesses

- Forms of business organization: sole proprietorship, partnership, LLP, and company
- Business registration procedures and documentation
- Mandatory registrations and licenses:
    - PAN and TAN
    - GST registration
    - Udyam (MSME) registration
    - Shops and Establishments Act
- Labour law compliances for startups and small businesses
- Environmental regulations and pollution control norms
- Sector-specific approvals and licenses
- Digital filing systems, record-keeping, and compliance timelines

Unit IV: 10, Classroom Contact Hours

Compliance Management, Reforms, and Emerging Issues

- Compliance management strategies for startups and MSMEs
- Self-certification and risk-based inspection reforms
- Decriminalisation of minor business offences
- Exit mechanisms and insolvency framework for businesses

- Grievance redressal and dispute resolution systems
- Role of technology and e-governance in regulatory compliance
- Challenges faced by startups in regulatory compliance
- Future reforms and policy directions for improving Ease of Doing Business in India

Text Books Recommended

1. **Dr. Niti Basin, Ease of Doing Business in India: Past, Present and Future** — New Country Publication, *Book on India's business environment and reforms* (available in print).
2. **Doing Business in India Guide** — *Practical overview of setting up business and regulatory environment* (PDF guide).
3. **India Startup Law & Policy Guidebook** — *Legal and governance framework for startups in India* (PDF).

Reference Materials and Digital Resources

Government of India, **Startup India Kit** — step-by-step guide for startup registration and incentives (PDF).
ICSI publication **Ease of Doing Business Bulletin** — contextual insights on regulatory reforms (PDF).
World Bank **Doing Business Reports** — annual global rankings and methodology (accessible online).
(Students can search "World Bank Doing Business Report India")
Government of India's **Startup India Portal** — official resources, toolkits, and guides for entrepreneurs.

1. World Bank. *Doing Business Reports* (archival).

2. DPIIT. *Ease of Doing Business Reports*.

SDG Mapping for Regulatory Governance and Ease of Doing Business

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of governance awareness, compliance knowledge, and entrepreneurial management competencies
SDG 8	Decent Work and Economic Growth	Facilitation of entrepreneurship, startup development, MSME growth, and ease of business operations
SDG 9	Industry, Innovation and Infrastructure	Promotion of digital governance, startup ecosystems, and innovation-oriented regulatory reforms
SDG 16	Peace, Justice and Strong Institutions	Strengthening transparent governance, institutional accountability, legal compliance, and ethical administration

SDG 17	Partnerships for the Goals	Encouragement of collaboration between government institutions, startups, MSMEs, and entrepreneurial support agencies

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Courses (Core)	BE35003	Business Economics	3	1	0	4

Course Objectives

1. To develop an understanding of basic economic principles and concepts relevant to business decision-making.
2. To equip students with knowledge of demand, consumer behaviour, production, and cost analysis for effective resource utilization.
3. To familiarize students with market structures and pricing strategies in different business environments.
4. To enable students to understand the macroeconomic environment and government policies affecting business and entrepreneurship.

Pedagogy

Lectures, Assignments, Case Discussions, Projects, Seminars, and Notes.

Course Outcomes

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify fundamental economic concepts, terminology, theories, market structures, production concepts, cost concepts, and macroeconomic variables related to business and entrepreneurship.
CO2: Understand	Students will be able to explain demand, consumer behaviour, forecasting techniques, production processes, cost structures, market systems, pricing decisions, and macroeconomic policies affecting business operations.
CO3: Apply	Students will be able to apply economic concepts, demand analysis, forecasting methods, production and cost techniques, and pricing strategies to improve business efficiency, profitability, and decision-making.
CO4: Analyze	Students will be able to analyze consumer behaviour, market demand, production efficiency, cost structures, and different market conditions to understand business performance and competitive environments.

CO5: Evaluate	Students will be able to evaluate market structures, pricing decisions, and the impact of macroeconomic factors and government policies on business and entrepreneurial activities for strategic business planning.

PO, PSO, CO Mapping matrix for Business Economics

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	1	3	1	2	2	1	1	1	1	1	2	–	2	2	1	1	2
CO2	1	3	2	3	3	2	1	1	1	1	2	–	2	3	1	1	2
CO3	1	2	1	3	3	1	1	1	1	1	3	1	3	3	1	2	3
CO4	1	2	2	3	3	2	1	1	1	1	3	–	3	3	1	2	3
CO5	2	2	2	3	3	2	1	2	2	2	3	1	3	2	2	2	3
AVG	**1.2**	**2.4**	**1.6**	**2.8**	**2.8**	**1.6**	**1**	**1.2**	**1.2**	**1.2**	**2.6**	**0.4**	**2.6**	**2.6**	**1.2**	**1.6**	**2.6**

Unit I: Introduction to Business Economics*(10–12 Hours)*

- Meaning, nature, and scope of Business Economics
- Micro vs Macro Economics
- Role of business economics in decision-making
- Basic economic problems: scarcity, choice, and opportunity cost

- Demand and supply: law, determinants, and equilibrium
- Elasticity of demand (price, income, cross elasticity)

Unit II: Consumer Behaviour and Demand Analysis*(10–12 Hours)*

- Utility analysis: cardinal and ordinal approaches
- Law of diminishing marginal utility
- Indifference curve analysis and consumer equilibrium
- Demand forecasting: meaning, methods, and importance
- Practical application of demand analysis in business decisions

Unit III: Production and Cost Analysis*(10–12 Hours)*

- Production function: short-run and long-run
- Law of variable proportions and returns to scale
- Cost concepts: fixed, variable, total, average, marginal cost
- Cost-output relationship
- Economies and diseconomies of scale

Unit IV: Market Structure and Pricing Decisions *(10–12 Hours)*

- Market structures: perfect competition, monopoly, monopolistic competition, oligopoly
- Price and output determination under different markets
- Pricing strategies: cost-based, demand-based, competition-based pricing
- Break-even analysis and profit planning

Unit V: Macroeconomic Environment and Business *(10–12 Hours)*

- National income: concepts and measurement
- Inflation and deflation: causes and impact on business
- Monetary and fiscal policy
- Role of government in economic development
- Business cycles and their impact on enterprises
- Economic environment and entrepreneurial decision-making

Recommended Textbooks:

1. Business Economics — A comprehensive introductory text covering micro and macroeconomic concepts with business applications.
2. Business Economics — Widely used for undergraduate commerce and management courses; useful for demand, production, and market analysis.
3. Business Economics
   Published by Kalyani Publishers — Suitable for undergraduate commerce and management students with simplified explanations and university-oriented content.

Managerial Economics
Published by Kalyani Publishers — Focuses on managerial decision-making, pricing, production, and macroeconomic policies.

1. Pindyck, R. S., & Rubinfeld, D. L. *Microeconomics*. Pearson.

2. Ahuja, H. L. *Business Economics*. S. Chand.

SDG Mapping for Business Economics

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of economic reasoning, analytical thinking, and business decision-making competencies
SDG 8	Decent Work and Economic Growth	Understanding entrepreneurship, market efficiency, production systems, and economic development
SDG 9	Industry, Innovation and Infrastructure	Application of economic concepts in industrial growth, innovation, and business competitiveness
SDG 10	Reduced Inequalities	Awareness regarding inclusive economic participation and equitable market opportunities
SDG 12	Responsible Consumption and Production	Promotion of sustainable production systems and efficient utilization of business resources

SEMESTER-6

Subject wise detailed syllabus for:

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Courses (Core)	BE30002	Unit Economics	3	1	0	4

Course Objectives

This course aims to introduce students to the concept of unit economics and its importance in evaluating business sustainability and profitability. It enables learners to understand cost

structures, revenue models, pricing strategies, and financial decision-making at the unit level, particularly for startups, MSMEs, and digital businesses.

Course Outcomes

After completing this course, students will be able to:

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the concepts, terminology, components, formulas, and significance of unit economics in business, startups, and MSMEs.
CO2: Understand	Students will be able to explain the relationship between costs, revenues, profitability, pricing, scaling, and business sustainability using unit economics concepts.
CO3: Apply	Students will be able to apply unit economics principles and metrics to pricing decisions, cost management, scaling strategies, and sustainability planning for business ventures.
CO4: Analyze	Students will be able to analyze startup and MSME performance by examining unit-level costs, revenues, customer acquisition, profitability, and operational efficiency using unit economics metrics.
CO5: Evaluate	Students will be able to evaluate business performance and develop simple unit economics models for real-world business scenarios to support strategic and sustainable business decision-making.

