

**DEPARTMENT OF RURAL INDUSTRIES AND MANAGEMENT**

**The Gandhigram Rural Institute - Deemed to be University**

**Gandhigram - 624302**

**BACHELOR OF BUSINESS ADMINISTRATION**

**B.B.A**

**SYLLABUS - OBE Format**

**(New Regulation)**

**2021 - 2022**

DEPARTMENT OF RURAL INDUSTRIES AND MANAGEMENT  
SCHOOL OF MANAGEMENT STUDIES  
THE GANDHIGRAM RURAL INSTITUTE (DEEMED TO BE UNIVERSITY)

(Ministry of Education (Shiksha Mantralaya), Govt. of India)

Accredited by NAAC with "A" GRADE (3<sup>rd</sup> Cycle)

GANDHIGRAM – 624 302, TAMIL NADU, INDIA

CURRICULUM DESIGN – BBA PROGRAMME  
(Offered from the academic year 2021-2022)

Semester	Category of courses	Course Code	Title of the Course	No. of Credits	Lecture Hours/week	Duration of ESE Hours	Evaluation		
							CFA	ESE	Total
I	Part I	21TAMU0101	Tamil I	3	3	3	40	60	100
		21HINU0101	Hindi I						
		21MALU0101	Malayalam I						
		21FREU0101	French I						
	Part II	21ENGU0101	Foundational English I	3	3	3	40	60	100
	Part III Allied	21RIMU01A1	Elements of Research Methods and Statistics	4	4	3	40	60	100
	Part III Major	21RIMU0101	Principles of Management	4	4	3	40	60	100
		21RIMU0102	Rural Industrial Organisation	4	4	3	40	60	100
	Part IV	21CHIU0001	Core Hindi I	2	2	-	50	-	50
		21CTAU0001	Core Tamil I						
		21CMLU0001	Core Malayalam I						
	Part V	21GTPU0001	Gandhi's Life, Thought and Work	2	2	-	50	-	50
		21EXNU0001	Extension Education	2	2	-	50	-	50
21RIMU01F1		Extension / Field Visit	1	2	-	50	-	50	
<b>SUB TOTAL (A)</b>				<b>25</b>	<b>26</b>	<b>-</b>	<b>400</b>	<b>300</b>	<b>700</b>
II	Part I	21TAMU0202	Tamil II	3	3	3	40	60	100
		21HINU0202	Hindi II						
		21MALU0202	Malayalam II						
		21FREU0202	French II						
	Part II	21ENGU0102	Foundational English II	3	3	3	40	60	100
	Part III Allied	21RIMU02A2	Managerial Economics	4	4	3	40	60	100
	Part III Major	21RIMU0203	Management Administration	4	4	3	40	60	100
Part IV	21CHIU0002	Core Hindi II	2	2	-	50	-	50	

		21CTAU0002	Core Tamil II							
		21CMLU0002	Core Malayalam II							
		21EVSU0001	Environmental Studies	4	3+1	-	100	-	100	
	Part V		21NSSU0001	NSS	1	1	-	50	-	50
			21SPOU0001	Sports and Games						
			21FTAU0001	Fine Arts						
			21YOGU0001	Yoga	1	1	-	50	-	50
	Value Added	21RIMU2VAX	Value Added – I	2		-	50	-	50	
	<b>SUB TOTAL (B)</b>				<b>24</b>	<b>22</b>	<b>-</b>	<b>460</b>	<b>240</b>	<b>700</b>
Semester	Category of courses	Course Code	Title of the Course	No. of Credits	Lecture Hours/week	Evaluation				
						Duration of ESE Hours	CFA	ESE	Total	
III	Part III Allied	21RIMU03A3	Project Formulation	4	4	3	40	60	100	
	Part III Major	21RIMU0304	Principles of Accounting	4	4	3	40	60	100	
		21RIMU0305	Financial Management	4	4	3	40	60	100	
		21RIMU0306	Human Resource Management	4	4	3	40	60	100	
		21RIMU0307	Business Environment	4	4	3	40	60	100	
		Part IV	21ENUG03C1	Communication and Soft Skills	2	2	-	50	-	50
	Part V	21VPPU03V1	Village Placement Programme	2		-	50	-	50	
		19/21GPPU00H1	Human Values and Professional Ethics	1	1	-	50	-	50	
	Value Added	21RIMU3VAX	Value Added – II	2		-	50	-	50	
<b>SUB TOTAL (C)</b>				<b>27</b>	<b>23</b>	<b>-</b>	<b>400</b>	<b>240</b>	<b>700</b>	
IV	Part III Major	21RIMU0408	Marketing Management	4	4	3	40	60	100	
		21RIMU04XX	Rural Industries - I (Theory & Practical)	4	4	3	40	60	100	
	Part III Electives	21RIMU04GX	Electives – Generic -1	3	3	3	40	60	100	
		21RIMU04DX	Electives – Discipline Centric - 1	3	3	3	40	60	100	
	Part III Allied	21RIMU04A4	Business Mathematics	4	4	3	40	60	100	
	Part IV	21RIMU0401	Digital Marketing (Theory & Practical)	3	4 (3 + 1)	-	40	60	100	
	Part V	21SHSU0001	Shanti Sena	1	1	-	50	-	50	
		21RIMU04F2	Extension/Field Visit	1	2	-	50	-	50	
	Value Added	21RIMU4VAX	Value Added – III	2		-	50	-	50	
<b>SUB TOTAL (D)</b>				<b>25</b>	<b>25</b>	<b>-</b>	<b>430</b>	<b>360</b>	<b>750</b>	
V	Part III	21RIMU05GX	Electives – Generic - 2	3	3	3	40	60	100	
		21RIMU05DX	Electives – Discipline Centric -2	3	3	3	40	60	100	
		21RIMU05IN	Internship	4	4	-	100	-	100	

	Part III Major	21RIMU0509	Entrepreneurship Development	4	4	3	40	60	100
		21RIMU0510	Business Laws	4	4	3	40	60	100
		21RIMU0511	Organisational Behaviour	4	4	3	40	60	100
		21RIMU05XX	Rural Industries – II (Theory & Practical)	4	4 (3 + 1)	3	40	60	100
	Part IV Skill Based Elective	21RIMU0502	Career Management Skills	2	2	-	50	-	50
	Part V	21RIMU05F3	Extension/Field Visit	1	2	-	50	-	50
	Value Added	21RIMU5VAX	Value Added – 1V	2		-	50	-	50
<b>SUB TOTAL (E)</b>				<b>31</b>	<b>30</b>		<b>490</b>	<b>360</b>	<b>850</b>
VI	Part III	21RIMU06MX	Modular Course - 1	2	2	-	50	-	50
		21RIMU06MY	Modular Course - 2	2	2	-	50	-	50
		21RIMU06PR	Project	4	4	-	100	-	100
	Part III Major	21RIMU0612	Export Marketing	4	4	3	40	60	100
		21RIMU0613	Total Quality Management	4	4	3	40	60	100
		21RIMU0614	Micro Finance	4	4	3	40	60	100
		21RIMU0615	Operations Management	4	4	3	40	60	100
<b>SUB TOTAL (F)</b>				<b>24</b>	<b>24</b>	<b>-</b>	<b>360</b>	<b>240</b>	<b>600</b>
<b>GRAND TOTAL (A+B+C+D+E+F)</b>				<b>156</b>					

**Note:** \* - Value added course – 2 credit paper, offered outside the timetable for 30 hours in a semester.

#### IV SEMESTER - (any one course) - Generic Elective (3 credit)

Generic Elective	Course Code	Title	Credits
	21RIMU04G1	Office Management	3
	21RIMU04G2	Personnel Management	3
	21RIMU05G3	Personality Development	3
	21RIMU05G4	Leadership & Team Management	3

#### V SEMESTER (any one course) Discipline Centric Electives (3 credit)

Discipline Centric Electives	Course Code	Title	Credits
	21RIMU04D1	Green Productivity	3
	21RIMU04D2	Management of Micro Enterprises	3
	21RIMU05D3	Introduction to Rural Industries	3
	21RIMU05D4	Industrial Psychology	3

**VI SEMESTER Modular Course (any two)**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
21RIMU06M1	Corporate Social Responsibility	2
21RIMU06M2	Event Management	2
21RIMU06M3	Retail Management	2
21RIMU06M4	Business Communication	2
21RIMU06M5	Bank Management	2
21RIMU06M6	Management Costing	2

**VALUE ADDED COURSE (Any one in each semester)**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>	<b>SEMESTER</b>
21RIMU2VA1	Business Ethics	2	II
21RIMU2VA2	Corporate Social Responsibility	2	
21RIMU3VA3	Personality Development	2	III
21RIMU3VA4	Transactional Analysis and Counseling	2	
21RIMU4VA5	Arithmetic and Logical Reasoning	2	IV
21RIMU4VA6	Life Skills Development	2	
21RIMU5VA7	Psychological testing and Assessment	2	V
21RIMU5VA8	Natural Dyes and Theory	2	

<b>Rural Industries I</b>  <b>IV Semester</b> <b>(Any one course)</b>	21RIMU0416	Bakery and Confectionery (Theory & Practical)
	21RIMU0417	Vegetable Oil – Industry (Theory & Practical)
	21RIMU0418	Preservation of Fruit and Vegetables (Theory & Practical)
	21RIMU0419	Soap Industry (Theory & Practical)
	21RIMU0420	Honey Processing (Theory & practical)

<b>Rural Industries II</b>  <b>V Semester</b> <b>(Any one course)</b>	21RIMU0521	Composting Technologies (Theory & Practical)
	21RIMU0522	Soap and Detergents Industry (Theory & Practical)
	21RIMU0523	Food Science and Quality Control (Theory & Practical)
	21RIMU0524	Processing of Cereals and Pulses (Theory & Practical)
	21RIMU0525	Dairy Industry (Theory & Practical)
	21RIMU0526	Poultry Farm (Theory & Practical)

# SEMESTER I

பருவம்: 1

தாள்: 21TAMU0101 ∴ 21வுயுஆஐ0101 தமிழ் - மொழித்திறன்

பெறுமதி: 3

## நோக்கங்கள்

- தமிழ்மொழியின் தொன்மையையும் சிறப்பையும் மாணவர்கள் அறியச் செய்தல்.
- தமிழ்மொழியின் அடிப்படை இலக்கணங்களை மாணவர்களுக்குக் கற்பித்து பிழையின்றிப் பேசவும் எழுதவும் பயிற்சியளித்தல்.
- கலைச்சொல்லாக்கத்தின் தேவை, மொழிபெயர்ப்பின் அவசியம் குறித்த அறிவை மாணவர்களுக்குத் தருவதோடு கலைச்சொல்லாக்கத்திலும் மொழிபெயர்ப்பிலும் ஈடுபாடு கொள்ளச்செய்தல்.

அலகு: 1

(10 மணி நேரம்)

தமிழ்மொழியின் தொன்மை, சிறப்புகள் - பழங்கால எழுத்து முறைகள் (தமிழி, பிராமி, வட்டெழுத்து) - தமிழ்மொழி வரலாற்றை அறிய உதவும் சான்றுகள் - தமிழ் இலக்கண நூல்களின் வளர்ச்சி - ஐரோப்பியர்களின் தமிழ்ப் பணிகள்

அலகு: 2

(10 மணி நேரம்)

அடிப்படைத் தமிழ் இலக்கணம் - மாத்திரை - முதலெழுத்துகள் - சார்பெழுத்துகள் - போலி - சொல்வகைகள் (பெயர், வினை, இடை, உரி - பெயர்வகைகள் (இடுகுறிப்பெயர்கள், காரணப்பெயர்கள்) - பெயரெச்சம், வினையெச்சம், வேற்றுமை உருபுகள், தொகை வகைகள், வியங்கோள் வினைமுற்று, வினையாலணையும் பெயர், அடுக்குத்தொடர், இரட்டைக்கிளவி, வழக்குச் சொற்கள் (இயல்பு வழக்கு, தகுதிவழக்கு)

அலகு: 3

(10 மணி நேரம்)

பிழையின்றி எழுதும் முறை - ஒலி வேறுபாடுகள் (ல,ள,ழ,ர,ந,ன,ண) - வல்லினம் மிகுமிடங்கள் - வல்லினம் மிகா இடங்கள் - வாக்கியப்பிழைகள் - ஒருமை, பன்மை மயக்கம் - திணை மயக்கம் - பால் மயக்கம் - மரபுப் பிழைகளை நீக்குதல்

அலகு: 4

(10 மணி நேரம்)

கலைச்சொல்லாக்கம் : கலைச்சொல் விளக்கம் - கலைச்சொல்லாக்க முறைகள் - கலைச்சொற்களைத் தரப்படுத்துதல் - பொதுக் கலைச்சொற்கள் துறை சார்ந்த கலைச்சொற்கள் - ஆட்சிக் கலைச்சொற்கள் - அறிவியல் கலைச்சொற்கள் - மொழிபெயர்ப்பு - விளக்கம் - வகைகள்- சிக்கல்கள் (தமிழ் - ஆங்கிலம் மொழிபெயர்ப்பு)

அலகு: 5

(8 மணி நேரம்)

ஊடகவியல் - விளக்கம் - ஊடகங்களின் வகைகள் - மரபுசார் ஊடகங்கள் - நவீன ஊடகங்கள் - வகைகள் - தகவல் தொடர்பு ஊடகங்களின் பங்களிப்பு - செய்தி - விளக்கம் - வகைகள் - பயிற்சி - நடைபெற்ற ஒரு நிகழ்வினைச் செய்தியாக்குதல் - கணினித் தமிழ் - இணையத் தமிழ் - இணையத்தில் தமிழில் எழுதும் பயிற்சி

## பார்வை நூல்கள்

1. அ.கி.பரந்தாமனார் -நல்ல தமிழ் எழுத வேண்டுமா?, அல்லி நிலையம், சென்னை, 2005
2. கு.பரமசிவம் - இக்காலத் தமிழ் மரபு, அடையாளம் பதிப்பகம், சென்னை, 2011
3. பொற்கோ -இலக்கணக் கலைக் களஞ்சியம், ஐந்திணை, சென்னை, 2011
4. இராதா செல்லப்பன் -கலைச் சொல்லாக்கம், தாமரை பதிப்பகம், சென்னை, 2006
5. சேதுமணி மணியன் -மொழிபெயர்ப்பியல் கோட்பாடுகளும் உத்திகளும்

6. அ.சாந்தாரு வி.மோகன் (பதி.)-மக்கள் ஊடகத் தொடர்பியல் அடிப்படைகள், மீடியா பப்ளிகேன்ஸ், சென்னை, 2001
7. முனவைர் இல.சுந்தரம் -கணினித்தமிழ், விகடன் பிரசுரம், சென்னை
8. <https://en.wikipedia.org/wiki/>
9. <http://www.tamilvu.org/>

#### விளை பயன்கள்

- தமிழ்மொழியின் வரலாற்றையும் தமிழ் எழுத்துக்களின் வளர்ச்சியையும் சிறப்பையும் அறிந்து கொள்வர்
- தமிழ்மொழியின் அடிப்படை இலக்கணங்களை அறிந்துகொள்வர்
- பிழையின்றி எழுதும் ஆற்றலைப் பெறுவர்
- கலைச்சொற்களை மொழிபெயர்க்கும் திறன் பெறுவர்
- தமிழ்நாடு அரசு தேர்வாணையம் நடத்தும் பகுதி ஐஏஇ ஐஐ தேர்வுகளில் கேட்கப்படும் தமிழ் மொழி, இலக்கணங்கள் பற்றிய வினாக்களுக்கு விடையளிக்கும் திறனைப் பெறுவர்
- நவீனத் தொடர்பு ஊடகங்களில் செயல்படும் திறன் பெறுவர்
- கணினித் தமிழ் குறித்த தெளிவு பெறுவர்
- கணினியில் தமிழைப் பயன்படுத்தும் திறன் பெறுவர்.