PO, PSO, CO Mapping matrix for Unit Economics

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	1	3	1	2	2	1	1	1	1	1	2	–	2	2	–	1	2

CO2	1	2	1	3	3	2	1	1	1	1	3	–	2	3	1	1	3
CO3	1	2	2	3	3	2	1	1	1	1	3	1	3	3	1	2	3
CO4	1	2	2	3	3	2	1	2	1	2	3	1	3	3	1	2	3
CO5	1	2	2	3	3	3	1	2	2	2	3	1	3	3	1	3	3
AVG	**1**	**2.2**	**1.6**	**2.8**	**2.8**	**2**	**1**	**1.4**	**1.2**	**1.4**	**2.8**	**0.6**	**2.6**	**2.8**	**0.8**	**1.8**	**2.8**

UNIT I: Introduction to Unit Economics

(15 Classes)

- Meaning and concept of Unit Economics
- Importance of Unit Economics for startups and entrepreneurs
- Unit Economics vs Traditional Financial Analysis
- Key components of Unit Economics
- Understanding “unit” in different businesses (product, service, customer)
- Fixed costs and variable costs
- Contribution margin and break-even concept
- Role of Unit Economics in business sustainability
- Case examples from small businesses and startups

UNIT II: Revenue, Cost Structure, and Pricing

(15 Classes)

- Revenue models: one-time sales, subscription, usage-based, freemium
- Cost structure analysis: production, acquisition, delivery, and support costs
- Customer Acquisition Cost (CAC)
- Customer Lifetime Value (CLV / LTV)
- Relationship between CAC and LTV
- Pricing strategies based on unit economics
- Cost-plus pricing, value-based pricing, penetration pricing
- Unit profitability and margin analysis
- Simple numerical problems and illustrations

UNIT III: Unit Economics for Startups and Digital Businesses

(15 Classes)

- Unit economics in startups and early-stage ventures
- Unit economics in e-commerce, D2C, and platform businesses
- Unit economics for service-based and gig economy models
- Scaling and its impact on unit economics
- Economies of scale and diseconomies of scale
- Impact of discounts, promotions, and customer retention
- Unit economics in social enterprises and rural businesses
- Case studies of successful and failed startups

UNIT IV: Decision Making, Measurement, and Applications

(15 Classes)

- Using unit economics for business decision-making
- Identifying profitable vs non-profitable units
- Unit economics and funding decisions
- Break-even analysis using unit economics
- Sensitivity analysis and scenario planning
- Improving unit economics: cost control and value enhancement
- Unit economics dashboards and basic Excel models
- Ethical considerations and sustainability in unit economics
- Practical application through mini-projects

Teaching–Learning Methods

Lectures, problem-solving sessions, case studies, Excel-based exercises, group discussions, startup examples, and project work.

Recommended Textbooks:

1. Lean Analytics
   Excellent for understanding startup metrics, CAC, LTV, scalability, and data-driven decision-making.
2. The Lean Startup
   Useful for startup economics, sustainability, experimentation, and business model validation.
3. Financial Intelligence for Entrepreneurs
   Covers cost structures, margins, profitability, and financial decision-making in simple language.
4. Managerial Economics
   Published by Kalyani Publishers — Covers pricing, cost structures, break-even analysis, and managerial decisions.
5. Entrepreneurship Development
   Useful for startup economics, business sustainability, and entrepreneurial applications.

SDG Mapping for Unit Economics

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of analytical, financial, and entrepreneurial decision-making competencies
SDG 8	Decent Work and Economic Growth	Supporting startup sustainability, MSME growth, and financially viable entrepreneurial ventures
SDG 9	Industry, Innovation and Infrastructure	Application of business metrics and financial models for innovation and scalable enterprise development
SDG 12	Responsible Consumption and Production	Promotion of efficient resource utilization, cost optimization, and sustainable business operations
SDG 17	Partnerships for the Goals	Strengthening investor-oriented financial planning and business performance evaluation practices

Course Category	**Course Code**	**Course Title**	**Credits**			**Total Credit**
			L	**T**	**P**	
Skill Enhancement Courses (Core)	BE30004	Ethics, CSR and Corporate Governance	3	1	0	4

Course Objectives

The course aims to sensitize students to ethical values, responsible business practices, and good governance systems. It seeks to build awareness about ethical decision-making, corporate social responsibility, and governance frameworks, with special emphasis on inclusive development, tribal welfare, sustainability, and social justice.

Course Outcomes

After completing the course, students will be able to:

Bloom's Level	**Course Outcome**

CO1: Remember	Students will be able to recall and identify ethical values, concepts of Corporate Social Responsibility (CSR), principles of corporate governance, and responsible business practices relevant to society and communities.
CO2: Understand	Students will be able to explain the importance of ethics, CSR, and corporate governance in personal life, professional conduct, business organizations, and social development.
CO3: Apply	Students will be able to apply ethical values, CSR principles, and responsible business practices in personal, professional, and organizational contexts, including tribal and rural development initiatives.
CO4: Analyze	Students will be able to analyze the role of ethics, CSR, and corporate governance in sustainable development, inclusive growth, and socially responsible business management.
CO5: Evaluate	Students will be able to evaluate corporate governance mechanisms, CSR activities, and ethical business practices for promoting sustainable, inclusive, and community-oriented development, particularly in tribal and rural contexts.

PO, PSO, CO Mapping matrix for Ethics, CSR & Corporate Governance

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	2	2	2	1	1	1	–	1	2	2	1	1	1	2	1	2
CO2	2	2	1	2	2	1	1	–	1	2	2	2	2	1	3	1	2
CO3	3	2	1	2	2	1	1	–	1	2	3	1	2	1	2	1	3

CO4	3	2	2	3	2	2	1	–	1	2	2	3	2	1	3	2	2
CO5	3	2	2	2	2	1	2	–	1	3	2	3	2	1	3	1	2
AVG	**2.8**	**2**	**1.6**	**2.2**	**1.8**	**1.2**	**1.2**	**0**	**1**	**2.2**	**2.2**	**2**	**1.8**	**1**	**2.6**	**1.2**	**2.2**

UNIT I: Business Ethics – Concepts and Foundations

(12 Classes)

- Meaning and nature of ethics
- Ethics and values in personal, social, and business life
- Importance of ethics in business and entrepreneurship
- Ethical decision-making process
- Ethical issues in business: corruption, bribery, fraud, discrimination, exploitation
- Role of ethics in sustainable and inclusive development
- Ethics from an indigenous and tribal value perspective

UNIT II: Corporate Social Responsibility (CSR)

(11 Classes)

- Meaning and concept of Corporate Social Responsibility
- Evolution and importance of CSR in India
- Legal framework of CSR in India (Companies Act, 2013 – overview)
- CSR activities related to education, health, environment, tribal welfare, and rural development
- Role of CSR in community development and inclusive growth
- Case studies of CSR initiatives benefiting tribal and marginalized communities

UNIT III: Corporate Governance

(11 Classes)

- Meaning and importance of corporate governance
- Principles of good corporate governance: transparency, accountability, fairness, and responsibility
- Corporate governance structure: Board of Directors, committees, and stakeholders
- Role of ethics in corporate governance
- Corporate governance failures and lessons learned (simple cases)
- Governance practices in public sector and social enterprises

UNIT IV: Ethics, CSR & Governance for Sustainable Development

(11 Classes)

- Business ethics and sustainability
- Environmental ethics and social responsibility
- Role of enterprises in achieving Sustainable Development Goals (SDGs)
- Governance challenges in developing and tribal regions
- Ethical entrepreneurship and social enterprises
- Best practices in ethical leadership and responsible governance

Text Books Recommended

1. **Crane, Andrew & Matten, Dirk** – *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*, Oxford University Press.
2. **Velasquez, Manuel G.** – *Business Ethics: Concepts and Cases*, Pearson Education.
3. **Chakraborty, S. K.** – *Business Ethics and Corporate Governance*, Oxford University Press.
4. **Ghosh, P. K.** – *Corporate Governance and Business Ethics*, McGraw-Hill Education.
5. **Baxi, C. V. & Prasad, Ajit** – *Corporate Social Responsibility: Concepts and Cases*, Excel Books.

Suggested Readings

1. **ICSI** – *Ethics, Corporate Social Responsibility and Governance*, Institute of Company Secretaries of India, New Delhi.
2. **Cadbury Committee Report** – *Report on Corporate Governance* (UK – simplified reference).
3. **OECD** – *Principles of Corporate Governance*.
4. **World Business Council for Sustainable Development (WBCSD)** – CSR and Sustainability Reports.
5. **UN Global Compact** – *Ten Principles on Human Rights, Labour, Environment and Anti-Corruption*.

Online Resources / Study Material (Student-Friendly)

1. **Ministry of Corporate Affairs (MCA), Government of India**
   https://www.mca.gov.in
   (CSR provisions, Companies Act, governance guidelines)
2. **National CSR Portal (Govt. of India)**
   https://csr.gov.in
   (CSR policies, activities, and case examples)
3. **NITI Aayog – Sustainable Development & Governance**
   https://www.niti.gov.in
4. **UN Sustainable Development Goals (SDGs)**
   https://sdgs.un.org
5. **ICSI Learning Resources**
   https://www.icsi.edu

SDG Mapping for Ethics, CSR & Corporate Governance

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of ethical awareness, responsible leadership, and governance knowledge
SDG 5	Gender Equality	Promotion of inclusive CSR initiatives and equitable governance practices
SDG 8	Decent Work and Economic Growth	Encouragement of ethical business conduct and socially responsible entrepreneurship
SDG 10	Reduced Inequalities	CSR initiatives supporting tribal welfare, rural development, and inclusive growth
SDG 12	Responsible Consumption and Production	Promotion of sustainable and responsible corporate practices
SDG 16	Peace, Justice and Strong Institutions	Strengthening corporate governance, transparency, accountability, and ethical institutional practices

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Courses (Core)	BE30006	Field Visit and Business Model Presentation	2	0	2	4

Course Objectives

1. To provide students with an understanding of the internal functioning and operations of companies.
2. To help students realize the importance of practical exposure in addition to theoretical business knowledge.
3. To encourage learning beyond classroom academics through real-world industrial exposure.
4. To provide students with practical insights into workplace culture, management, and organizational practices.
5. To develop students' skills in report preparation and presentation based on industrial visits.

Course Outcomes

Bloom's Level	Course Outcome

CO1: Remember	Students will be able to recall and identify technical knowledge, organizational structures, management functions, business operations, and internal functioning of companies and organizations.
CO2: Understand	Students will be able to explain practical aspects of company management, organizational processes, and business operations through field exposure and industrial learning experiences.
CO3: Apply	Students will be able to apply theoretical concepts, managerial principles, and technical knowledge to practical business situations, organizational practices, and real-world experiences.
CO4: Analyze	Students will be able to analyze organizational operations, business practices, workplace challenges, leadership roles, teamwork dynamics, and communication processes in professional environments.
CO5: Evaluate	Students will be able to evaluate industry practices and demonstrate professional qualities such as leadership, integrity, teamwork, communication skills, adaptability, and professional competence required for effective performance in real-world business environments.

PO, PSO, CO Mapping matrix for Field Visit and Business Model Presentation

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	1	3	1	2	2	1	1	2	1	1	3	–	2	2	–	2	3
CO2	1	2	1	3	2	1	2	1	1	2	3	–	2	3	1	2	3
CO3	1	2	2	3	3	1	1	1	1	2	3	–	3	3	1	2	3

CO4	2	1	3	2	2	1	3	1	1	2	3	–	2	2	–	1	3
CO5	1	2	2	3	2	1	2	2	2	2	3	1	2	3	1	2	3
AVG	**1.2**	**2**	**1.8**	**2.6**	**2.2**	**1**	**1.8**	**1.4**	**1.2**	**1.8**	**3**	**0.2**	**2.2**	**2.6**	**0.6**	**1.8**	**3**

Industrial Visit and Report Guidelines

Students will visit Micro, Small, and Medium Enterprises (MSMEs), incubation centers, start-ups, Self-Help Groups (SHGs), NGOs, or individual household entrepreneurs. Based on these visits, students must prepare detailed reports on the functioning of the enterprises.

Students are also required to compile the reports into a compendium and deliver a presentation after submission.

Unit I

Introduction to Business Models

Components of the Business Model Canvas (BMC)

Customer Segments

Value Proposition

Channels

Unit II

Customer Relationships

Revenue Streams

Key Resources

Key Activities

Key Partnerships

Cost Structure

Presentation and report writing

Developing a business model based on field observations

Pitching and presentation techniques

Business Model Presentation and feedback

The report should include the following:

1. Organizational Profile
2. Business Operations and Functioning
3. Finance, Human Resource, Production, and Marketing Activities (Choose any one area)
4. Problems and Obstacles Faced
5. SWOT Analysis
6. Future Challenges and Growth Prospects
7. Suggestions and Recommendations
8. Conclusion

Evaluation Scheme

- Written examination 50
- Industrial Visit: **30 Marks**
- Report Writing: **10 Marks**
- Presentation: **10 Marks**

SDG Mapping for Field Visit and Business Model Presentation

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Experiential learning, industry exposure, practical business understanding, and professional skill development
SDG 8	Decent Work and Economic Growth	Preparation for industry engagement, employability enhancement, and workplace competency development
SDG 9	Industry, Innovation and Infrastructure	Understanding industrial systems, operational practices, and organizational management processes
SDG 12	Responsible Consumption and Production	Awareness regarding sustainable industrial operations and efficient organizational practices
SDG 17	Partnerships for the Goals	Strengthening industry–institution collaboration, networking, and knowledge-sharing through field exposure

Course Category	Course Code	Course Title	Credits			Total Credits
			L	T	P	
General Components Skill Enhancement Course	BV35002	Research Design and Scientific Writing	3	0	1	4

Course Objectives:

1. To understand the fundamentals of research and research design.
2. To develop skills in collecting, analyzing, and interpreting research data.
3. To learn academic and scientific writing standards.
4. To prepare students to write research proposals, reports, and publishable manuscripts.

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

Bloom's Level	Course Outcome
CO1: Remember	Explain the fundamental concepts, principles, research ethics, and scientific methods used in research design and academic writing.
CO2: Understand	Interpret research problems, review relevant literature, formulate research objectives, hypotheses, and select appropriate research designs.
CO3: Apply	Apply suitable research methodologies, sampling techniques, data collection methods, and citation styles to conduct systematic research.
CO4: Analyze	Analyze quantitative and qualitative data using appropriate analytical tools and interpret research findings to address research objectives.
CO5: Evaluate	Evaluate the quality, validity, reliability, ethical standards, and scholarly contributions of research studies and scientific publications.
CO6: Create	Develop research proposals, scientific reports, and publishable research manuscripts by integrating research findings with accepted academic writing and referencing standards.