**PART – I HINDI LANGUAGE**  
**ALL UG/M.A. (5 YR. INT.) PROGRAMMES**  
**FIRST SEMESTER**

**(PROSE, SHORT STORIES AND GRAMMAR)**

**Course Code: 21HINU0101**

**Credits : 3/per week**

**Course Objectives:**

- To explain about Hindi Prose through Prescribed lessons
- To discuss how to analyze Short Stories
- To teach Hindi Grammar

**Course Outcomes:**

- CO1- Critical Study of “Neer – ksheer Vivek” Gandhian Ideology expressed in “Neer – ksheer Vivek”
- CO2- Analytical Study of “Neta Naheen Naagarik chahie”
- CO3- Study of Samay Kaatne wale and the satire expressed in Samay Kaatne wale
- CO4- To discuss about the feeling and emotions expressed in Lanka Ki Ek Roat
- CO5- Critical study of ‘Kanon Mein Kangana’
- CO6- Introduced with Noun, Pronoun and Adjective

**Unit I**

1. Hans Ka Neer – ksheer Vivek - Mahaveerprasad Dwived Gadya Tarang  
Ed. Sunil Kumar Orient Black Swan  
Private Ltd ,1/24 Aasaf Ali Road,NewDelhi.
2. Neta Naheen Naagarik chahie - R.S Dinkar Gadya Gaatha  
Ed.Veena Agarval Arunoday  
Prakashan 21-A Dariyaganij  
New Delhi-110002

**Unit II**

- 1.Samay Kaatne wale - Harishankar Parsai Sahitya Dhara Ed.Dr. Shivaji Naale  
Dr.Iresh Swami Orient Black Swan  
Private Ltd ,1/24 Aasaf Ali Road,NewDelhi
2. Lanka ki Ek Raat - Dinakar Gadya Sarit d. Sunil Kumar Orient Black Swan  
Private Ltd ,1/24 Aasaf Ali Road,NewDelhi

**Unit III**

1. Sadgati - Premchand Gadya Tarang Ed. Sunil Kumar Orient Black Swan  
Private Ltd ,1/24 Aasaf Ali Road,NewDelhi
2. Kanon Mein Kangana - Radhikaraman Prasad Singh Gadya Tarang Ed. Sunil Kumar  
Orient Black Swan Private Ltd ,1/24 Aasaf Ali Road,NewDelhi.  
Narayanaguda, Hyderabad

**Unit IV**

1. Pita - Gyanranjan Sadabahaar Kahaniyan  
Ed.Dr.B.Vijay Kumar Swarna Jayanti  
B-32 Kailash Colony Behind East Jyothi  
Nagar Shaahdara ,Delhi 110093
2. Amritrar Aagaya - Mannu Bhandari Gadya Sarit  
Ed. Sunil Kumar Orient Black Swan

**Unit V- Sugam Hindi Vyakaran** - Vamshidhar and Sastri  
Siksha Bharati  
Kashmiri Gate, New Delhi

Grammar:

Noun  
Pronoun  
Adjective

**Text Books:**

1. Gadya Tarang - Ed. Sunil Kumar Orient Black Swan, NewDelhi.
2. Gadya Gaatha - Ed.Veena Agarval Arunoday, New Delhi-110002
3. Sahitya Dhara Ed.Dr. Shivaji Naale Dr.Iresh Swami Orient Black Swan ,NewDelhi
4. Gadya Sarit, Ed. Sunil Kumar Orient Black Swan, NewDelhi

**Reference Books:**

1. Hindi Kahani Ka Itihas – Gopal Ray – Rajkamal Prakashan – New Delhi
2. Samakaleen Kahani : Yugbodh Ka Sandarbh – Dr. Pushpapal Singh – National Pub
3. Hindi Ka Gadya Sahitya – Ramchandra Tiwari – Vishvavidyalaya Prakashan ,Varanasi
4. Vyavaharik Hindi Vyakaran Tatha Rachana – Hardev Bahari – Lok Bharati Prakashan, Alahabad
5. Vyakaran Pradeep – Ramdev M.A. - Lok Bharati Prakashan, Alahabad
6. Parishkrit Hindi Vyakaran – Barinath Kapoor – Prabhat Prakashan, New Delhi

**Lecture Schedule:**

- |                   |           |                                                     |
|-------------------|-----------|-----------------------------------------------------|
| 1. Programme No.  | 1 – 5 :   | Hans Ka Neer – ksheer Vivek - Mahaveerprasad Dwived |
| 2. Programme No.  | 6 – 9 :   | Neta NaheenNaagarik chahie - R.S Dinkar             |
| 3. Programme No.  | 10-14:    | Samay Kaatne wale - Harishankar Parsai              |
| 4. Programme No.  | 15 - 18 : | Lanka ki Ek Raat- Dinakar                           |
| 5. Programme No.  | 19 – 23 : | Sadgati- Premchand                                  |
| 6. Programme No.  | 24 – 27 : | Kaanon Mein Kangana - Radhikaraman Prasad Singh     |
| 7. Programme No.  | 28 – 32 : | Pita- Gyanranjan                                    |
| 8. Programme No.  | 33 – 36 : | Mai Har Gayi -Mannu Bhandari                        |
| 9. Programme No.  | 37 – 39 : | Amritrar Aagaya-Mannu Bhandari                      |
| 10. Programme No. | 40 – 42 : | Noun                                                |
| 11. Programme No. | 43- 45 :  | Pronoun                                             |
| 12. Programme No. | 45 - 47 : | Adjective                                           |

## 21 FREU0101-FRENCH I

(Part I Course – 3 credits – 3 hours/wk.)

### OBJECTIVES:

On completing this course, the students will have

- acquired the skills of understanding French words in day to day situations and
- acquired the ability to listen, read and write basic sentences in French.

### SYLLABUS:

**Unit I** Unité 01: Bonjour ! (Livre de L'élève) **9 hours**

**Unit II** Unité 01: Bonjour ! (Cahier d'exercices) **9 hours**

**Unit III** Unité 02: Rencontres(Livre de L'élève)+(Cahier d'exercices) **9 hours**

**Unit IV** Unité 03: 100%questions (Livre de L'élève)+(Cahier d'exercices) **9 hours**

**Unit V** Unité 04: Enquête (Livre de L'élève)+ (Cahier d'exercices) **9 hours**

### PRESCRIBED TEXT BOOKS:

Régine Mérieux and Yves Loiseau, *Connexions I*, Didier. (Livre de L'élève)

Régine Mérieux and Yves Loiseau, *Connexions I*, Didier. (Cahier d'exercices)

### Evaluation Pattern:

Internal: CFA1 10 CFA2 15 CFA3 15 = 40 marks

External: End Semester Examination (ESE)

Duration – 3 hrs

Maximum marks – 100 (converted to 60)

Ratio of marks awarded: Internal 40 : External 60

### Question Paper pattern for ESE:

Part – A Answer all the questions (10 x 2 = 20 marks)

(Contains 10 objective type questions with no choice)

Part – B Answer any five of the questions (5 x 6 = 30 marks)

(Contains 7 questions with minimum 1 but not more than 2 from each unit)

Part – C            Answer all the questions (5 x 10 = 50 marks)

(Contains 7 questions where questions 18, 19 & 20 are compulsory and 21 to 24 are of either or type questions)

**Distribution of marks:**

Part - A            :            Questions basées sur la Civilisation (Livre)            **20 marks**

Part - B            :            Exercices de Grammaire (Livre et Cahier)            **30 marks**

Part - C            :            Q No 18-Traduction, Q No 19-Compréhension,            **50 marks**

Q No 20-Mettez le dialogue en ordre (Livre),

Q No 21 to 24 - Rédaction (Livre)

**21ENGU01F1/21ENGI01F1: FOUNDATIONAL ENGLISH - I**  
**(Language II Course – 3 Credits/3 Hours per week)**

**Objectives:**

- To help the students understand the intricacies of English Grammar for everyday use;
- To help them improve their essential language skills in English.

**Unit I: Grammar**

- Nouns & Pronouns
- Adjectives & Determiners
- Verbs and Tenses
- Auxiliary Verbs

**Unit II: Listening Skills**

- Descriptions
- Story Narrations
- Short Speeches

**Unit III: Reading & Vocabulary**

- Reading comprehension passages
- Vocabulary building

**Unit IV: Speaking Skills**

- Face to Face Conversation
- Descriptions
- Telephone Conversation

**Unit V: Writing Skills**

- Paragraph writing
- Note making
- Short Narrative Essays

**Textbook:**

Foundational English I Textbook/Course Material - Prepared by the School.

**Reference Book:**

Sargeant, Howard. *Basic English Grammar Book 2*. Irvine: Saddleback, 2007. Print.

<b>21RIMU01A1: ELEMENTS OF RESEARCH METHODS AND STATISTICS</b>			
<b>Programme</b>	<b>B.B.A.</b>		
	<b>Credit : 4</b>	<b>Semester-I</b>	
<b>Cognitive Level</b>	<b>K-1</b>	Identification of research problems in social research.	
	<b>K-2</b>	Explain the research issues, design, sampling and tools of data collection.	
	<b>K-3</b>	Apply the appropriate research tools to solve social/business problems.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To identify and formulate research problem.</li> <li>• To choose appropriate tools and techniques for data collection.</li> <li>• To compile a suitable research design to carryout research.</li> <li>• To learn different methods of sampling.</li> <li>• To write research report.</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No. of Hours</b>
	<b>I</b>	<b>Research:</b> Definition- Objectives, characteristics and types of research – Steps in research – Selection of problem for research – Review of literature – Hypothesis: concept and characteristics - Scaling Techniques - Meaning and types.	<b>10</b>
	<b>II</b>	<b>Research Design:</b> Need and components of research design, Methods of research - experimental- descriptive- explorative-case study- survey.	<b>12</b>
	<b>III</b>	<b>Data Collection:</b> Sources of data - Data collection tools and techniques-observation- interview schedule- and questionnaire- Pilot study and pre-test.	<b>14</b>
<b>IV</b>	<b>Sampling Methods:</b> Sampling and census - Processing of Data – Scoring - coding - Programmeification and tabulation of data - diagrammatic and graphical presentation.	<b>12</b>	
<b>V</b>	<b>Data Analysis and Research Report:</b> Mean -median and mode - Range - Variance - Standard Deviation- Test if significance- parametric and non-parametric test- Research Report – Types of research report – Format of a research report.	<b>12</b>	
<b>References</b>	<p><b>Text Books:</b></p> <ol style="list-style-type: none"> <li>1. Kothari C.R., (2001), Research Methodology, New Delhi.</li> <li>2. Krishnaswami O.R., &amp; M. Ranganatham, (2010), Methodology of Research in Social Sciences, Himalaya Publishing House, Mumbai.</li> </ol> <p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Gosh B.N., (1997), Scientific Methods and Social Research, SterlingPublishers, New Delhi.</li> <li>2. Gupta S.C., (2006), Fundamentals of Statistics, Himalaya Publishing House, Mumbai.</li> <li>3. Sadhy A.N. and Singh, A. (2005), Research Methodology in Social Sciences, Himalaya Publishing House, Mumbai.</li> <li>4. Vijayalakshmi G. &amp; Sivapragasam C., (2009), Research Methods: Tips and Techniques, MJP Publishers, Chennai.</li> </ol> <p><b>Web Resources:</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://education.uic.edu/academics-admissions/programs/educational-research-methodology-erm-online-certification#overview">http://education.uic.edu/academics-admissions/programs/educational-research-methodology-erm-online-certification#overview</a></li> <li>2. <a href="https://www.preventionweb.net/events/view/51291?id=51291">https://www.preventionweb.net/events/view/51291?id=51291</a></li> <li>3. <a href="http://web.ftvs.cuni.cz/hendl/metodologie/introduction-to-research-methods.pdf">http://web.ftvs.cuni.cz/hendl/metodologie/introduction-to-research-methods.pdf</a></li> <li>4. <a href="http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf">http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf</a></li> <li>5. <a href="https://www.coursera.org/learn/research-methods">https://www.coursera.org/learn/research-methods</a></li> </ol>		

<b>Course Outcomes</b>	
<b>CO1</b>	Identify research problems and steps in conducting social research.
<b>CO2</b>	Draw research design and scaling methods.
<b>CO3</b>	Design data collection techniques.
<b>CO4</b>	Apply various methods of data analysis.
<b>CO5</b>	Draft research reports.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	3	3	2	3	3	2	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3