CO-PO-PSO Mapping for Fundamentals of Entrepreneurship

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

COs / POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	1	1	1	–	1	1	1	1	1	–	3	1	–	1	1
CO2	1	3	2	2	2	1	1	1	2	1	2	1	3	2	1	2	2
CO3	1	2	1	3	3	2	1	1	1	1	2	1	3	3	1	2	2
CO4	2	2	2	3	2	1	1	1	1	2	2	1	2	2	3	2	2
CO5	2	2	2	3	3	2	1	1	2	2	3	1	3	3	2	2	3
CO6	2	2	2	2	3	2	1	2	2	2	1	2	1	1	3	3	3
AVG	1.5	2.3	1.7	2.3	2.3	1.6	1.0	1.2	1.5	1.5	1.8	1.2	2.5	2.0	2.0	2.0	2.2

Unit I: Foundations of Research and Research Design

Topics

- Meaning, nature, scope, and importance of research
- Types of research: Basic, Applied, Action, Exploratory, Descriptive, Explanatory, Experimental
- Research process and scientific method
- Research problem identification
- Literature review and research gap identification
- Research objectives and research questions
- Hypothesis: Meaning, formulation, and testing
- Variables and conceptual framework
- Research ethics and responsible conduct of research

Unit II: Research Design and Data Collection

Topics

- Meaning and components of research design
- Quantitative, Qualitative, and Mixed-method research
- Sampling: Population, sampling frame, sample size
- Probability and non-probability sampling techniques
- Sources of data: Primary and Secondary
- Data collection methods
    - Questionnaire
    - Interview
    - Observation
    - Focus Group Discussion (FGD)
    - Case Study
- Questionnaire design and pilot testing
- Reliability and validity

Unit III: Data Analysis and Interpretation

Topics

- Data preparation and coding
- Data cleaning and tabulation
- Descriptive statistics
    - Mean
    - Median
    - Mode
    - Standard deviation
- Introduction to inferential statistics
- Correlation and Regression (basic concepts)
- Introduction to software
    - MS Excel
    - SPSS
    - R
- Data visualization
- Interpretation of results
- Drawing conclusions and managerial implications

Unit IV: Scientific Writing and Research Publication

Topics

- Principles of academic and scientific writing
- Structure of a research paper
    - Title
    - Abstract
    - Keywords
    - Introduction
    - Literature Review

    - Methodology
    - Results
    - Discussion
    - Conclusion
    - References
- Citation styles (APA 7th, IEEE, Chicago)
- Reference management tools (Mendeley, Zotero)
- Avoiding plagiarism
- AI-assisted academic writing: opportunities and ethical use
- Selecting journals and conferences
- Peer review and publication process
- Writing research proposals and project reports

Practical

- Writing an abstract
- Preparing a literature review
- Managing references using Mendeley/Zotero
- Plagiarism checking
- Preparing a mini research paper
- Identifying a research problem
- Preparing a problem statement
- Developing research objectives and hypotheses
- Designing a questionnaire using Google Forms
- Selecting an appropriate sampling technique
- Preparing a data collection plan
- Data entry in Excel/SPSS
- Creating tables and charts
- Basic statistical analysis
- Interpretation of findings

Suggested Textbooks

Text Books

1. **Kothari, C. R., & Garg, G. (2019).** *Research Methodology: Methods and Techniques* (4th ed.). New Age International Publishers.
    - **Best for:** Research process, research design, sampling, and data collection.
    - **Level:** Undergraduate and Postgraduate.
2. Thomas, C. G. (2021). ***Research methodology and scientific writing*** **(2nd ed.). Springer.**
    - **https://doi.org/10.1007/978-3-030-64865-7**
    - **Level:** Undergraduate and Postgraduate
3. Kumar., R.(2025) Research Methodology: A step-by-step guide for beginners 6th Edition (SAGE Publication)

Level: Undergraduate and Postgraduate

4. Gastel, B., & Day, R. A. (2024). ***How to write and publish a scientific paper*** **(9th ed.). Cambridge University Press.**

Reference Book

5. **Sekaran, U., & Bougie, R. (2020).** *Research Methods for Business: A Skill Building Approach* (8th ed.). John Wiley & Sons.
    - **Best for:** Business and management research, questionnaire design, and data analysis.
6. **Creswell, J. W., & Creswell, J. D. (2023).** *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (7th ed.). Sage Publications.
    - **Best for:** Research design and mixed-methods research.

SDG No.	SDG Title	Nature of Contribution to this Subject
SDG 4	**Quality Education**	Develops research skills, critical thinking, scientific writing, lifelong learning, and evidence-based knowledge creation to improve academic quality and professional competence.
SDG 8	**Decent Work and Economic Growth**	Equips students with research competencies to identify entrepreneurial opportunities, solve business problems, and support innovation-driven economic growth.
SDG 9	**Industry, Innovation and Infrastructure**	Promotes innovation through systematic research, problem-solving, technology adoption, and evidence-based decision-making for sustainable industrial development.
SDG 10	**Reduced Inequalities**	Supports inclusive research by addressing issues of marginalized and tribal communities, ensuring equitable participation and policy recommendations.
SDG 16	**Peace, Justice and Strong Institutions**	Emphasizes research ethics, academic integrity, transparency, plagiarism prevention, and responsible conduct of research, strengthening trustworthy institutions.
SDG 17	**Partnerships for the Goals**	Encourages collaborative research, interdisciplinary studies, academic networking, and knowledge sharing among institutions, industries, and communities to achieve sustainable development goals.

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Enhancement Courses	BE35004	Statistics for Entrepreneur	3	1	0	4

Course Objective

The objective of this course is to help students understand basic statistical concepts and apply simple statistical tools for business decision-making.

Course Outcomes

After completing the course, students will be able to:

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify basic statistical concepts, terminology, formulas, probability principles, sampling methods, correlation, regression, and index numbers used in statistical analysis.
CO2: Understand	Students will be able to explain statistical concepts, data classification methods, probability theories, correlation and regression techniques, index numbers, and sampling procedures used in business and research contexts.
CO3: Apply	Students will be able to apply statistical tools and techniques such as correlation, regression, probability, index numbers, and sampling methods for data analysis, forecasting, and business decision-making.
CO4: Analyze	Students will be able to analyze and summarize quantitative data using statistical methods to identify trends, relationships, patterns, and variations for meaningful interpretation and inference.
CO5: Evaluate	Students will be able to evaluate appropriate statistical techniques and sampling methods to ensure accurate data interpretation, reliable statistical inference, and effective decision-making in practical situations.

PO, PSO, CO Mapping matrix for Business Statistics

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs &	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**

PSOs																	
CO1	1	3	1	2	2	2	1	1	1	1	2	–	2	2	–	1	2
CO2	1	2	1	3	3	2	1	1	1	1	3	–	2	3	1	1	3
CO3	1	2	1	3	3	2	1	2	1	1	3	–	2	3	1	2	3
CO4	1	2	2	3	3	2	1	1	1	2	3	1	3	3	1	2	3
CO5	1	2	2	3	3	3	1	1	1	2	3	–	2	3	1	1	3
AVG	**1**	**2.2**	**1.4**	**2.8**	**2.8**	**2.2**	**1**	**1.2**	**1**	**1.4**	**2.8**	**0.2**	**2.2**	**2.8**	**0.8**	**1.4**	**2.8**

Unit I: Introduction to Statistics

- Meaning and Importance of Statistics
- Types of Data (Primary & Secondary)
- Classification and Tabulation of Data
- Measures of Central Tendency (Mean, Median, Mode)

Unit II: Measures of Dispersion

- Meaning of Dispersion
- Range, Quartile Deviation
- Mean Deviation
- Standard Deviation and Variance
- Importance in business

Unit III: Correlation and Regression

- Meaning of Correlation
- Types of Correlation
- Karl Pearson’s Coefficient of Correlation
- Meaning of Regression
- Simple Linear Regression

Unit IV: Probability and Index Numbers

- Basic Concepts of Probability
- Simple Probability Problems
- Meaning and Uses of Index Numbers
- Consumer Price Index

Skill Development Activities / Practical Exercises

VI. Group Discussion / Debate
VII. Quiz
VIII. PPT Presentation
IX. Assignment Writing
X. Seminars

Text Books Recommended

1. Gupta, S. C., *Fundamentals of Statistics*, Himalaya Publishing House.
2. Gupta, S. P., and Gupta, Archana, *Statistical Methods*, Sultan Chand & Sons, New Delhi.

Suggested Readings

1. Anderson, Sweeney, and Williams, *Statistics for Students of Economics and Business*, Cengage Learning.
2. Levine, David M., Berenson, Mark L., Krehbiel, Timothy C., and Viswanathan, P. K., *Business Statistics: A First Course*, Pearson Education.
3. Keller, G., and Arora, H., *BSTAT*, Cengage Learning.
4. Levin, Richard, Rubin, David S., Rastogi, Sanjay, and Siddiqui, H. M., *Statistics for Management*, Pearson Education.
5. Spiegel, Murray R., Stephens, Larry J., and Kumar, Narinder, *Statistics* (Schaum's Outline Series).
6. Patri, P., and Patri, P., *Business Statistics*, Kalyani Publishers, New Delhi.
7. Sahoo, S. K., and Prusty, P. K., *Business Statistics*, Vrinda Publications (P) Ltd.
8. Agarwal, S. C., *Business Statistics*, V.K. Global Publications Pvt. Ltd., New Delhi.
9. Sharma, J. K., *Fundamentals of Business Statistics*, Vikas Publishing House.
10. Siegel, Andrew F., *Practical Business Statistics*, McGraw Hill Education.
11. Vohra, N. D., *Business Statistics*, McGraw Hill Education.
12. Online Resource: https://youtu.be/XBcLLljZ1xI

SDG Mapping for Business Statistics

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of quantitative reasoning, analytical thinking, and statistical competencies

SDG 8	Decent Work and Economic Growth	Application of statistical tools for business forecasting, productivity, and economic decision-making
SDG 9	Industry, Innovation and Infrastructure	Use of data analysis techniques for business innovation, market analysis, and operational planning
SDG 12	Responsible Consumption and Production	Data-driven decision-making for efficient resource utilization and sustainable business practices
SDG 17	Partnerships for the Goals	Statistical analysis supporting research collaboration, surveys, and evidence-based institutional planning

Fourth Year

SEMESTER-7

Course Objectives

1. To provide students with extensive industry exposure and practical experience in a professional work environment.
2. To enable students to apply theoretical and technical knowledge to real-world industrial and business situations.
3. To develop professional competencies such as communication, teamwork, problem-solving, and leadership skills.
4. To familiarize students with organizational structure, work culture, ethics, and management practices.
5. To encourage experiential learning through project work, report preparation, and professional presentations.

Course Outcomes

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify academic concepts, technical skills, industrial processes, organizational structures, workplace ethics, and reporting procedures relevant to internship and industrial training.
CO2: Understand	Students will be able to explain industrial operations, management practices, organizational functioning, workplace communication, teamwork, and professional responsibilities through practical exposure.
CO3: Apply	Students will be able to apply academic knowledge, technical skills, communication abilities, teamwork, and leadership qualities effectively in industrial and organizational settings.

CO4: Analyze	Students will be able to analyze workplace problems, industrial practices, operational challenges, and organizational issues to develop practical and innovative solutions.
CO5: Evaluate	Students will be able to evaluate industrial experiences, professional practices, and organizational performance while preparing comprehensive internship reports and presenting findings in a professional and structured manner.

PO, PSO, CO Mapping matrix for Industrial Internship

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	1	3	2	2	2	1	1	2	1	1	3	–	2	3	–	2	3
CO2	1	2	2	3	3	2	1	1	1	1	3	–	3	3	1	2	3
CO3	3	2	3	2	2	1	3	1	1	2	3	–	2	2	–	1	3
CO4	1	3	2	3	2	1	2	1	1	2	3	1	2	3	1	2	3
CO5	2	2	3	2	2	3	1	2	2	2	3	–	2	2	1	2	3
AVG	**1.6**	**2.4**	**2.4**	**2.4**	**2.2**	**1.6**	**1.6**	**1.4**	**1.2**	**1.6**	**3**	**0.2**	**2.2**	**2.6**	**0.6**	**1.8**	**3**

Objectives	• To provide hands-on exposure to real business environments, enabling students to understand the functioning of enterprises and startups. • To develop entrepreneurial competencies, including opportunity identification, problem-solving, and decision-making in practical settings. • To enhance students' ability to apply theoretical knowledge in real-world business operations, such as marketing, finance, HR, and production. • To build industry readiness, professional ethics, and work discipline, preparing students for self-employment or organizational roles. • To encourage students to identify business opportunities and develop startup ideas based on internship experience.
Pre-Requisites	• Basic knowledge of entrepreneurship, management, and business fundamentals. • Completion of introductory courses in marketing, finance, and operations (as per semester structure). • Orientation on workplace ethics, communication skills, and internship expectations. • Approval of internship placement (industry/startup/NGO) relevant to entrepreneurship development.
Teaching Pedagogy	• Experiential Learning: Direct engagement in business activities, startup operations, or community enterprises. • Mentorship-Based Learning: Guidance from industry supervisors and faculty mentors. • Project-Based Learning: Completion of assigned tasks such as market surveys, business process analysis, or small project execution. • Reflective Learning: Maintenance of internship diary/logbook and submission of reflective reports. • Evaluation & Presentation: Final report submission, viva voce, and presentation of learning outcomes and business insights.

METHOD OF EVALUATION:

· During the seminar session each student is expected to prepare and present a topic on engineering/ technology, for duration of about 8 to 10 minutes.

- In a session of one period per week, 5 students are expected to present the seminar.
- Each student is expected to present at least twice during the semester and the student is evaluated
- based on that.
- At the end of the semester, he /
- She can submit a report on his / her topic of seminar and marks are given based on the report.
- A Faculty guide is to be allotted and he / she will guide and monitor the progress of the student
- and maintain attendance also.
- Evaluation is 100% internal.

SDG Mapping for Business Statistics

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Experiential learning, skill development, industry exposure, and practical application of academic knowledge
SDG 8	Decent Work and Economic Growth	Enhancement of employability skills, workplace competencies, and professional preparedness
SDG 9	Industry, Innovation and Infrastructure	Understanding industrial operations, management systems, and organizational functioning
SDG 12	Responsible Consumption and Production	Exposure to efficient industrial practices and sustainable organizational processes
SDG 17	Partnerships for the Goals	Strengthening industry–institution collaboration and professional networking through internship engagement

SEMESTER-8 without research

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Courses	BE40002	Business Proposal Development and Project Writing	2	1	1	4

(Core)						

Course Objectives

The course aims to develop research aptitude among students and equip them with the skills required to conduct business research and prepare structured business research projects. It emphasizes problem identification, data collection, analysis, interpretation, and professional project report writing for academic and industry purposes.

Course Outcomes

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

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the fundamental concepts, terminology, types, tools, and processes involved in business research and research methodology.
CO2: Understand	Students will be able to explain the importance, applications, methods, and procedures of business research, including data collection, analysis, interpretation, and report preparation.
CO3: Apply	Students will be able to apply appropriate research methodologies, data collection techniques, and analytical tools to investigate and solve business problems systematically.
CO4: Analyze	Students will be able to analyze and interpret business data critically to derive meaningful findings, conclusions, and recommendations for decision-making.
CO5: Evaluate	Students will be able to evaluate research outcomes and prepare structured, plagiarism-free research/project reports while effectively presenting findings for academic and industry applications.
CO6: Create	Develop bankable business proposals and project reports to obtain funding for business innovation and entrepreneurial ventures.

PO, PSO, CO Mapping matrix for Business Project Writing

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**

& PSOs																	
CO1	1	3	1	2	2	3	1	1	1	1	2	–	2	2	1	1	2
CO2	1	2	1	3	3	3	1	1	1	1	2	–	2	3	1	1	2
CO3	1	2	2	3	3	3	1	2	1	1	3	–	3	3	2	2	3
CO4	2	2	2	2	2	3	1	2	1	1	3	–	2	2	1	1	3
CO5	1	2	3	2	2	2	2	2	2	2	3	–	2	2	1	2	3
AVG	**1.2**	**2.2**	**1.8**	**2.4**	**2.4**	**2.8**	**1.2**	**1.6**	**1.2**	**1.2**	**2.6**	**0**	**2.2**	**2.4**	**1.2**	**1.4**	**2.6**

Unit I: Introduction to Business Research

- Meaning, nature, and scope of business research
- Importance of research in business decision-making
- Types of research: exploratory, descriptive, analytical, and causal
- Basic research terminology: research problem, objectives, hypothesis, variables
- Research ethics and plagiarism awareness

Unit II: Research Design and Data Collection Methods

- Research design: meaning and types
- Sources of data: primary and secondary data
- Methods of primary data collection: questionnaire, interview, observation, focus group discussion
- Sampling concepts: population, sample, sampling techniques (probability and non-probability sampling)
- Questionnaire design and scaling techniques

Unit III: Data Analysis and Interpretation

- Data editing, coding, classification, and tabulation
- Use of basic statistical tools for business research
- Interpretation of data and drawing inferences

- Presentation of data through tables, charts, and graphs
- Introduction to tools like MS Excel/SPSS (conceptual exposure)

Unit IV: Business Project Report Writing and Presentation

- Meaning and importance of business project work
- Structure of a business research/project report
    - Title page, abstract, introduction, literature review
    - Research methodology
    - Data analysis and findings
    - Conclusions and suggestions
- Referencing styles (APA/Harvard) and bibliography
- Project presentation techniques and viva-voce preparation

Practical / Project Component (Integrated)

- Identification of a real business problem
- Preparation of research proposal
- Field data collection and analysis
- Writing and submission of a complete business project report
- Oral presentation and evaluation

Recommended Text Books

1. Kothari, C. R., *Research Methodology: Methods and Techniques*, New Age International.
2. Krishnaswamy, O. R., Sivakumar, A. I., & Mathirajan, M., *Management Research Methodology*, Pearson Education.
3. Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M., *Business Research Methods*, Cengage Learning.