<b>21RIMU0101: PRINCIPLES OF MANAGEMENT</b>				
<b>Programme</b>	<b>B.B.A.</b>		<b>Semester-I</b>	
	<b>Credit : 4</b>		<b>Hours : 4/ per week</b>	
<b>Cognitive Level</b>	<b>K-1</b>	Recall the concepts and principles of management.		
	<b>K-2</b>	Illustrates basic functions of management.		
	<b>K-3</b>	Apply the knowledge of management functional areas.		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To gain knowledge on the history of management and administration.</li> <li>• To recognize the various functions of management.</li> <li>• To aid the student in understanding how an organization functions.</li> <li>• To understand the importance of organising in current business firms.</li> <li>• To understand the basic principles of controlling in management.</li> </ul>			
	<b>Units</b>	<b>Contents</b>		<b>No. of Hours</b>
	<b>I</b>	<b>Management:</b> Concept and Definitions – Management and Administration, Evolution of Management thought – Basic Principle and Process of Management – Importance and Limitations. Contribution of Selected Management Thinkers – Various approaches to management – Contemporary management practice – Managing in Global Environment – Managerial functions.		<b>10</b>
	<b>II</b>	<b>Planning and Decision Making:</b> Planning - Meaning and importance – Types of planning – Methods of planning – Steps in planning – Essentials of good planning – Obstacles in planning. Decision Making: Meaning and Importance, Approaches to decision making, Steps in decision making, Rational decision making.		<b>12</b>
	<b>III</b>	<b>Organizing:</b> Forms of organization: Formal and Informal organization – Principles of Organisation- Departmentalization – Staffing: Nature and Purpose of Staffing, Importance - Components – Direction function: Leadership styles and Functions – Types of leader - Qualities of leader.		<b>14</b>
<b>IV</b>	<b>Coordination:</b> Need and Importance – Types of Coordination and Interdependence / Coordination: Pooled, Reciprocal, Sequential – Principles of Coordination – Approaches to Achieving Effective Coordination – Problems of Coordination.		<b>12</b>	
<b>V</b>	<b>Controlling:</b> Control - Meaning, Definition and Importance – Span of control – Types of Control – Steps in Controlling – Planning Vs Control – Integrated control system and its relevance – Management audit -Communication – process.		<b>12</b>	
<b>References</b>	<b>Text Books:</b> <ol style="list-style-type: none"> <li>1. Heinz Wehrich and Harold Koontz, (2006), Management: A Global Perspective, McGraw Hall, New York..</li> <li>2. J.S.Chandan, ( 2010), “Management Concepts and Strategies”, Vikas Publishing House.</li> </ol>			



3. Stephen P. Robbins and David A. Decenzo, (2012), “Fundamentals of Management”, Pearson Education, 8th Edition,.
4. Thripathy. P.C and P.N.Reddy (1992), Principles of Management,Tata McGraw Hill, 1992.
5. Peter F Drucker, (2013). The Practice of Management, S.Chand Publishing, New Delhi.

**References Books:**

1. Earnest Dale, (2010), Management Theory and Practice, McGraw Hill Publications, Tokyo.
2. George R. Terry and Stephen G.Franklin (2005), Principles of Management, AITBS, Publishers and Distributors, New Delhi,.
3. James A.F.Stoner,R.Edward Freeman and Daniel R.Gilbert(2005), Management, Pearson, New Delhi.
4. Kapur.S.K (2004), Principles and Practice of Management, S.K.Publishers, New Delhi.
5. Lewis, A. Allen, (2010), Management and Organization, McGrawHill Publications, Tokyo. New Delhi.
6. Prasad, (2005), Principles and Practice of Management, S.Chand & Co.,New Delhi.
7. Tim Hannagan, (2009)Management Concepts and Practices, MacmillanIndia Ltd., 5th Edition.

**E-Resources:**

1. <https://www.freebookcentre.net/business-books-download/Introduction-to-Principles-of-Management.html>
2. [www.swayam.gov.in](http://www.swayam.gov.in)
3. <https://www.mooc-list.com/course/microeconomics-principles-coursera>

**Course Outcomes**

<b>CO1</b>	Understand the basic principles, functions and various approaches to management and contemporary management practice for managing in global environment.
<b>CO2</b>	Describes the basic functions of management like planning and decision making.
<b>CO3</b>	Describes staffing and organizational functions of management.
<b>CO4</b>	Makes to understand the importance of coordination in the organization.
<b>CO5</b>	Effectively utilize the modern tools and techniques of control in organization.

**Mapping of COs with PSOs and POs**

<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	2	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	2	2	3	2	3	2	3	2	3	3	2	3
<b>CO4</b>	3	3	3	3	2	3	3	3	2	3	3	3
<b>CO5</b>	1	2	3	3	3	2	3	2	3	3	2	3

Course Code & Title	21RIMU0102: RURAL INDUSTRIAL ORGANISATION	
Programme	B.B.A.	Semester- I
	Credit : 4	Hours : 4/ per week
Cognitive Level	K-1	Identify rural industrial resources in rural areas.
	K-2	Awareness about various schemes for rural industrial development.
	K-3	Able to match-up with the innovation and start-ups in rural industries.
Course Objectives	<ul style="list-style-type: none"> <li>To understand rural industrialization.</li> </ul>	
	<ul style="list-style-type: none"> <li>To understand the economic development.</li> </ul>	
	<ul style="list-style-type: none"> <li>To learn rural marketing management.</li> </ul>	
	<ul style="list-style-type: none"> <li>To familiarize rural entrepreneurship in India.</li> </ul>	
To learn rural development through rural industries.		
Units	Contents	No. of Hours
I	<b>Rural Industrialisation:</b> Introduction – Meaning and Significance of Rural Industries Role of Rural Industries – Types of Rural Industries – Rural Industrialization its pattern and problems - Challenges of Rural Industrialization – Measure to promote Rural Industries.	10
II	<b>Economic Development:</b> Globalisation – industrialization – industrial policies – small scale industries – measures to promote rural – schemes and industries of assistance under government organization – Role of NSIC – KVIC – DIC and other organization – Recent initiatives of government for Rural Industrialization.	12
III	<b>Rural Marketing Management:</b> Government policy – market analysis – case studies in Rural Marketing – Rural Marketing development - perceptions – Rural marketing challenges - prospect – A SWOT in rural marketing.	14
IV	<b>Rural Entrepreneurship in India:</b> Challenges in Rural Entrepreneurship – Problems in Rural Women Entrepreneurship – Qualities of successful entrepreneur – Remedial measures – Advantages of rural entrepreneurship – Grass root innovations – Types of rural entrepreneurship – Innovation and start ups.	12
V	<b>Rural Development Through Rural Industries:</b> Rural industry, Growth linkages and economic development – Rural industry development plan formulation and implementation – legal procedures to start rural industries.	12
References	<p><b>Text books:</b></p> <ol style="list-style-type: none"> <li>1. Padmanabhan.V (1996), A Grammer for Rural Development, Khadi friends Forom, Madurai.</li> <li>2. Stevlaker. (2008), Business Organisation and Management.</li> </ol> <p><b>References Books:</b></p> <ol style="list-style-type: none"> <li>3. NIRD (2003), Strategies for Rural industries Through SME.</li> <li>4. Karrar Singn (2009), Rural Development, Principles, Policies and Mangement, Sage Publication, New Delhi.</li> </ol> <p><b>Field Visits</b> Field visit to Industrial Cooperative NGO's Business Enterprises.</p>	

<b>Course Outcomes</b>	
<b>CO1</b>	Able to explain the significance of rural industrialization.
<b>CO2</b>	Role of rural industries in development.
<b>CO3</b>	Features and types of rural industries in India.
<b>CO4</b>	Central and state government initiatives to promote rural industries.
<b>CO5</b>	To develop the needs for promotion of entrepreneurship.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	3	3	2	3	3	2	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3

## CORE HINDI - I

(ALL B.A / B.Sc. / B.Com / BBA/ 5Yr. INTEGRATED PROGRAMMES)

COURSE CODE: 21CHIU0001 / 21CHII0001

Credits : 2 /per week

### FIRST / SECOND SEMESTER

#### Course Objectives:

- To provide the knowledge of Reading and Writing
- To teach the students to make the sentences with Nouns, Verbs and Adjectives
- To train the students to speak Hindi Language

#### Course Outcomes:

CO1- The students may able to Read and Write Hindi

CO2- They can make Sentences their own

CO3- They know about Simple Present Tense and Present Continuous Tense

CO4- They identify how the Verb changes according to Subject

CO5- They know familiar Nouns, Verbs and Adjectives

#### Unit – I – Alphabets and words building

#### Unit – II – Imperatives

#### Unit – III – Simple present tense and present continuous tense

#### Unit – IV – Adjectives, Numbers 1 to 50

#### Unit – V – Case endings

#### Reference Books

1. Aadarsa Hindi Bodhini D,B,H.P. Subha, Chennai
2. Anuvad Abhyas Part - I D,B,H.P. Subha, Chennai

#### Lecture Schedule:

S.No.	Programme No.	Description
1.	1 – 6	Alphabets and words building
2.	7 – 12	Imperatives
3.	13 – 18	Simple present tense and present continuous tense
4.	19 – 24	Adjectives, Numbers 1 to 50
5.	25 - 30	Case endings

## 21CTAU0001: CORE TAMIL – 1

### Objectives:

- To introduce the elementary aspects of Tamil language to non-Tamil speakers.

Unit – 1 : Tamil Alphabet

Unit – 2 : Nouns

Unit – 3 : Pronouns

Unit – 4 : Verbs

Unit – 5 : Simple sentences

### Text Book :

S. Rajaram – An Intensive Course in Tamil, Laurier Books Ltd., Waterloo, 2000

For UG Arts course it is offered during I & II Semester

For UG Science course it is offered during II & III Semester

### Out comes :

- Developing the four skills of reading, writing, speaking and listening in Tamil
- Helping the students from other linguistic backgrounds understand the basics of Tamil language.

**CORE MALAYALAN-I  
PAPER – I  
BASIC GRAMMER**

Code: 21CMLU0001/21CMLI0001

Credits: 2

**FIRST/SECOND SEMESTER**

**OBJECTIVES OF THE COURSE**

To introduce Basic Malayalam Language.

**SPECIFIC OBJECTIVES OF THE LEARNING**

- To understand Malayalam Alphabets, words, sentences, Tenses and conversations,.
- To understand spoken and communicative Language in Malayalam.
- To be able to read and write in Malayalam.

**COURSE OUTCOME**

**CO1:** Should be able to clearly understand the Malayalam Language.

**CO2:** Should have the ability to comprehend the Malayalam writings.

**CO3:** To be able to read and write in Malayalam.

**UNIT-I**

1. Vowels and Consonants (with pronunciation)
2. Simple words
3. Nouns and verbs

**UNIT-II**

1. Pronouns
2. Gender
3. Numbers

**UNIT-III**

1. Simple Present Tense
2. Simple Past Tense
3. Simple Future Tense

**UNIT-IV**

1. Affirmative Sentences
2. Negative Sentences
3. Interrogative Sentences

**UNIT-V**

Sentence Making with:

1. Idioms and Phrases
2. Verbs and Nouns
3. Adjectives and Adverbs

(Basic idioms, phrases, verbs, nouns, adjectives and adverbs in Malayalam can be given for sentence making)

**Reference Books:**

1. An intensive course in Malayalam – DLA Publication, TUM, 1972.
2. Learn Malayalam in a month – Indian Language Series, Readwell's Publication, 1980.
3. Sabdasagaram, Dr.B.C.Balakrishnan, DC Books, Kottayam, 1991.
4. Malayala Sali Nikhandu, T.Ramalingampilla, DC Books, Kottayam, 1975.
5. Sailepradeepam, Vadakkumkoor, NBS, Kottayam, 1967.

Lecture Schedule:

<b>Sl.No.</b>	<b>Contact hours</b>	<b>Description</b>
1.	1-6	1. Vowels and Consonants (with pronunciation) 2. Simple words 3. Nouns and verbs
1.	7-12	1. Pronouns 2. Gender 3. Numbers
2.	13-18	1. Simple Present Tense 2. Simple Past Tense 3. Simple Future Tense
3.	19-24	1. Affirmative Sentences 2. Negative Sentences 3. Interrogative Sentences
4.	25-30	1. Idioms and Phases 2. Verbs and Nouns 3. Adjectives and Adverbs

**21GTPU0001/21GTPI0001 - GANDHI'S LIFE, THOUGHT AND WORK**  
**(Foundation Course: Mandatory for all UG and Five year Integrated)**

**Marks**

**Credits: 2**

**CFA: 20**

**ESE: 30**

**Total: 50**

**Objectives**

- To enable students to understand and appreciate the principles and practices of Mahatma Gandhi and their relevance in the contemporary times.
- To develop a Pro-active character and positive attitude to follow Gandhian values and responsibilities in their personal and social life.

**Specific Objectives of Learning:**

This will make the students:

- To understand the life and innovations of Gandhiji in-depth.
- To get introduced to the relevant Gandhian Philosophies.
- To apply the Gandhian Concepts in the relevant context.
- To envision the Gandhian Socio-economic, Political and Cultural ideas.
- To enrich knowledge on Gandhian lines in a multi-dimensional way.

**Unit 1 Gandhiji's Life in Brief:** Early Life and Childhood Days – Influences, Learning, Unlearning and Encountering Social Evils in India - London Exposure and Imprints - South African Adventure: Racial Discrimination, Transformation and Satyagraha - Struggle for Total Freedom in India - Martyrdom.

**Unit 2 Concepts of Gandhiji's Philosophy:** Truth and Nonviolence, Ends and Means, Right and Duties, Simple Living and High Thinking.

**Unit 3 Gandhiji's Concepts and their Applications:** Sarvodaya, Satyagraha, Santhi Sena and Constructive Work.

**Unit 4 Gandhian Vision of Society:** Seven Social Sins - Communal Harmony, Removal of Untouchability and Gender Equality - Policies: Decentralization of Power, Panchayati Raj and Good Governance - Economics of Swadeshi, Trusteeship, Bread Labour and Self-Employment - Spirituality, Eleven Ashram Vows.