Suggested Readings / Study Materials

1. Saunders, M., Lewis, P., & Thornhill, A., *Research Methods for Business Students*, Pearson.
2. Cooper, D. R., & Schindler, P. S., *Business Research Methods*, McGraw Hill.
3. UGC & AICTE Research Methodology Modules (SWAYAM platform)
4. Online Resources:
    - https://swayam.gov.in
    - https://ndl.iitkgp.ac.in

SDG Mapping for Business Project Writing

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of research, analytical, academic writing, and presentation competencies
SDG 8	Decent Work and Economic Growth	Research-based business problem solving and entrepreneurial decision-making

SDG 9	Industry, Innovation and Infrastructure	Application of business research for innovation, enterprise development, and industrial improvement
SDG 12	Responsible Consumption and Production	Encouragement of ethical research and sustainable business analysis
SDG 17	Partnerships for the Goals	Collaborative research, academic–industry interaction, and knowledge-sharing practices

Course Category	**Course Code**	**Course Title**	**Credits**			**Total Credit**
			L	**T**	**P**	
Skill Courses (Core)	BE40004	Manufacturing Readiness Level (MRL)	3	1	0	4

Course Objectives

1. Understand the concept and importance of Manufacturing Readiness Level (MRL).
2. Identify the stages involved in manufacturing a product.
3. Apply basic manufacturing planning and production concepts.
4. Analyze manufacturing readiness and production challenges.
5. Evaluate the readiness of a product for commercial manufacturing and market launch.

Course Outcomes

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

Bloom's Level	**Course Outcome**
CO1: Remember	Recall the concepts, stages, and importance of Manufacturing Readiness Level (MRL) in product development.
CO2: Understand	Explain the manufacturing process, production planning, and the resources required to manufacture a product.
CO3: Apply	Apply basic manufacturing planning techniques to develop a simple production plan for a product or entrepreneurial venture.
CO4: Analyze	Analyze manufacturing readiness, production challenges, and operational risks in startups and MSMEs.
CO5: Evaluate	Evaluate the manufacturing readiness of a product or business idea and recommend improvements for successful commercialization.

PO, PSO, CO Mapping matrix for Business Project Writing

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	1	2	2	3	1	1	1	1	2	–	2	2	1	1	2
CO2	1	2	1	3	3	3	1	1	1	1	2	–	2	3	1	1	2
CO3	1	2	2	3	3	3	1	2	1	1	3	–	3	3	2	2	3
CO4	2	2	2	2	2	3	1	2	1	1	3	–	2	2	1	1	3
CO5	1	2	3	2	2	2	2	2	2	2	3	–	2	2	1	2	3
AVG	**1.2**	**2.2**	**1.8**	**2.4**	**2.4**	**2.8**	**1.2**	**1.6**	**1.2**	**1.2**	**2.6**	**0**	**2.2**	**2.4**	**1.2**	**1.4**	**2.6**

Unit I: Introduction to Manufacturing Readiness

Concept and importance of Manufacturing Readiness Level (MRL),

Objectives and benefits of MRL

Manufacturing Readiness Levels (MRL 1–10): Overview

Difference between Technology Readiness Level (TRL) and Manufacturing Readiness Level (MRL)

Product life cycle: Idea to Market

Unit II: Manufacturing Planning

- Production process planning
- Workforce and infrastructure requirements
- Quality standards and workplace safety

Unit III: Manufacturing Operations

Manufacturing process

Production cost and budgeting

Inventory and supply chain basics

Manufacturing risks and problem-solving

Improving manufacturing efficiency

Unit IV: Manufacturing Readiness Assessment and Commercialization

Manufacturing readiness assessment process

Pilot production and commercial production

Product commercialization strategies

Case studies of MSMEs, startups, and tribal enterprises

Preparation and presentation of a Manufacturing Readiness Report

Recommended Text Books

1. Groover, M. P. (2020). *Fundamentals of Modern Manufacturing: Materials, Processes, and Systems* (7th ed.). John Wiley & Sons.
2. Kalpakjian, S., & Schmid, S. R. (2020). *Manufacturing Engineering and Technology* (8th ed.). Pearson.
3. Chitale, A. K., & Gupta, R. C. (2019). *Product Design and Manufacturing*. PHI Learning.
4. Khanna, O. P. (2019). *Industrial Engineering and Production Management*. Dhanpat Rai Publications.
5. Rao, P. N. (2017). *Manufacturing Technology* (Vols. I & II). McGraw-Hill Education.

SDG Mapping for Business Project Writing

SDG No.	SDG Title	Nature of Contribution
SDG 8	**Decent Work and Economic Growth**	Develops manufacturing skills, promotes entrepreneurship, and creates employment through efficient production systems.
SDG 9	**Industry, Innovation and Infrastructure**	Enhances manufacturing readiness, industrial innovation, technology adoption, and infrastructure for sustainable industrial growth.
SDG 12	**Responsible Consumption and Production**	Promotes resource-efficient manufacturing, quality production, waste reduction, and sustainable manufacturing practices

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Courses (Core)	BE40006	Social Enterprise Management	3	1	0	4

Course Objectives

After completing this course, students will be able to:

1. Understand the concepts, principles, and importance of social enterprise and social entrepreneurship.
2. Develop skills to identify social problems and design sustainable social enterprise solutions.
3. Apply management practices in planning, operating, and managing social enterprises.
4. Evaluate the social, economic, and environmental impact of social enterprises for sustainable community development.

Pedagogy

Lectures, PowerPoint Presentations, Industrial Visits, Assignments, Case Discussions, Projects, and Seminars.

Course Outcomes

After completing the course, students will be able to:

Bloom's Level	Course Outcome
CO1: Remember	Recall the concepts, principles, types, and characteristics of social enterprises and social entrepreneurship.
CO2: Understand	Explain the process of establishing and managing a social enterprise, including its business models, legal forms, and funding sources.
CO3: Apply	Apply appropriate management, marketing, financial, and leadership practices to develop a social enterprise for solving community problems.
CO4: Analyze	Analyze the operational challenges, stakeholder needs, and social impact of social enterprises in different sectors.
CO5: Evaluate	Evaluate the sustainability, social impact, and business performance of social enterprises and recommend strategies for their growth and long-term success.

PO, PSO, CO Mapping matrix for Operations Logistics and Supply Chain Management

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	2	3	1	2	2	1	1	2	1	1	3	–	2	3	–	2	3

CO2	1	2	1	3	3	1	1	1	1	1	3	1	3	3	1	2	3
CO3	1	2	2	2	3	2	2	1	1	1	3	1	3	3	1	2	3
CO4	1	2	1	3	3	2	1	2	1	1	3	1	2	3	1	2	3
CO5	2	2	2	3	3	2	2	1	1	2	3	2	2	3	2	2	3
AVG	**1.2**	**2.2**	**1.4**	**2.8**	**2.8**	**1.6**	**1.4**	**1.4**	**1**	**1.2**	**3**	**1**	**2.2**	**3**	**1**	**2**	**3**

Unit I: Introduction to Social Enterprise

- Concept and importance of Social Enterprise
- Difference between Business Enterprise, NGO, and Social Enterprise
- Characteristics of a Social Entrepreneur
- Social problems and business opportunities
- Social enterprises in India and the role of government

Unit II: Planning and Developing a Social Enterprise

- Identifying social needs and opportunities
- Mission, vision, and objectives of a social enterprise
- Social Business Model Canvas
- Legal forms of social enterprises (NGO, Trust, Society, Section 8 Company, Cooperative)
- Resource mobilization and fundraising

Unit III: Managing Social Enterprises **Leadership and team building**

- Financial management and budgeting
- Marketing and branding of social enterprises
- Human resource and volunteer management
- Use of digital tools and technology in social enterprises

Unit IV: Social Impact and Sustainability **Measuring social impact**

- Sustainable business practices
- Social innovation and value creation
- Case studies of successful social enterprises (e.g., Amul, SELCO, Aravind Eye Care, Barefoot College, KISS Foundation)
- Preparation and presentation of a Social Enterprise Business Plan

Recommended Text Books

1. Bornstein, D., & Davis, S. (2010). *Social Entrepreneurship: What Everyone Needs to Know*. Oxford University Press.
2. Brooks, A. C. (2009). *Social Entrepreneurship: A Modern Approach to Social Value Creation*. Pearson Education.
3. Dees, J. G., Emerson, J., & Economy, P. (2001). *Enterprising Nonprofits: A Toolkit for Social Entrepreneurs*. John Wiley & Sons.
4. Nicholls, A. (Ed.). (2006). *Social Entrepreneurship: New Models of Sustainable Social Change*. Oxford University Press.
5. Alter, K. (2007). *Social Enterprise Typology*. Virtue Ventures LLC.
6. Khanka, S. S. (2022). *Entrepreneurial Development*. S. Chand Publishing.
7. Gupta, C. B., & Srinivasan, N. P. (2021). *Entrepreneurial Development*. Sultan Chand & Sons.
8. Prahalad, C. K. (2019). *The Fortune at the Bottom of the Pyramid: Eradicating Poverty Through Profits*. Pearson.

SDG No.	SDG Title	Nature of Contribution
SDG 1	**No Poverty**	Creates sustainable livelihood opportunities through social enterprises that address poverty and community development.
SDG 8	**Decent Work and Economic Growth**	Promotes social entrepreneurship, employment generation, skill development, and inclusive economic growth.
SDG 10	**Reduced Inequalities**	Encourages inclusive enterprise models that empower women, tribal communities, rural populations, and other marginalized groups through equitable economic participation.

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Skill Enhancement Course (SEC)	BE45002	Operations Logistics and Supply Chain Management	3	1	0	4

Course Objectives

The objective of this course is to help students understand the strategic importance of operations and how effective operations management can provide a competitive advantage in the workplace.

Pedagogy

Lectures, PowerPoint Presentations, Industrial Visits, Assignments, Case Discussions, Projects, and Seminars.

Course Outcomes

After completing the course, students will be able to:

Bloom's Level	Course Outcome
CO1: Remember	Students will be able to recall and identify the concepts, principles, terminology, techniques, and processes related to industrial operations, facility location, plant layout, inventory management, and quality management.
CO2: Understand	Students will be able to explain modern industrial operations, facility location and layout methods, operational resource planning, inventory control systems, and quality management practices used in organizations.
CO3: Apply	Students will be able to apply facility location and layout techniques, operational planning methods, inventory management tools, and quality management practices to improve organizational efficiency and operational performance.
CO4: Analyze	Students will be able to analyze operational resources, inventory requirements, process efficiency, quality standards, and business challenges to support effective industrial and organizational decision-making.
CO5: Evaluate	Students will be able to evaluate industrial operations, inventory systems, and quality management practices to recommend improvements for maintaining standards, enhancing competitiveness, and delivering customer value.

PO, PSO, CO Mapping matrix for Operations Logistics and Supply Chain Management

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	1	2	2	1	1	2	1	1	3	–	2	3	–	2	3

CO2	1	2	1	3	3	1	1	1	1	1	3	1	2	3	1	2	3
CO3	1	2	2	3	3	2	2	1	1	1	3	1	3	3	1	2	3
CO4	1	2	1	3	3	2	1	2	1	1	3	1	2	3	1	2	3
CO5	2	2	2	3	3	2	2	1	1	2	3	2	2	3	2	2	3
AVG	1.2	2.2	1.4	2.8	2.8	1.6	1.4	1.4	1	1.2	3	1	2.2	3	1	2	3

Unit I: 10 Classroom Contact Hours

Basics of Production and Operations Management

Operations Management – distinction between production and operations; product and service conversion process; strategic decisions in operations; types of production processes including project, job shop, batch, mass/line, and continuous production; production and productivity.

Work Study – method study and procedure; process flow analysis; motion study and principles of motion economy; work measurement; importance of rating and allowances; stopwatch time study; work sampling.

Unit II: 15 Classroom Contact Hours

Facility Location and Layout

Factors influencing location decisions; location decision techniques including qualitative methods, weighted factor rating method, break-even analysis, centre of gravity technique, load distance technique, and Bridgman's dimensional analysis.

Facility layout – layout planning; classical layouts such as product, process, and fixed-position layouts; relationship diagrams and block diagramming; line balancing; service layouts; modern layouts including hybrid layout, cellular layout, cell shop, and group technology.

Unit III: 10 Classroom Contact Hours

Operations Planning

Capacity planning – factors affecting capacity, effects of inadequate and excess capacity, and capacity planning strategies.

Aggregate planning – relevant costs and strategies.

Scheduling – scheduling in line and intermittent processes; scheduling using Gantt charts; Johnson's algorithm; priority dispatching rules.

Unit IV: 10 Classroom Contact Hours

Inventory Management

Inventory management – relevant inventory costs; basic EOQ model; production model; EOQ with quantity discounts; safety stock and service level; P and Q systems of inventory control; selective inventory control techniques including ABC analysis and other classifications; materials requirement planning (MRP); just-in-time (JIT); basic concepts of logistics and supply chain management.

Unit V: 10 Classroom Contact Hours

Quality Management

Concept and dimensions of quality; cost of quality; design of quality control systems; statistical quality control including acceptance sampling and operating characteristic curves (OC curves); control charts ($\bar{X}$, R, and P charts).

Concepts of Total Quality Management (TQM), Six Sigma, and ISO 9000 standards.

Recommended Books

1. Chase, Jacob, Aquilano, and Agarwal, *Operations Management*, Tata McGraw-Hill.
2. Aswathappa, K., and Bhat, K., *Production and Operations Management*, Himalaya Publishing House.
3. Russell, R. S., and Taylor, B. W., *Operations Management*, Pearson / PHI.
4. Gaither, N., and Frazier, G., *Operations Management*, Thomson.
5. Adam, E. E. Jr., and Ebert, R. J., *Production and Operations Management*, PHI.

Krajewski, L. J., Ritzman, L. P., and Malhotra, M. K., *Operations Management*, Pearson.

Reference Materials and Digital Resources

1. Chopra, S., & Meindl, P. (2022). *Supply Chain Management* (8th ed.). Pearson.

2. Heizer, J., Render, B., & Munson, C. *Operations Management*. Pearson.

SDG Mapping for Operations Logistics and Supply Chain Management

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of operational, analytical, and logistics management competencies
SDG 8	Decent Work and Economic Growth	Efficient operations and supply chain systems supporting industrial productivity and enterprise growth

SDG 9	Industry, Innovation and Infrastructure	Application of modern logistics, inventory systems, and operational innovations
SDG 12	Responsible Consumption and Production	Inventory optimization, waste reduction, quality management, and sustainable operational practices
SDG 13	Climate Action	Promotion of sustainable logistics and environmentally responsible supply chain management practices

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
	BE45004	Project Management and Contingency Planning	3	1	0	4

Course Objectives

1. To familiarize the students with the various aspects of Projects
2. To provide key guidelines relevant to project planning, analysis, financing, selection, implementation and review.

Course Outcomes

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

Bloom's Level	Course Outcome
CO1: Remember	Recall the concepts, principles, phases, and terminology of project management and contingency planning.
CO2: Understand	Explain the processes of project planning, feasibility analysis, financing, project selection, implementation, monitoring, and contingency planning.
CO3: Apply	Apply project planning tools and techniques to prepare project schedules, budgets, risk management plans, and contingency plans for business projects.
CO4: Analyze	Analyze project feasibility, resource allocation, project risks, and implementation challenges to support effective decision-making.
CO5: Evaluate	Evaluate project performance and recommend appropriate project management and contingency strategies for successful project completion.