**Unit 5 Gandhian Innovation in Education:** Basic Education (Nai Talim), Adult Education, Pluralism - Multi-lingualism, Religions and Inter-faith Relations-Health; Balanced and Healthy Diet, Nature Cure, Education on Health, Sanitation and Hygiene.

**REFERENCES:**

- Arunachalam: (1985), *Gandhi: The Peace Maker*, Gandhi Samarak Nidhi, Madurai.
- Louis Fischer, (2002), *The Essential Gandhi: An Anthology of His Writings on His Life, Work and Ideas*, Vintage, New York.
- Nanda B.R., (1958), *Mahatma Gandhi: A Biography*, Oxford University Press, New Delhi.
- M.K. Gandhi: (1983), *An Autograph or the Story of My Experiments with Truth*, Navajivan Publishing House, Ahmadabad.



- M.K. Gandhi: (1951), *Satyagraha in South Africa*: Navajivan Publishing House, Ahmadabad.
- M.K. Gandhi: (1983), *Constructive Programme - Its Meaning and Place*.Navajivan Publishing House, Ahmadabad.
- M.K. Gandhi: (1948) *Key to Health*, Navajivan Publishing House, Ahmadabad.
- M.K. Gandhi: (1949), *Diet and Diet Reforms*, Navajivan Publishing House, Ahmadabad.
- M.K. Gandhi: *Basic Education*, Navajivan Publishing House, Ahmadabad.
- M.K. Gandhi: (2004), *Village Industries*, Navajivan Publishing House, Ahmadabad.
- M.K. Gandhi: (1962), *Hind Swaraj or The Indian Home Rule*, Navajivan Publishing House,  
Ahmadabad.
- M.K. Gandhi: (2004), *Trusteeship*, Navajivan Publishing House, Ahmadabad.
- M.K. Gandhi: (2001), *India of my Dreams*, Navajivan Publishing House, Ahmadabad.
- M.K. Gandhi: *Self Restraint Vs. Self Indulgence*, Navajivan Publishing House, Ahmadabad.
- R.R. Prabhu & UR Rao. *The Mind of Mahatma Gandhi*, Navajivan Publishing House.

## EXTENSION EDUCATION

Course Code: 21EXNU0001

Credit: 2

Marks-50

### Objective

- To enable the students to understand the basic concepts of extension education.

### Specific Objectives of Learning at the end of the course the students will be able to :

- Get familiarized with various aspects of extension approaches and methods.
- Provide knowledge and skill in designing, planning, executing and evaluating the extension programme.
- Provide opportunities through field visits and understand the functioning of various extension institutions.

Contents	
<b>Unit-I</b>	<b>Introduction:</b> Extension Education – Concept - Meaning - Definition - Objectives - Philosophy - Principles - Components - Socio Cultural Dimension of Extension - Characteristics and scope of extension education in sustainable development.
<b>Unit-II</b>	<b>Participatory Approaches and Methods in Extension:</b> Programmeification of Extension Teaching Methods and Criteria for the selection of extension teaching methods – Participatory Rural Appraisal (PRA) – Transect Walk, Focus Group Discussion (FGD) - Resource and Social Mapping, Ranking and Time Line Analysis – Application in Extension Programme.
<b>Unit-III</b>	<b>Role of Extension worker:</b> Programme Planning – Meaning Importance; Principles and steps in extension programme planning – Motivation and Rapport building for Extension programme - Role of Extension Workers – Essential Qualities for Extension Workers – Training of Trainers (ToT) - Transfer of Technology (ToT) - Documentation of Extension Programme – Monitoring and Evaluation – Need for Documentation – Type of Documentation – Report Writing – Electronic Documentation.
<b>Unit-IV</b>	<b>Technology Interface in Extension:</b> Communication - Types of Communication - Importance of Communication in Extension - Role of Information and Communication Technology (ICT) in Extension - Types of ICT – Conventional Gadgets – Radio - Television - Print Media - Modern Communication Gadgets – Video - Tele text - Tele centre (VKC) - Common Service Centre (e-seva) - Internet and Web Portals - Social Media – Email - WhatsApp, Face book, Instagram, Twitter, Mobile Induced Learning – I-Pad and Smart Phones.
<b>Unit-V</b>	<b>Hands-On Experience through Field Based Programmes:</b> Role of Higher Education Institution in Extension and Community Out-reach Programme – Gandhigram Experiments and Experiences in Extension – Village Placement Programme (VPP) - Exposure and Field Visits to the Institutions for Extension – Krishi Vigyan Kendra (KVK) - District Rural Development Agency (DRDA) – Corporate Foundations – NGOs - Community Based Organizations (CBO) – Rural Self – employment Training Institute and Banks

### Course Outcomes

- Students become aware of the basics of Extension Education.
- Students gain knowledge on extension programme planning and management.
- Students become familiar of PRA and its application in extension programme.
- Students get exposure to the functioning of various Extension Institutions.

## References

- Annual Report of the Extension Activities, 2010-2020, GRI
- Dahama, O.P. and O.P.Bhatnagar, 1993. Education and Communication for Development, Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.
- De, D. and Jirli, B. (2010). A Handbook of Extension education, Jodhpur, Agrobios (India).
- Govind, S., Tamilselvi, G and Meenambigai, J. (2011). Extension Education and Rural Development, Jodhpur, Agrobios (India).
- Gyanendra Pratap Singh (2018). Strengthening Value Chain in Wheat and Barley for Doubling Farmers Income. Directorate of Extension, Department of Agriculture Cooperation and Farmers Welfare and ICAR-Indian Institute of Wheat and Barley Research. pp1-144.
- Handbook of Agricultural Extension (2020), Indian Council of Agricultural Research, New Delhi.
- Hass Kenneth, B., and Packer Harry Q (1995), Preparation and use of Audio Visual Aids, Prentice Hall inc.
- Mishra, S. and Akanksha. 2014. Expert Systems in Agriculture: An overview. International Journal of Science Technology & Engineering, 1(5): 45-49.
- Mondal, S. (2019). Fundamentals of Agricultural Extension Education, Kalyani publishers, New Delhi.
- Ramesh, S., Venkara Ravi. R (2020), Management Practices in Village Knowledge Centre”, SHANLAX Publications, Madurai.
- Reddy Adivi, A. 2006. Extension Education, Sree Lakshmi Press, Bapatla, Andhra Pradesh.
- Sharma, O.P. (2012). Development perspective of extension education. Udaipur, Agrotech Publishing Academy.
- Vijayakumar. S (2003), Source Book: Capacity Building of NGOs on Application of Participatory Research for Sustainable Development in Rural Areas. Council for Social Development, Hyderabad.
- VPP Report, 2010-2020, GRI.

## Website links:

- <http://www.ignouhelp.in/ignou>
- <http://www.ruraluniv.ac.in>
- <http://gandhigram.org/village-extension-program>
- <http://www.mssrf.org>
- <http://www.jnkvv.org>
- <http://www.gnec.iitr.ac.in/>
- <http://tnau.ac.in/college-acrimadurai/extension-activities>
- <https://tnrd.gov.in/>

**21RIMU01F1-EXTENSION / FIELD VISIT**

<b>Programme</b>	<b>BBA</b>	<b>SEMESTER</b>	<b>I</b>
	<b>Credit : 2</b>	<b>Hours</b>	<b>2/per week (after the regular time table)</b>
<b>Cognitive Level</b>	K-1: Recognising the third dimension of our objective – Village extension. K-2: Provide platform to categories the village level problems and prospects. K-3: Empowering the students to suggest various socio-economic activities rural youth.		
<b>Course Objectives</b>	To orient about extension and field visit.		
	To facilitate students to visit the adopted villages or industries.		
	To demonstrate questionnaire for field visit.		
	To consolidate reports of the visited visits.		
	Preparation of reports with photographs / short videos about field visits.		

**Unit Wise Contents**

Report and PPT Presentation : 25 Marks

<b>Units</b>	<b>Content</b>	<b>No. of Hours</b>
I	Orientation of the Extension / Field visit Making plan for the visits and schedule	6
II	Facilitating the students to visit the adopted Villages / industries (minimum 10 visits)	6
III	Demonstrating a questionnaire for the visit along with previous visit reports	6
IV	Consolidation of reports and plan for follow up works in the village / industry, if necessary..	6
V	Prepare a report with photographs / short videos in addition to field reports wherever necessary. PPT presentation and viva-voce	6
	<b>Total Hours</b>	<b>30</b>

Viva-voce : 25 Marks

Total : 50 Marks

**Course Outcomes:**

- CO1: Students will be able to understand Village extension programme.
- CO2: Create understanding the village level problems and solutions.
- CO3: Facilitating the students with various socio economic activities for rural level.
- CO4: Promoting the students to demonstrate any one activity.
- CO5: Equipping them with an action plan for village growth and development.

**References:** As per the Institute schedule

**Mapping of COs with PSOs and POs**

<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	2	1	2	1	2	1	2	1	2	1	2
<b>CO2</b>	2	2	1	2	3	1	2	3	1	2	1	3
<b>CO3</b>	3	3	2	3	2	3	1	1	3	2	3	3
<b>CO4</b>	1	1	2	3	2	3	1	2	2	1	3	3
<b>CO5</b>	3	2	3	2	3	3	3	3	2	3	2	3

## SEMESTER II

### TAMIL II

தாள்: 21TAMU0202

தற்கால இலக்கியத்திறன்

பெறுமதி: 3

#### நோக்கங்கள்

- தமிழின் படைப்பு இலக்கியங்களான புதுக்கவிதை, சிறுகதை, புதினம், நாடகம் ஆகியவற்றைக் குறித்தபுரிதலை ஏற்படுத்தல்
- தமிழ் ஆளுமைகள் பலரைக் குறித்த அறிமுகம் செய்தல்
- கவிதை, சிறுகதை ஆகியவற்றை எழுதுவதற்கான முயற்சியைத் தூண்டுதல்

#### அலகு: 1

அண்மைக்காலப் படைப்பிலக்கியங்கள் - புதுக்கவிதை - சிறுகதை - புதினம் - நாடகம் ஆகியவற்றின் அறிமுகம் - தோற்றம் - வளர்ச்சி - இன்றைய நிலை

#### அலகு: 2

#### கவிதைகள் - மரபுக் கவிதைகள்

1. ஆடுவோமே பள்ளுப் பாடுவோமே - பாரதியார்
2. எந்நாளோ? - பாரதிதாசன்
3. ஆவணி - ச.து.ச.யோகி
4. மங்கையராகப் பிறப்பதற்கே - தேசிக விநாயகம்பிள்ளை
5. தமிழ்க்கூடல் - கண்ணதாசன்
6. மே தினமே வருக - தமிழ் ஒளி
7. காந்திமகான் - கொத்தமங்கலம் சுப்பு
8. மறப்பேனா? - காசி ஆனந்தன்

#### புதுக்கவிதைகள்

1. நவயுகக் காதல் - மீரா (ஊசிகள்)
2. மானிடன் - சிற்பி (சிரித்த முத்துக்கள்)
3. தேசப்பிதாவுக்கு ஒரு தெருப்பாடகனின் அஞ்சலி - மு.மேத்தா
4. (கண்ணீர்ப் பூக்கள்)
5. சுதந்திரச் சுவடுகள் - ஈரோடு தமிழன்பன் (தீவுகள் கரையேறுகின்றன)
6. கெடுக சிந்தை கடிது இவள் துணிவே - மாலதி மைத்ரி (காலச்சுவடு)
7. அந்த நாள் - அ.வெண்ணிலா (இசைக்குறிப்புகள் நிறையும் மைதானம்)
8. கனவுகள் விதைக்கும் நிலம் - சக்திஜோதி (சொல் எனும் தானியம்)
9. அறிவுமதி - ஐக்கூக் கவிதைகள்

### அலகு:3 சிறுகதை

- 1.பொன்னகரம் - புதுமைப்பித்தன்
2. ஒரு பிடி சோறு - ஜெயகாந்தன்
3. ஆனைத்தீ- தொ.மு.சி.ரகுநாதன்
4. அம்மா ஒரு கொலை செய்தாள் - அம்பை
5. அம்புப் படுக்கை -சுனில் கிருணன்

### அலகு: 4 புதினம்

உன்னைப்போல் ஒருவன் - ஜெயகாந்தன்

### அலகு: 5 நாடகம்

துக்ளக் - கிரீஸ் கர்நாட்

### விளைபயன்கள்

- தமிழின் சமகால இலக்கியங்கள், இலக்கிய ஆளுமைகளைப் பற்றித் தெரிந்திருப்பர்.
- படைப்புத் திறன் உடையவர்களாக மாறுவர்.
- இலக்கிய ஆளுமைகளாக வளர முற்படுவர்.
- தரமான படைப்புகளை, இலக்கியங்களைக் கற்குத் திறன் பெறுவர்.

**PART – I HINDI LANGUAGE  
ALL UG/M.A. (5 YR. INT.) PROGRAMMES**

**(POETRY, ONE ACT PLAY AND GRAMMAR)**

**COURSE CODE : 21HINU0202**

**CREDITS : 3**

**Course Objectives:**

- To introduced with Hindi Poetry.
- To Provide basic knowledge about Hindi One Act Play .
- To teach Hindi Grammar.

**Course Outcomes:**

- CO1- Familiarize with Devotional literature and Values.
- CO2- Study the poems of Kabir, Surdas and Rahim.
- CO3- Patriotism depicted in the poetry “Matribhoomi”.
- CO4- Study of “Pratham Rashmi” and discuss about the beautiful descriptive of Nature.
- CO5- Social and Political Problems expressed in the One Act Plays.
- CO6- Study of “Babar Ki Mamata” and “Prithviraaj Ki Aankheyn”.
- CO7- Introduced with Verb, Gender and Number.

**Unit – I**

Kabir Das	-	Dohe Guru Mahima (1-5) Roodhiyon Ththa Bahyaadambaron Ka Virodh 1-5	Sahity Dhara Ed. Shivaji Nale Dr. Iresh Swami dient Blackman 3-6-752 Himayat Nagar, Hyderabad – 500 029
Surdas	-	Dohe (1-5) Vinay Tatha Bhakti (1-3) Baal Leela (1-3)	Kavya Kusum Ed. Dr. Jayaraman Arunoday Prakeshan 21-A Ansari Road Dariyaganj, New Delhi – 110 002
Rahim	-	Dohe (1 – 5)	Sahity Dhara Ed. Shivaji Nale Dr. Iresh Swami dient Blackman 3-6-752 Himayat Nagar, Hyderabad – 500 029

**Unit – II**

Matru Bhoomi	-	M.S. Gupt	Kavyadeep Lorven Publications Narayanaguda, Hyderabad
Pratham Rashmi	-	Pant	Kavya Kusum



**Unit – III**

Vah Todti Patthar - Nirala Gadyasuman Aur Kavyamrit  
Ed. Shivaji Nale  
Dr. Iresh Swami dient Blackman  
3-6-752 Himayat Nagar,  
Hyderabad – 500 029

Madhushala - H.R.Bachan ”

**Unit – IV**

Babar Ki Mamata -Devendranath Sharma Hindi Gadya – Padya Sangrah  
Ed. Dinesh Prasad Singh  
Orient Black Swami  
Delhi

Prithviraj Ki Aankhen -Ram Kumar Varma Gadya Sandesh  
Lorven Publications  
Narayanaguda, Hyderabad

**Unit – V – Sugam Hindi Vyakaran** - Vamshidhar and Sastri  
Siksha Bharati  
Kashmiri Gate, New Delhi.

Grammar:

Verb  
Gender  
Numb

**Text Books:**

1. Sahitya Dhara, Ed. Shivaji Nale, Dr. Iresh Swami dient Blackman, Hyderabad – 500 029
2. Kavyadeep, Lorven Publications, Narayanaguda, Hyderabad
3. Gadya Sandesh - Lorven Publications, Narayanaguda, Hyderabad
4. Gadyasuman Aur Kavyamrit, Ed. Shivaji Nale, Hyderabad – 500 029
5. Hindi Gadya – Padya Sangrah, Ed. Dinesh Prasad Singh, Delhi
6. Sugam Hindi Vyakaran - Vamshidhar and Sastri - Siksha Bharati - Kashmiri Gate, New Delhi

**Reference Books:**

1. Adhunik Hindi Kavita – Vishvanathprasad Tiwari – Raj Kamal Prakashan, New Delhi
2. Samakaleen Hindi Natak Aur Rang Manch – Narendra Mohan – Vani Prakashan, New Delhi
3. Hindi Natak Aaj – Kal – Jayadev Taneja – Takshashila Prakashan, New Delhi

**Lecture Schedule:**

1. Programme No. 1 – 9 Dohas of Kabir, Surdas and Rahim
2. Programme No. 10 – 18 Matribhoomi and Pratham Rashmi
3. Programme No. 19 -27 Vah Todti Patthar and Madhushala
4. Programme No. 28 – 36 Babar Ki Mamata and Prithviraj Ki Aankhen
5. Programme No. 37 – 45 Verb, Gender and Number

**PART-I MALAYALAM LITERATURE  
FOR ALL UG/M.A (5.YR.INT)  
SECOND SEMESTER  
FICTION**

**CODE: 21MALU0202/21MLI0202**

**Credit: 3**

**OBJECTIVES OF THE COURSE**

- To sensitize and appreciate Renaissance, Modern and post-Modern Malayalam Shot stories & Novel.

**SPECIFIC OBJECTIVES OF THE LEARNING**

- To understand style, structure, approach and content of Renaissance, Modern and post-Modern stories in Malayalam Literature.
- To grasp the ideas, culture, human values narrated in the stories.
- To familiarize the technique of story writing.
- To perceive the writing method of Biographical Novels.

**Course Outcome:**

**CO1:** It will help to perceive the surrounding world and view the finer aspects in humanitarian manner.

**CO2:** Ability to comprehend Malayalam Fictions and develop imaginative thinking and creativity.

**CO3:** Understand significant developments in the history of Malayalam Fictions.

**CO4:** Write focused, organized, well developed, and text based essays using effective paragraphs, which demonstrate competence in Malayalam language.

**UNIT-I**

1. Jeshtathiyamayude Aabharanagal – By Moorkoth Kumaram
2. Thahasildarude Achan – By Thakazhi Siva Sankara pilla

**UNIT-II**

1. Poovambazham – By Kaaroor Neelakanda Pilla
2. Maanikyan – By Lalithambika Antharjanam

**UNIT-III**

1. Ammayum Makanum – By Madhavikutty
2. Snehathinte Mukhangal – By M.T.Vasudevan Nair

**UNIT-IV**

1. Achan – By T.Pathmanabhan
2. Kaatuparaja Kadha – By O.V.Vijayan

**UNITV**

1. Delhi 1981 –By M.Mukudan
2. Paathummayude Aadu (Novel) – By Vaikom Muhammed Basheer

**Text Books:**

1. Kadhamalika, Publication Kerala University, Thiruvananthapuram – 1998
2. Basheerinte Samboornakrithikal, Vaikom Muhammed Basheer, Publication DC Books, Kottayam – 1994.
3. Kadhayude Noottandu, Editor: M.N.Vijayan, Publication SPCS, Kottayam, 2000.
4. M.T.yude Thiranjedutha Kadhakal, M.T.Vasudevan Nair, Publication Current books, Thrissur – 2017.
5. T.Padmanabhante Kadhakal – Smboornam, T.Padmanabhan, Publication DC Books, Kottayam – 2004.

**Reference Books:**

1. Cherukatha, Ennale, Ennu, M.Achutan, SPCS, Kottayam, 1985.
2. Kairaliute Katha, N.Krishna Pillai, SPCS, Kottayam, 1980.
3. Malayala Cherukadha Sahithya Charithram, Dr.M.M.Basheer. Kerala Shitya Academi, Thrissur 2008.
4. Malayala Novel Sahitya Charitram, Prof. K.M. Tarakan, Kerala Shitya Academi, Thrissur, 1978.
5. Novel Sidhiyum Sadhanyum, Blakrishnan, SPCS, Kottayam, 1965.
6. Marunna Malayala Novel, K.P.Appan, Gautham Publishers, Alappuzha, 1988.
7. Adhunika Novel Darsanam, Prof.K.M.Tharakan, NBS, Kottayam, 1982.

**Lecture Schedule:**

<b>Sl. No.</b>	<b>Contact hours</b>	<b>Description</b>
1.	01-06	Jeshtathiyammayude Aabharanagal – By Moorkoth Kumaram
2.	04-07	Thahasildarude Achan – By Thakazhi Siva Sankara pillai
5.	08-11	Poovambazham – By Kaaroor Neelakanda Pill
6.	12-15	Maanikyan – By Lalithambika Antharjanam
7.	16-19	Ammayum Makanum – By Madhavikutty
8.	20-23	Snehathinte Mukhangal – By M.T.Vasudevan Nair
9.	24-27	Achan – By T.Pathmanabhan
10.	28-31	Kaatuparaja Kadha – By O.V.Vijayan
11.	32-35	Delhi 1981 –By M.Mukudan
12.	36-45	Paathummayude Aadu (Novel) – By Vaikom Muhammed Basheer

(Part I Course – 3 credits – 3 hours/wk.)

**OBJECTIVES:**

On completing this course, the students will have

- acquired the skills of communicating in French in simple situations and
- acquired the ability to understand and write in French.

**SYLLABUS:**

**Unit I** Unité 05:Invitations (Livre de L'élève) **9 hours**

**Unit II** Unité 05:Invitations (Cahier d'exercices)**9 hours**

**Unit III** Unité 06:À Table (Livre de L'élève)+(Cahier d'exercices) **9 hours**

**Unit IV** Unité 07:Rallye (Livre de L'élève)+(Cahier d'exercices) **9 hours**

**Unit V** Unité 08: Chez Moi (Livre de L'élève)+(Cahier d'exercices) **9 hours**

**PRESCRIBED TEXT BOOKS:**

Régine Mérieux and Yves Loiseau, *Connexions 1*, Didier. (Livre de L'élève)

Régine Mérieux and Yves Loiseau, *Connexions 1*, Didier. (Cahier d'exercices)

**Evaluation Pattern:**

Internal: CFA1 10 CFA2 15 CFA3 15 = 40 marks

External: End Semester Examination (ESE)

Duration – 3 hrs

Maximum marks – 100 (converted to 60)

Ratio of marks awarded: Internal 40 : External 60

**Question Paper pattern for ESE:**

Part – A Answer all the questions (10 x 2 = 20 marks)

(Contains 10 objective type questions with no choice)

Part – B Answer any five of the questions (5 x 6 = 30 marks)

(Contains 7 questions with minimum 1 but not more than 2 from each unit)

Part – C Answer all the questions (5 x 10 = 50 marks)

(Contains 7 questions where questions 18, 19 & 20 are compulsory and 21 to 24 are of either or type questions)

**Distribution of marks:**

Part - A	:	Questions basées sur la Civilisation (Livre)	<b>20 marks</b>
Part - B	:	Exercices de Grammaire (Livre et Cahier)	<b>30 marks</b>
Part - C	:	Q No 18-Traduction, Q No 19-Compréhension, Q No 20-Mettez le dialogue en ordre, Q No 21 to 24 - Rédaction (Livre)	<b>50 marks</b>

## 21ENGU02F2/21ENGI02F2: FOUNDATIONAL ENGLISH - II

(Language II Course – 3 Credits/3 Hours per week)

### Objectives:

- To help the students understand the intricacies of English Grammar for everyday use;
- To help them improve their essential language skills in English.

### Unit I: Grammar

- Prepositions & Prepositional phrases
- Conjunctions
- Direct & Indirect Speech
- Sentences
- Punctuation

### Unit II: Listening Skills

- Long Narratives
- Recorded speeches
- Movie clips

### Unit III: Reading & Vocabulary

- Reading comprehension passages
- Vocabulary building

### Unit IV: Speaking Skills

- Narrations
- Public speaking
- Debate/Turn Coat

### Unit V: Writing Skills

- Precis Writing
- Personal Letter Writing
- General Essay Writing

### Text Books:

Foundational English II Textbook/Course Material - Prepared by the School.

### Reference Books:

Sargeant, Howard. *Basic English Grammar Book 2*. Irvine: Saddleback, 2007. Print.

Course Code & Title	21RIMU02A2: MANAGERIAL ECONOMICS		
Programme	B.B.A.	Semester- II	
	Credit : 4	Hours : 4/per week	
Cognitive Level	K-1	Define the concepts of economics to management.	
	K-2	Illustration of skills in respect of demand, production and cost functions.	
	K-3	Apply the knowledge of managerial economics to business decisions.	
Course Objectives	<ul style="list-style-type: none"> <li>Familiarize the students with the fundamental principles of economics.</li> <li>Describe the determinants of the demand and supply function and equilibrium of a firm.</li> <li>Comprehend the characteristics of different market structures and their implications.</li> <li>Acquaint the applications of economic theories in business decisions.</li> <li>Enable them to address business problems.</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No. of Hours</b>
	<b>I</b>	<b>Concepts and Techniques:</b> Meaning, Definitions and Nature of Managerial Economics – Scope of Managerial Economics – Role of Managerial Economist - Fundamental concept of Managerial Economics.	<b>10</b>
	<b>II</b>	<b>Demand Analysis:</b> Meaning, Definitions and Determinants of Demand – Types of Demand – Law of Demand – An individual’s Demand Schedule and Curve – Elasticity of Demand. Demand forecasting and Forecasting methods.	<b>12</b>
	<b>III</b>	<b>Production:</b> Meaning, Definitions and Determinants of Supply – Production Function – Laws of Production Function - Law of Variable Proportions - Laws of Return to Scale – Equilibrium of the Firm (or) Producer’s Equilibrium. Expansion Path.	<b>14</b>
<b>IV</b>	<b>Cost Analysis and Pricing:</b> Cost Concepts – Cost-output Relationship – Economies and Diseconomies of Scale – Cost Functions – Methods of Pricing and Factors Affecting. Pricing under Different Market Structure.	<b>12</b>	
<b>V</b>	<b>Market Structure and Cost Volume Profit Analysis:</b> Meaning and Definitions of Market – Market Structure – Forms of Market Structure –Cost Volume Profit Analysis or Break-Even Analysis. Profit maximization.	<b>12</b>	
<b>References</b>	<p><b>Text Books:</b></p> <ol style="list-style-type: none"> <li>R.Cauvery&amp; Others (2015), Managerial Economics. S. Chand and Company, New Delhi.</li> <li>Ahuja H.L.(2007), Managerial Economics: Analysis of Managerial Decision Making, S.Chand&amp; Co-Ltd., New Delhi.</li> <li>Jhingan.M.L, J.K. Stephen (2004), Managerial Economics, Vrinda Publications (P) Ltd, New Delhi.</li> </ol> <p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>S.Mukherjee, (2009), “Business And Managerial Economics in global Context”, New Central Bank Agency (P) Ltd, Kolkatta.</li> <li>William F. Samuelson and Stephen G. Marks,( 2015) “Managerial Economics”, Johny Wiley &amp; Sons, Reprint.</li> </ol> <p><b>Web Resources:</b></p> <ol style="list-style-type: none"> <li><a href="https://www.Programme-central.com/tag/microeconomics">https://www.Programme-central.com/tag/microeconomics</a></li> <li><a href="https://www.coursera.org/learn/microeconomics">https://www.coursera.org/learn/microeconomics</a></li> <li><a href="https://ocw.mit.edu/courses/economics">https://ocw.mit.edu/courses/economics</a></li> </ol>		

	<p>4. <a href="http://www.eighbooks.com/read-now.php?q=principles-of-microeconomics-7th-edition">http://www.eighbooks.com/read-now.php?q=principles-of-microeconomics-7th-edition</a></p> <p>5. <a href="https://www.doviak.net/microbook_3e.pdf">https://www.doviak.net/microbook_3e.pdf</a></p> <p>6. <a href="https://www.mooc-list.com/course/microeconomics-principles-coursera">https://www.mooc-list.com/course/microeconomics-principles-coursera</a></p>
<b>Course Outcomes</b>	
<b>CO1</b>	Pronounce the concepts of economics in management.
<b>CO2</b>	Explain the determinants and types of demand in the market.
<b>CO3</b>	Describe the influence of the various factors of production.
<b>CO4</b>	Assess the significance of various components of costs and the methods of pricing.
<b>CO5</b>	Apply Cost Volume Profit concept in business decisions.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	2	1	2	1	2	1	2	1	2	1	2
<b>CO2</b>	2	2	1	2	3	1	2	3	1	2	1	3
<b>CO3</b>	3	3	2	3	2	3	1	1	3	2	3	3
<b>CO4</b>	1	1	2	3	2	3	1	2	2	1	3	3
<b>CO5</b>	3	2	3	2	3	3	3	3	2	3	2	3