PO, PSO, CO Mapping matrix for Women-Led Entrepreneurship

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs & PSOs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	1	2	2	1	1	1	1	2	2	1	2	2	2	1	2
CO2	2	3	2	3	2	2	2	2	2	2	2	2	3	3	3	2	2
CO3	2	3	2	3	3	2	3	2	2	2	2	2	3	3	3	3	2
CO4	2	3	2	3	3	3	3	2	2	2	3	2	3	3	3	2	3
CO5	2	3	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3
Average	2.0	3.0	2.0	2.8	2.6	2.2	2.4	1.8	2.0	2.2	2.4	1.8	2.8	2.8	2.8	2.2	2.4

Unit I: 10, Classroom Contact Hours

Introduction to Project Management

I Introduction: Meaning and characteristics of project; Meaning, scope , characteristics, need & importance of project management; Project Management: Forms of Project Organization, Project Planning, Project Control, Human Aspects of Project Management, Pre- Requisites for Successful Implementation

Unit II: 10, Classroom Contact Hours

Project Planning

Project Planning: project identification, project formulation, Feasibility Analysis : Financial appraisal, socio cost benefit appraisal, market appraisal, phases of project life cycle Generation and Screening of Project Ideas: Generation of Ideas, Monitoring the Environment, Corporate Appraisal, Profit Potential of Industries, Scouting for Project Ideas, Preliminary Screening, Project Rating Index.

Unit III: 10, Classroom Contact Hours

Network TechniquesNetwork Techniques: Development of Project Network, Time Estimation (Simple Practical Problem with EST, EFT, LST, LFT, Total Float), Determination of the Critical Path, Scheduling when Resources are limited, PERT Model, CPM Model (Simple Practical Problem of Crashing), Network Cost System).

Unit IV: 15, Classroom Contact Hours

Project Review and Administrative Aspects

Project Review and Administrative Aspects: Control of In- Progress Projects, Post Completion Audits, Abandonment Analysis, Administrative Aspects of Capital Budgeting, Agency Problem, Evaluating the Capital Budgeting System of an Organization.

Recommended Text Books

1. Chandra, P. (2023). *Projects: Planning, Analysis, Selection, Financing, Implementation and Review* (10th ed.). McGraw Hill Education.
    - *(The most recommended textbook for Indian universities.)*
2. Prasanna Chandra. (2021). *Project Planning, Analysis, Selection, Financing, Implementation and Review*. Tata McGraw-Hill.

Reference Materials and Digital Resources

3. Kerzner, H. (2022). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling* (13th ed.). John Wiley & Sons.
4. Gido, J., Clements, J. P., & Baker, R. (2021). *Successful Project Management* (8th ed.). Cengage Learning.
5. Gray, C. F., & Larson, E. W. (2021). *Project Management: The Managerial Process* (9th ed.). McGraw Hill.
6. Nicholas, J. M., & Steyn, H. (2020). *Project Management for Engineering, Business and Technology* (6th ed.). Routledge.
7. Desai, V. (2020). *Project Management and Entrepreneurship*. Himalaya Publishing House.
8. Maylor, H. (2019). *Project Management* (5th ed.). Pearson Education.

SEMESTER-8 with research (7.5 CGPA Aggregate)

Subject wise detailed syllabus for:

Course Category	Course Code	Course Title	Credits			Total Credit
			L	T	P	
Research	RD40082	Research and Dissertation	0	0	24	12

Course Objectives

The primary objective of this course is to provide students with hands-on experience through field-based research projects that address real-life problems. The course is designed to develop practical research skills by engaging students directly with community-based issues through structured fieldwork and project execution.

Pedagogy

- Field visits
- Data collection and fieldwork
- Supervised research training
- Dissertation preparation
- Seminar presentation and viva voce

Course Learning Outcomes

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

Bloom's Level	**Course Outcome**
Remember	Students will be able to recall the various methods, formats, terminology, and systematic steps involved in report writing and dissertation preparation.
Understand	Students will be able to explain the significance, value, objectives, and practical benefits of conducting field-based research and community studies.
Apply	Students will be able to apply theoretical knowledge, research techniques, and fieldwork methods to analyze and propose solutions to local and community-specific problems.
Analyze	Students will be able to analyze field data systematically for interpretation, comparison, and drawing meaningful conclusions from research findings.
Evaluate	Students will be able to evaluate fieldwork experiences, practical observations, and research outcomes in real-life contexts to assess their social and practical relevance.
Create	Students will be able to develop structured research reports/dissertations and formulate innovative, community-oriented solutions while building self-confidence, problem-solving ability, and leadership qualities for addressing local issues.

PO, PSO, CO Mapping matrix for Dissertation

(3 = High, 2 = Medium, 1 = Low, – = No correlation)

COs / POs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5

& PSOs																	
CO1	1	2	1	2	2	3	1	1	1	1	2	–	1	2	1	1	2
CO2	1	2	1	2	2	3	1	1	1	1	2	1	2	2	2	1	2
CO3	2	2	2	3	3	2	1	1	1	2	3	2	3	2	3	2	3
CO4	1	2	2	3	3	3	1	2	1	1	3	1	2	3	2	2	3
CO5	2	2	2	3	2	2	1	1	2	2	3	1	2	2	2	1	3
CO6	2	1	3	3	3	2	2	1	2	2	3	2	2	2	3	2	3
AVG	1.5	1.8	1.8	2.7	2.5	2.5	1.2	1.2	1.3	1.5	2.7	1.2	2	2.2	2.2	1.5	2.7

Fieldwork and Dissertation Guidelines

Each student shall undergo **15 days of fieldwork** aimed at learning and applying various **scientific data collection techniques**. The fieldwork shall be conducted in a **tribal or rural area** under the supervision of a teacher nominated by the Head of the Department. The exact schedule for commencement of fieldwork shall be notified by the department.

A student who fails to complete the fieldwork within the prescribed academic year may clear the paper only by completing the fieldwork in the subsequent year.

Based on the fieldwork, the student is required to prepare a **dissertation** under the guidance of the supervising teacher. The dissertation must be submitted through the supervisor to the Head of the Department **at least fifteen days prior** to the date notified for examination.

The dissertation shall be evaluated jointly by an **external examiner** and the **internal examiner** (the supervising teacher). Final grading shall be based on the **dissertation, seminar presentation, and viva voce examination**, with marks awarded by both internal and external examiners.

Suggested Readings

1. Ahuja, Ram (2010). *Research Methods*. Jaipur: Rawat Publications.
2. Bauer, M. W., & Gaskell, G. (Eds.). (2000). *Qualitative Research with Text, Image and Sound: A Practical Handbook*. London: Sage Publications.
3. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2000). *Handbook of Qualitative Research*. New York: Sage Publications.
4. Flick, U. (2009). *An Introduction to Qualitative Research* (4th Edition). London: Sage Publications.
5. Grbich, C. (2004). *New Approaches in Social Research*. London: Sage Publications.
6. Gupta, C. B., & Gupta, V. *An Introduction to Statistical Methods*. New Delhi: Vikas Publishing House Pvt. Ltd.
7. Kothari, C. R. *Research Methodology: Methods and Techniques*. New Delhi: Wiley Eastern Limited.

Silverman, D. (Ed.). (2011). *Qualitative Research* (3rd Edition). London: Sage Publications.

SDG Mapping for Dissertation

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of research, analytical, academic writing, and field investigation competencies
SDG 8	Decent Work and Economic Growth	Research-driven entrepreneurial and community problem-solving approaches
SDG 10	Reduced Inequalities	Field studies addressing local and community-specific developmental issues
SDG 11	Sustainable Cities and Communities	Community-oriented research contributing to sustainable local development
SDG 12	Responsible Consumption and Production	Research on sustainable practices, responsible resource utilization, and social accountability
SDG 17	Partnerships for the Goals	Collaboration with communities, institutions, and stakeholders during field-based research activities



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