<b>Course Code &amp; Title</b>	<b>21RIMU0203: MANAGEMENT ADMINISTRATION</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- II</b>
	<b>Credit : 4</b>	<b>Hours : 4/per week</b>
<b>Cognitive Level</b>	<b>K-1</b>	Defines the principles of office management.
	<b>K-2</b>	Illustrates the job and analyze the job, and its evaluation techniques.
	<b>K-3</b>	Apply the knowledge in making correspondence with other management functional areas and other offices.
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To gain knowledge on the history and fundamental concepts of management and administration.</li> </ul>	
	<ul style="list-style-type: none"> <li>To introduce duties and responsibilities of office manager and their role in office management.</li> </ul>	
	<ul style="list-style-type: none"> <li>Acquire the knowledge of office organization, job analysis and job evaluation techniques.</li> </ul>	
	<ul style="list-style-type: none"> <li>To expertise in knowledge on work measurement techniques and office communication and reports.</li> </ul>	
	<ul style="list-style-type: none"> <li>To gain knowledge about communication and correspondence.</li> </ul>	
<b>Units</b>	<b>Contents</b>	<b>No. of Hours</b>
<b>I</b>	<b>Principles of Office Management:</b> Office management - Principles – Forms – Office Layout - Record management – Filing - Methods –Indexing.	<b>10</b>
<b>II</b>	<b>Job Analysis and Evaluation Techniques:</b> Job analysis – Methods – Job description – Job specification – Jobevaluation – Process – Methods – Job Design – Approaches – Issues in Job design.	<b>15</b>
<b>III</b>	<b>Work Measurement and Quality Control:</b> Work study – Methods – work measurement – Techniques – Time Study – Steps – Incentives - Quality Control – Techniques – Statistical Quality Control.	<b>15</b>
<b>IV</b>	<b>Grievance Redressal and Management:</b> Discipline – Concepts – Disciplinary actions–Grievance– Redressal Procedure– Conflict resolution – Methods of resolving conflicts.	<b>10</b>
<b>V</b>	<b>Communication and Correspondence:</b> Communication – Importance – Forms – Quotation – Orders – Inquiry - Sales letter – Claims and Adjustments and claims – Letter to bankers - Insurance - Transport corporations.	<b>10</b>
<b>References</b>	<b>Text Books:</b> <ol style="list-style-type: none"> <li>Kumar N. and R.Mittal, (2007),Office Management, ANMOL Publications,NewDelhi.</li> <li>Aswathappa K,( 2014),Human Resource Management- Text and Cases,McGraw Hill Education Ltd, New Delhi.</li> <li>Martand T.Telsang, (2009),Production Management, S.Chand &amp; Company,NewDelhi.</li> </ol>	

4. Pillai R.S.N. and Bhagavati,( 2008), Modern Commercial Correspondence,S.Chand & Company, New Delhi.

**References Books:**

1. Zane K. Quible, (2005),Administrative Office Management - 8th edition, PrenticeHall, Inc. New Delhi, Published.
2. Davis J.W. (1985), Human behaviour at work place: Organizational Behaviour. 7thedition. New York: MacGraw-Hill.
3. Dessler, G. (1991), Organisation theory: Integrating structure and Behaviour.Englewood Cliffs: Prentice-Hall. Du Toit, A.

**E-Resources:**

1. <https://libguides.unm.edu/pubadmin/books>
2. <https://neptel.edu/books>
3. [www.swayam.gov.in](http://www.swayam.gov.in)
4. <https://www.mooc-list.com/course/microeconomics-principles-coursera>

Course Outcomes	
<b>CO1</b>	To understand the principles and functions areas of administration.
<b>CO2</b>	To know the importance of job analysis and evaluation techniques in the work place.
<b>CO3</b>	Explains the work measurement and quality control and methods of effective control.
<b>CO4</b>	To solve the problem in globalized economy and how to handle grievance and its redressal method by following ethics.
<b>CO5</b>	To communication effectively and make correspondence with varies activities and departments for the development of business.

Mapping of COs with PSOs and POs												
CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO1</b>	3	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	3	3	2	3	3	2	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3

## CORE HINDI - II

COURSE CODE: 21CHIU0002 / 21CHII0002

CREDITS : 2

### SECOND SEMESTER

#### Course Objectives:

- To provide the knowledge of Future Tense and Past Tense.
- To explain about Transitive Verb and Intransitive Verb.
- To train the students to speak Hindi through the Conversations.

#### Course Outcomes:

CO1- The students may know about the Tenses in Hindi

CO2- They learn about Number and Gender

CO3- They identify Transitive Verb and Intransitive Verb in Hindi

CO4- They identify how the Verb changes according to Number and Gender

CO5- They may able to speak Hindi

**Unit – I – Future Tense**

**Unit – II – Gender and number**

**Unit – III – Past Tense – Transitive Verb**

**Unit – IV – Past Tense – Intransitive Verb**

**Unit – V – Communicative Hindi**

#### Conversations:

1. Market
2. Railway Station
3. Hotel

#### Reference Books

1. Aadarsa Hindi Bodhini D,B,H.P. Subha, Chennai
2. Anuvad Abhyas Part - I D,B,H.P. Subha, Chennai

#### Lecture Schedule:

S.No.	Programme No.	Description
	1 – 6	Future Tense
	7 – 12	Gender and number
	13 – 18	Past Tense – Transitive Verb
	19 – 24	Past Tense – Intransitive Verb
	25 - 30	Communicative Hindi - Conversations

## 21CTAU0002: CORE TAMIL – 2

### Objective:

- To introduce the elementary aspects of Tamil language to non-Tamil speakers.

Unit – 1 : Cases

Unit – 2 : Present Tense

Unit – 3 : Past Tense

Unit – 4 : Future Tense

Unit – 5 : Translation

### Reference

S. Rajaram – An Intensive Course in Tamil, Laurier Books Ltd., Waterloo, 2000

For UG Arts course it is offered during I & II Semester

For UG Science course it is offered during II & III Semester

Out comes :

- Developing the four skills of reading, writing, speaking and listening in Tamil
- Helping the students from other linguistic backgrounds understand the basics of Tamil language.

**CORE MALAYALAM-II**  
**PAPER – II**  
**COMMUNICATIVE MALAYALAM**

Code: 21CMLU0002/21CMLI0002

Credits: 2

**SECOND SEMESTER**

**UNIT WISE SYLLABUS:**

**UNIT-I**

Technical Words:

President, Prime Minister, Governor, chief minister, Parliament Assembly, Chief Justice, Minister of Education, Minister of Finance, Constitution, Citizen, Administrator, Income Tax, Corruption, Complaint, Rights and Duties, Guardian, Manifesto, Transfer, Order, Qualification, Crime, lawyer, Signature, Tender, Stipend, universe, Space, Investigation, Memorandum, Monopoly, Employment, Illegality, Government, Co-operative, Irrigation, Industry, Science, Capital, Salary, Technology, Standard, All India Radio, Television, News Paper, Cinema, Transport.

**UNIT-II**

Translation from Malayalam to English (Simple Sentences)

**UNIT-III**

Translation from Malayalam to English (Simple Sentences)

**UNIT-IV**

1. Spoken Malayalam
2. Writing Style

**UNIT-V**

Sentence Making with:

Conversations: (Under mentioned topics only )

1. Market
2. Railway Station
3. Hotel

**Reference Books:**

1. Book of Letter Writing, B.Subramanya ayyar, Balaji Publications, Madras 1994.
2. English-English-Malayalam Dictionary, T.Ramalingam Pillai, DC Books, Kottayam, 1986.
3. Learn Malayalam in a month – Indian Language Series, Readwell's Publication, 1980.
4. Malayala Saili Nikhandu, T.Ramalingampilla, DC Books, Kottayam, 1975.
5. Saileepradeepam, Vadakkumkood, NBS, Kottayam, 1967.

**Lecture Schedule:**

Sl.No.	Contact hours	Description
1.	1-6	Technical words
2.	7-12	Translation from Malayalam to English
3.	13-18	Translation from English to Malayalam
4.	19-24	Spoken Malayalam & Writing Style
5.	25-30	Conversations

## **ENVIRONMENTAL STUDIES (3+1)**

**(Course Code – 21EVSU0101, 21EVS10201, 21EVS0301)**

### **Course Objectives:**

- To impart the basic knowledge about the environment and its associated problems among students.
- To develop an altitude of concern for environment and create harmony with nature among students.
- To motivate students to acquire a set fo values for encironmental conservation and for improvement.
- To create awareness & importance of sustainable development without degrading the environmental resources.

### **Importance of environment study**

In the modern industrialized era that we live today, every component that we consumed- be it, air, water or food are contaminated with industrial activities. There is no product with free of pollution. In order to minimize this problem, knowledge about environment is very essential among the people especially with students.

### **Course Outcome**

#### **Students will be able to**

- Appreciate the concepts and methods from ecological, biological and physical sciences and their application in solving environmental problem.
- Appreciate the ethical and historical context of environmental issues and links between human and natural ecosystem.
- Reflect critically about their roles and identities as a consumers and environmental actors in an interconnected world.

### **UNIT-I**

#### **NATURAL RESOURCES**

- Introduction to environment and natural resources (Definition, Scope and Importance).
- Forest resources: Use and over-exploitation of forest resources and its impact on forest and tribal people.
- Water resources: Use and over-exploitation of water and impact.
- 
- Land resources: land degradation and soil-erosion, desertification.
- Food resources: Effect of modern agriculture, fertilizer-pesticide problems.
- Energy resources: Growing energy needs renewable and non renewable energy resources use of alternative energy sources.

## **UNIT-II**

### **ECOSYSTEM AND BIODIVERSITY**

- Concept of an ecosystem
- Structure and Function of an ecosystem
- Food chains, food webs and ecological pyramids
- Type of ecosystem
- Biodiversity: Genetic, species and ecosystem diversity
- Threats to biodiversity: habitat loss, poaching of wild life, man –wildlife conflicts
- Endangered and endemic species of India
- Conservation of Biodiversity: *In-situ* and *Ex-situ* conservation of Biodiversity

## **UNIT III**

### **ENVIRONMENTAL POLLUTION**

Causes, effects and control measures of:

- Air Pollution
- Water Pollution
- Soil Pollution
- Noise Pollution and
- Nuclear hazards
- Solid waste management

## **UNIT IV**

### **SOCIAL ISSUES AND THE ENVIRONMENT**

- Sustainable development
- Rural urban problems related to environment
- Water management and rain water harvesting
- Environmental ethics: Issues and possible solutions
- Environmental movements – Chipko, Silent Valley and Bishnois of Rajasthan
- Environmental protection policy, Act and Legislation
- Population and the environment
- HIV/AIDS
- Women and child welfare, Gender Issues, Institutions for gender studies and research

## **UNIT V**

### **DISASTER MANAGEMENT**

- Disaster: Meaning and concepts, types, causes and management.
- Effects of disaster and community, economy, environment
- Disaster management cycle: early response, rehabilitation, reconstruction and preparedness
- Disaster management authority: National state and district level.
- The Disaster management Act, 2005

- Ill effects of fireworks

### **FIELD WORK**

- Visit to local area to document environment assets-river/forest/grassland /hill/mountain
- Visit to a local polluted site-Uran/Rural/Industries/Agriculture
- Study of simple ecosystem-pond hill slopes etc
- study of common plants, insects, birds
- Preparing village disaster management plan
- Visiting project sites relevant to disaster management

### **REFERENCES**

1. Aagarwal, K.C.2001 Environmental Biology, Nidi publ. Ltd. Bikaner.
2. Asthana, D.K.,Meera Asthana, 2006, A text book of environmental Studies, S.Chand & Company Ltd., New Delhi.
3. Benny Joseph, 2005, Environmental Studies, Tata Mcgraw – Hill publishing company, New Delhi.
4. Erach Bharucha, 2005, A text book of Environmental Studies, UGC, University Press, New Delhi.
5. Grumbine, R.Edward, and Pandit, M.K. 2013. Threats from India’s Himalaya dams. Science, 339; 36-37.
6. Jadhav, H & Bhosale, V.M.1995. Environmental protection and Laws. Himalaya Pub. House, Delhi 284 p.
7. Palanithurai, G., 2009, Panchayats in Disaster: preparedness and management, Concepts publishing company.
8. Pepper, I.L., Gerba, C.P. & Berg, L.R. 2012. Environment. 8<sup>th</sup> edition, John Wiley & sons.
9. Singh, J.S. Singh, S.P. and Gupta, S.R.2014 Ecology, Environmental Science and Conservation.S.Chand Pulishing, New Delhi.
10. Thangamani and Shyamala, 2003, A text book of environmental studies, pranav Syndicate, Publishing Division, Sivakasi.
11. Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
12. Trivedi R.K. Handbook of Environmental laws, Tules Guidelins, Compliances and Standards, Vol I and II, Enviro Media (R).
13. Wanger K.D., 1998 Environmental Management. W.B.Saundrs Co.Philadelphia, USA 499p.



<b>Course Code &amp; Title</b>	<b>21NSSU0001: NATIONAL SERVICE SCHEME</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester II</b>
	<b>Credit: 1</b>	<b>Hours: 1</b>
<b>Course Objectives</b>	To motivate the students to involve in National Services	
<b>Units</b>	<b>Content</b>	<b>No.of Hours</b>
<b>I</b>	NSS – History, philosophy, principles and objectives.	<b>15</b>
<b>II</b>	Working with people – Methods and Techniques.	<b>10</b>
<b>III</b>	NSS – Regular Programme: Objectives, activities – role and responsibilities of volunteers.	<b>10</b>
<b>IV</b>	NSS Special Camping Programme : Objectives, activities – role and responsibilities of volunteers.	<b>15</b>
<b>V</b>	Evaluation of the NSS activities – Tools and Techniques.	<b>10</b>
<b>References</b>	<ol style="list-style-type: none"> <li>1. National Service Scheme Manual 1997, by the Department of Youth Affairs and sports.</li> <li>2. Ministry of Human Resource Development, Government of India.</li> <li>3. Supe S.V., 1995, <b>Extension Education</b>, Sterling Publications, Madras</li> <li>4. Advi Reddy, 1996, <b>Extension Education</b> Baktal Publications, Hyderabad.</li> <li>5. Narayanasamy N., M.PBoraian and R. Ramesh (1997), <b>Participatory Rural Apprais</b> GRU, Gandhigram.</li> </ol>	
<b>Course Outcomes</b>		
<b>CO1</b>	<ul style="list-style-type: none"> <li>• Student able to know to how the history, philosophy, principles of NSS and working with people, role and responsibility of volunteers.</li> </ul>	

## SPORTS AND GAMES

<b>SEMESTER</b>	I/II	<b>Course Code</b>	21SPOU0001
<b>Course Title</b>	<b>SPORTS AND GAMES</b>		
<b>No. of Credits</b>	0+1	<b>No. of Contact hours per week</b>	1
<b>New Course/ Revised Course</b>	Revised Course	<b>Percentage of Revision effected</b>	30
<b>Category</b>	Foundation course (optional course)		
<b>Scope of the Course</b>	K-1 & K-2		
<b>Course Objectives</b>	The Course aims to Gain knowledge about the Fitness, Sports and Games		
<b>Units</b>	<b>Contents</b>		<b>No of Hours</b>
I	Concept of Health-Related Fitness (HRF) Test – Assessment of HRF test		3
II	Introduction to Yo-Yo tests – Basic skills in Kabadi		4
III	Fundamental skills in Field Hockey/Volleyball		3
IV	Introduction to Track and Field Events – Procedure for 4X100 Meters Relay – Tournaments (Intramural and Extramural tournaments) – Methods to draw the fixture for knockout and league tournament		3
V	Introduction to common athletic injuries and first-aid-Recreational activities (Minor games) – Basic skills in shot put /Javelin throw.		3
<b>References</b>	<p><b>Text Books:</b></p> <ol style="list-style-type: none"> <li>Bonnie Kenny and Cindy Gregory, (2006), Volleyball (Steps to success), (3ED), Human Kinetics Publishers, Champaign, USA.</li> <li>Elizabeth Anders and Sue Myers, (2008), Field Hockey (Steps to Success), Human Kinetics Publishers, Champaign, USA.</li> <li>James R.Morrow, Jr., Allen W.Jackson, James G.Disch and Dale.P.Mood, (2000), Measurement and Evaluation in Human Performance, (2ED), Human Kinetics Publishers, Champaign, USA.</li> <li>Ken. O. Bosen, (1973), Track &amp; Field Fundamental Techniques NIS Publications, Patiala.</li> <li>Rule Book, (2014), Provinces battling for the Indigenous Games champs trophy.</li> </ol>		
	<p><b>References Books:</b></p> <ol style="list-style-type: none"> <li>Kamalesh, M.L.,(1987), Management Concepts Physical Education and Sport Metropolitan Book Co., Pvt., Ltd., Nethaji Subhash Marg, New Delhi.</li> <li>Thirunarayanan, C. and Hariharan, S., (1989), Methods in Physical Education, C.T.&amp;S.H., Publications, Karaikudi.</li> </ol>		
	<p><b>Web Resources:</b></p> <ol style="list-style-type: none"> <li><a href="https://www.iaaf.org/home">https://www.iaaf.org/home</a></li> <li><a href="https://www.indiankabaddi.org/">https://www.indiankabaddi.org/</a></li> </ol>		

### Pattern

<b>First CFA</b>	<b>Second CFA</b>		<b>Total Marks 50</b>
	<b>25 marks</b>		
<b>25 marks</b>	<b>Test</b>	<b>Assignment</b>	
	<b>20 marks</b>	<b>5 marks</b>	

<b>Course Code &amp; Title</b>	<b>21FATU0001: FINE ARTS</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>II Semester</b>
<b>Course Objectives</b>	<b>Credit: 1</b>	<b>Hours: 1/ Week</b>
	<ul style="list-style-type: none"> <li>• This is a course that is evolving with the intervention of students.</li> <li>• The whole emphasis here will be to introduce students to Indian art, and allow them to critically evaluate, the theories and interpretations of art and architecture that have largely stemmed from cultural perspectives.</li> </ul>	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Art History and Aesthetics:</b> What is art and what is art History? What constitutes art and how do we define it? The Programmeical Concept of art. Theory of Art as Expression. Aesthetic theories of Art.	<b>15</b>
<b>II</b>	<b>Art:</b> Do art and architecture perform functions and have a role to play in society? The role and importance of the museum as a site for cataloguing and preserving art, and projecting certain defined notions that have a bearing on the study of art and architecture will also be focused upon.	<b>10</b>
<b>III</b>	<b>Indian Architecture:</b> Prescriptive texts and the making of early Indian art and architecture. Was the ‘science’ of art and architecture developed as a concomitant of the artistic and architectural developments in early India?	<b>10</b>
<b>IV</b>	<b>Types of Architecture:</b> Domestic (dwellings), public institutional (step-wells, rest-houses, hospitals) and religious institutional (temples, <i>stūpas/ caityavihāra, mathas</i> ) will be focused upon. The focus will be on the material sources at particular monument sites such as Sanchi, Amaravati, Ajanta, Ellora, Khajuraho, Tanjavur, Mahabalipuram, Sravana Belagola, Bhubaneshwar and Mount Abu. (There may be other sites added or dropped from this list depending on the newer literature available.)	<b>15</b>
<b>V</b>	<b>Trends and Developments:</b> How do we understand the different structures that emerge over a long period of time within a monument or when a monument no longer has a living significance for the people in its vicinity? Are symbols remnants of the primitive mentality or do they also evolve over time? How do we understand ornamentation? Finally, is there an Indian art and architecture?	<b>10</b>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Anand, Mulk Raj, <i>The Hindu View of Art</i>, Asia Publishing House, Bombay, 1957.</li> <li>2. Banerjea, J.N., <i>The Development of Hindu Iconography</i>, University of Calcutta, Calcutta, 1956.</li> <li>3. Blake, Stephen P. (1991) <i>Shahjahanabad: The Sovereign City in Mughal India</i>,</li> </ol>	

	1639-1739. Cambridge and New York: CUP.
<b>Course Outcomes</b>	
<b>CO1</b>	A general survey course to introduce the students to Indian Art
<b>CO2</b>	Understand the basics of Art History, Aesthetics and Art Appreciation
<b>CO3</b>	Theoretical, social and cultural dimensions of the production of art and architecture

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	2	3	3	3	3	3	3	3	3	3	3	4
<b>CO3</b>	2	2	3	3	2	3	3	2	3	3	2	3
<b>CO4</b>	2	3	3	3	3	3	2	3	3	3	3	4
<b>CO5</b>	1	2	3	3	3	3	3	2	3	3	2	4

<b>SEMESTER</b>	I/II	<b>Course Code</b>	21YOGU0001
<b>Course Title</b>	<b>YOGA EDUCATION</b>		
<b>No. of Credits</b>	0+1	<b>No. of Contact hours per week</b>	1
<b>New Course/ Revised Course</b>	Revised Course	<b>Percentage of Revision effected</b>	20
<b>Category</b>	Non credit course		
<b>Scope of the Course</b>	Value Added Courses imparting, transferable and life skills		
<b>Cognitive Levels addressed by the course</b>	K-1 & K-2		
<b>Course Objectives</b>	The Course aims to Gain practical knowledge about the Yogic Practices		
<b>Units</b>	<b>Contents</b>	<b>No of Hours</b>	
I	<b>History of Yoga:</b> Definition – Aims and Objectives – Yoga as an ideal system of physical culture – Difference between practice of Asanas and physical exercise.	3	
II	<b>Schools of Yoga:</b> Patanjaliyoga – Astangayoga – Tantayoga – Mantrayoga – Hathayoga – Layayoga – Rajayoga – Jnanayoga – Bhaktiyoga – Karmayoga – Loosening Exercises in yoga – suryanamaskar.	4	
III	<b>Asanas Practice:</b> Meditative Asanas: sukhasana – Ardha Padmasana – Padmasana – Vajrasana – Standing Asanas: Tadasana - Trikonasana – Parivrua Trikonasana – Vrikshasana – Sitting Asanas: Baddha Konasana – Janusirasana – Paschimottanasana – Ustrasana – Vakrasana –Gomukhasana.	3	
IV	<b>Asanas Practice:</b> Prone Asanas: makarasana – Bhujangasan – Shalabhasana – Dhanurasana – Supine Asanas: Pavanamuktasana – Sethubandasana – Navasana – Savasana – Yoga and postural deformities – test neck.	3	
V	<b>Pranayama Practice:</b> Sectional Breathing – Nadisuddhi – Bhramari – Bhastrika – Kapalabhati – Introduction to Bandhas – Mudras – Dharana (Trataka) – Dhyana – Jalaneti – Importance of Pranayama practice for COVID19.	3	
<b>References</b>	<b>Text Books:</b> <ol style="list-style-type: none"> <li>1. Chandrasekaran K. (1999), Sound Health Through Yoga, Prem Kalyan Publications, Sedapatti.</li> <li>2. Iyengar B.K.S. (2000), Light on Yoga, Harpine Collins Publication, New Delhi, 2000.</li> <li>3. Nagarathnam H R. &amp; Dr.H.R. Nagendra (2015) Promotion</li> </ol>		

	of positive health swami vivekanandha yoga prakashana, Bangalore, 4. Swami satyananda saraswati, (2008): Asana Pranayama Mudra, Bandha (IV Revised Edition): Bihar School of Yoga, Munger, India.	
	<b>References Books:</b>  1. Chandara Shekar K., 2003, Yoga for Health, khel Sathitya Kendra, Theni. 2. Indira Devi, 2002, Yoga for you, Jaico Publishing House, Chennai. 3. Maharishi Patanjali, 2003, Yoga for all, Sahni Publications. 4. Pandit M.P.1987, Yoga for the modern man, sterling publishers private limited , New delhi. 5. Swamin Kuvalayananda, 1993, Asanas, Kaivlayadhama, Lonavla. 6. Vivekananda Kendra Prakashan, (2009), Yoga, Chennai. 7. Yoga for Health, 2003, Institute of Naturopathy & Yogic Sciences, Bangalore.	
	<b>Web Resources:</b>  1. <a href="https://kdham.com">https://kdham.com</a> 2. <a href="https://www.iharyoga.net/">https://www.iharyoga.net/</a>	
<b>Course Outcomes</b>	<b>Students should be able to</b>  1. understand concept of yoga 2. Demonstrate the suryanamaskar and various name 3. Perform meditation techniques 4. Realize the benefits of mudras and bandhas 5. Assess the difference between the asanas and physical exercises.	

### Pattern

<b>First CFA</b>	<b>Second CFA</b>		<b>Total Marks 50</b>
	<b>25 marks</b>		
<b>25 marks</b>	<b>Test</b>	<b>Assignment</b>	
	<b>20 marks</b>	<b>5 marks</b>	

**VALUE ADDED COURSES - I**

<b>Course Code &amp; Title</b>	<b>21RIMU2VA1: BUSINESS ETHICS</b>		
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- II</b>	
	<b>Credit : 2</b>	<b>Hours:2 / per week</b> ( after the time table hours)	
<b>Cognitive Level</b>	<b>K-1</b>	Familiarize the concept of the course.	
	<b>K-2</b>	Explain the importance and benefits of the course in work place.	
	<b>K-3</b>	Apply the theories or concepts in practice.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To introduce the concept and importance of the course in business.</li> <li>• To know the facets of its application in management.</li> <li>• To be aware of the ethical values.</li> <li>• To know the philosophy in Management.</li> <li>• To familiarize with the applications of the concepts in management.</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No of Hours</b>
	<b>I</b>	<b>Business Ethics:</b> Meaning – Definition – Nature – Importance – Ground Rules – myths – Methodology – Characteristics of Managerial Ethics.	7
	<b>II</b>	<b>Ethics Management:</b> Ethical Dilemma – Ethical Decision Making – Ethical Reasoning – Ethical issues – Ethics - Management – Key roles and responsibilities – Ethics Management Programmes – Benefits - of Managing Ethics in Work Place – Organisation Ethics Development System (OEDS) – Organisational culture – Ethics Tools: Code of ethics – Guidelines for developing code of ethics – Value based leadership.	7
	<b>III</b>	<b>Ethical Values:</b> Work Ethics – Work Culture – Ethical Theories – Ethical Values- Environmental Ethics – Consumer Protection.	5
<b>IV</b>	<b>Indian Ethos In Management:</b> Basic Principles of Management as per ancient Indian wisdom and insight – Work life in - Indian philosophy – Indian ethos for the work life – Quality of Work Life – Strategies for - Work Life.	6	
<b>V</b>	<b>Corporate Governance And Business Ethics:</b> Corporate governance and the good company- Corporate governance and the social responsibility of business - Corporate governance and the environment responsibility of - business - corporate governance and business ethics - Business Ethics Sustainability.	5	
<b>References</b>	<b>Text Books:</b> <ol style="list-style-type: none"> <li>1. Bhatia, S.K.,(2015), Business Ethics and Corporate Governance.</li> <li>2. Bowie Norman,(2012), Business Ethics, Prentice Hall.</li> </ol>		



	<b>References Books:</b>
	<ul style="list-style-type: none"> <li>Chakraborty, S.K.,(2005), Management by Values, Oxford Univ. Press.</li> </ul>
<b>Course Outcomes</b>	
<b>CO1</b>	Pronounce the concept and importance of the course in business.
<b>CO2</b>	Known the facets and its application in management.
<b>CO3</b>	Aware of the ethical values in management.
<b>CO4</b>	Able to understand the philosophy in Management.
<b>CO5</b>	Adapt with the applications of the concepts in management.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	2	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	2	3	2	3	3	4	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	3	3	2	3	3	2	3
<b>CO4</b>	1	3	3	3	3	4	3	3	3	3	3	5
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	5

Course Code & Title	21RIMU2VA2: CORPORATE SOCIAL RESPONSIBILITY	
Programme	B.B.A.	Semester II
	Credit : 2	Hours : 2/per week (after the regular time table)/
Cognitive Level	K-1	Familiarize the concept of the course.
	K-2	Explain the importance and benefits of the course in work place.
	K-3	Apply the theories or concepts in practice.
		<ul style="list-style-type: none"> <li>To introduce the concept and importance of the course in business.</li> </ul>
		<ul style="list-style-type: none"> <li>To know the facets of its application in management.</li> </ul>
		<ul style="list-style-type: none"> <li>To be aware of the ethical values.</li> </ul>
		<ul style="list-style-type: none"> <li>To know the philosophy in Management.</li> </ul>
	<ul style="list-style-type: none"> <li>To familiarize with the applications of the concepts in management.</li> </ul>	
Units	Contents	No. of Hours
I	<b>Introduction:</b> Definition- need and Principles Of CSR–Sustainability – Environmental Issues-Externalizing- corporate citizenship.	7
II	<b>CSR strategies: strategies for CSR</b> -Introduction-Role of Business Manager – Corporate Governance practices case studies.	7
III	<b>Leadership and Control:</b> Introduction – The Concept of Leadership - Styles of Leadership – Motivation-Sources of Power – Systems of Control – Corporate Planning - Planned and Emergent Strategy – Agency Theory-Limitations of Agency Theory.	5
IV	<b>Sustainability:</b> Sustainability definition– scope for CSR and Sustainability– is matter in CSR –Sustainability reporting Sustainability case studies.	6
V	<b>Globalization and CSR:</b> Defining Globalization – How Globalization affects CSR – Corporate Failures and CSR - Globalization an Opportunity or Threat for CSR – CSR issues in nonprofit organization – accounting issues.	5
References	<p><b>Text Books:</b></p> <ol style="list-style-type: none"> <li>Sanjay Agarwal K.(2008), Corporate Social Responsibility in India, Response Books.</li> <li>David Crowthe,(2008), Corporate Social Responsibility Gular Aras &amp; Ventus Publishing AP.</li> <li>John Hancock, (2005), Investing in CSR, British Library Cataloguing.</li> <li>William D.Werther &amp; David Chandeler, (2010), Strategic Corporate Social Responsibility, Sage publication.</li> </ol> <p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>Peter Challis, Laura Challis (2016), The Heart of Social Responsibility (Free download bookboon.com)</li> <li>Robert Chambers (2009), Whose Reality Counts? Putting the First part, Intermediate technology, London.</li> <li>DFID (2019), Sustainable Livelihood, London.</li> <li>David crowther, Guler Aras (2013), Corporate Social, Responsibility (ebook).</li> </ol>	

<b>Course Outcomes</b>	
<b>CO1</b>	Pronounce the concept and importance of the course in business.
<b>CO2</b>	Known the facets and its application in management.
<b>CO3</b>	Aware of the ethical values in management.
<b>CO4</b>	Able to understand the philosophy in Management.
<b>CO5</b>	Adapt with the applications of the concepts in management.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	2	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	2	3	2	3	3	4	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	3	3	2	1	3	2	4
<b>CO4</b>	1	3	3	3	3	4	3	3	3	3	3	5
<b>CO5</b>	3	2	3	3	3	3	3	2	1	3	2	6

### SEMESTER III

Course Code & Title	21RIMU03A3: PROJECT FORMULATION	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- III</b>
	<b>Credit: 4</b>	<b>Hours:4 / per week</b>
<b>Cognitive Level</b>	<b>K-1</b>	Recall with project characteristics and life cycle.
	<b>K-2</b>	Able to formulate the elements of project adopting various techniques.
	<b>K-3</b>	Adapt with project writing reports.
		<ul style="list-style-type: none"> <li>• To familiarize the students with the project characteristics and project life cycle.</li> </ul>
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>• To describe the techniques of project formulation.</li> <li>• To describe the elements of project formulation.</li> <li>• To comprehend with project planning and network analysis.</li> <li>• To enable them to write project reports.</li> </ul>
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Project:</b> Project Life Cycle- Meaning and Definitions of Project – Characteristics of Project – Types of Project – Life Cycle of Project – Phases of Project Management.	<b>10</b>
<b>II</b>	<b>Project Formulation:</b> Concept and Importance of Project Formulation - Techniques of Project Formulation – Feasibility Analysis - Techno-Economic Analysis - Project Design and Network Analysis - Input Analysis - Financial Analysis - Social Cost–Benefit Analysis and Pre-Investment Analysis.	<b>10</b>
<b>III</b>	<b>Elements of Project Formulation:</b> Project Formulation and Planning - Project Formulation and the Entrepreneur - Project Formulation and Financial Institutions and Project Formulation and Government.	<b>10</b>
<b>IV</b>	<b>Project Planning and Network Analysis:</b> Meaning, Definitions and Importance of Project Planning – Gantt Chart – SWOT Analysis – Meaning - objectives and Advantages of Network Analysis. Programme Evaluation and Review Technique (PERT) – Critical Path Method (CPM).	<b>20</b>
<b>V</b>	<b>Monitoring, Evaluation and Project Report Writing:</b> Project Monitoring and evaluation - Templates for project proposal and project report – preparation of project proposal and project report.	<b>10</b>
<b>References</b>	<p><b>Text Books:</b></p> <ol style="list-style-type: none"> <li>1. Choudhury.S (2013), Project Scheduling and Monitoring in Practice, South Asian Publishers, New Delhi</li> <li>2. Goel B.B (2012), Project Management–A Development Perspective, Deep and Deep Publishers, New Delhi</li> <li>3. Mattu P.K (2008), Project Formulation in Developing Countries, MacMillan Company of India Limited, New Delhi.</li> <li>4. Mittal.AC, B.S. Sharma (2006), Project Management, Vista International Publishing House, New Delhi.</li> <li>5. Prasanna Chandra (2006), Projects Planning, Analysis, Selection, Financing, Implementation and Review, Tata McGraw – Hill Education (P) Ltd, New Delhi.</li> </ol>	

<b>Course Outcomes</b>	
<b>CO1</b>	Pronounce project characteristics and project life cycle.
<b>CO2</b>	Explain the techniques of project formulation.
<b>CO3</b>	Describe the elements of project formulation.
<b>CO4</b>	Able to illustrate project planning and network analysis.
<b>CO5</b>	Able to write project reports.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	2	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	2	3	2	3	3	4	3	3	2	3	3	1
<b>CO3</b>	3	2	3	4	3	3	3	2	3	3	2	3
<b>CO4</b>	1	3	3	3	3	4	3	3	3	4	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	2

Course Code & Title	21RIMU0304: PRINCIPLES OF ACCOUNTING		
Programme	B.B.A.	Semester- III	
	Credit: 4	Hours:4 / per week	
Cognitive Level	K-1	Recall the accounting concepts.	
	K-2	analyse the types of cash book.	
	K-3	learn how to prepare balance sheet.	
Course Objectives	<ul style="list-style-type: none"> <li>To familiarize with the preparation of accounts and to depict the financial situation.</li> <li>Understand the basic accounting concepts and their application in business.</li> <li>Apply the dual-entry recording frame work to a series of transactions that results in a balance sheet.</li> <li>Gain knowledge on the preparation of financial statements.</li> <li>Develop the skills needed to analyze financial statements effectively.</li> </ul>		
	Units	Contents	No. of Hours
	I	<b>Accounting:</b> Meaning and Definition – Scope of Accounting – Uses of Accounting-Double entry system of Book keeping –Differences between Book Keeping and Accounting – Limitations of Accounting-Accounting Concepts. Difference between Accounting and Management Accounting.	10
	II	<b>Types of Accounts:</b> Rules for preparing Accounts –Journal – Ledger. Subsidiary Books - Cash book – Meaning Types of Cash Book – Single Column, Double and Three columns Cash Book – Trial Balance – Meaning – Preparation of Trial Balance.	10
	III	<b>Single Entry System:</b> Meaning – Features of Single-Entry System – - Double entry system - Difference between Single Entry System and Double Entry System.	10
IV	<b>Final Accounts Format:</b> Components in Trading Account - Preparation of Trading Account, Components in profit and loss account – Preparation of Profit and Loss Account and Balance Sheet (Simple Adjustment Only)	20	
V	<b>Depreciation:</b> Meaning, Definition – Importance of providing Depreciation – Defects of Depreciation – Method of calculating Depreciation – Straight line method – Written down value method-Tally and its applications.	10	
References	<b>Text Books:</b> <ol style="list-style-type: none"> <li>S. P Jain &amp; K. L. Narang,(2008), Financial Accounting, Kalyani Publications, 4<sup>th</sup>Edition.</li> </ol> <b>Reference Books:</b> <ol style="list-style-type: none"> <li>Reddy and Moorthy, (2008), Financial Accounting–Kalyani Publications, 3<sup>rd</sup> Edition.</li> <li>Shukla &amp; Grewal, (2008), Financial Accounting- Chand &amp; Company, 4<sup>th</sup>Edition.</li> </ol>		
<b>Course Outcomes</b>			
CO1	Students get expertise in understanding the basic concepts of accounting.		
CO2	Gain a clear picture of preparing the single, double and triple cash book.		
CO3	Understand to prepare the trading account, profit and loss account and balance sheet of the concern.		
CO4	Acquire the importance of preparing the double entry system of accounting.		
CO5	Get in-depth knowledge on need of providing depreciation on the assets and its different methods.		

**Mapping of COs with PSOs and POs**

<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	2	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	2	3	2	3	3	4	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	2	3	3	2	3	3	2	3
<b>CO4</b>	1	3	3	3	3	4	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3

Course Code & Title	21RIMU0305: FINANCIAL MANAGEMENT	
Programme	B.B.A.	Semester- III
	Credit: 4	Hours:4 / per week
Cognitive Level	K-1	Analyse the financial management concepts.
	K-2	Understand the concept of cost capital.
	K-3	Adopt in financial planning in long term funds .
		<ul style="list-style-type: none"> <li>To understand the role and importance of a financial manager</li> </ul>
Course Objective		<ul style="list-style-type: none"> <li>To identify and evaluate the alternative sources of business finance</li> <li>To discuss and apply working capital management Techniques</li> </ul>
		<ul style="list-style-type: none"> <li>To understand the factors influencing cost of capital and calculating cost total decision on capital structure.</li> </ul>
		<ul style="list-style-type: none"> <li>To evaluate the financial viability of investment.</li> </ul>
Units	Contents	No.of Hours
I	<b>Introduction:</b> Meaning, Objectives, Scope, functions of finance management-Sources of finance - Time value of money - concepts, techniques- Risk– Return trade off.	10
II	<b>Capital Budgeting:</b> Pay Back period- Net Present Value (NPV)– Average Rate of Return (ARR) - Internal Rate of Return (IRR)– Profitability Index (PI).	10
III	<b>Working capital management:</b> Operating cycle – determination of Working capital – Dividend theories – Walter’s model, Gordon’s model – Modigliani and Miller’s model.	10
IV	<b>Cost Management:</b> Basic concepts, rational and assumptions-Cost of Equity Capital- Cost of Preference Capital – Cost of Retained earnings – Weighted Average Cost of Capital.	15
V	<b>Financial planning and control:</b> Capital structure decision of the firm -Composition of long-term funds – Factors determining funds requirements - Fund flow analysis and Ratio Analysis.	15
References	<p><b>Text Books:</b></p> <ol style="list-style-type: none"> <li>A. Murthy, Margham, (2016), Financial Management.</li> <li>S.N. Maheswari, (2016), Elements of Financial Management.</li> </ol> <p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>Prasanna Chandra,(2016),Financial Management.</li> <li>Khan and Jain, (2012),Financial Management.</li> <li>I.M. Pandey, (2008), Financial Management.</li> <li>Vanhoren, (2010), Fundamentals of Financial Management.</li> </ol>	
<b>Course Outcomes</b>		
CO1	Evaluate the investment decision and to enrich their knowledge on Risk.	
CO2	Explore the terms of capital budgeting and the budgeting schedule.	
CO3	Analyze the role of Capital Structure.	
CO4	Enables knowledge on Financial Policy and Planning and various Financial Models involved in it.	
CO5	Plan and Implement the required Working Capital Management.	



**Mapping of COs with PSOs and POs**

<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	2	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	2	3	2	3	3	4	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	2	3	3	2	3	3	2	3
<b>CO4</b>	1	3	3	3	3	4	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3

<b>Course Code &amp; Title</b>	<b>21RIMU0306 – HUMAN RESOURCE MANAGEMENT</b>		
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- III</b>	
	<b>Credit: 4</b>	<b>Hours:4/per week</b>	
<b>Cognitive Level</b>	<b>K-1</b>	Understanding the importance of managing human resource for nation development.	
	<b>K-2</b>	Recall process of recruitment selection and development.	
	<b>K-3</b>	Apply the technical skill for performance appraisal.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To learn basic concepts in HRM.</li> <li>• To impart knowledge on the need for training and performance appraisal.</li> <li>• To understand the basis of human resource planning.</li> <li>• To acquire basic knowledge on performance appraisal.</li> <li>• To apply the same in managing men in industries.</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No. of Hours</b>
	<b>I</b>	<b>Introduction to HRM:</b> Meaning, Nature and Scope of HRM – Personnel Management Vs HRM Importance of HRM -Functions of HRM - classification of HRM Functions.	<b>15</b>
	<b>II</b>	<b>Basis for HRP:</b> Meaning and Objectives of HRP – Benefits of HRP, Factors affecting HRP – Process of HRP – Problems of HRP.	<b>10</b>
	<b>III</b>	<b>Recruitment and selection:</b> Job Analysis– Job Description - Job Specification – Recruitment policy – Centralized /decentralized recruitment – Sources of recruitments– Factors affecting Recruitment – Recruitment Process – Recruitment Vs Selection – Selection Procedure – Placement and Induction .	<b>10</b>
<b>IV</b>	<b>Training &amp; Development:</b> Purpose – Need – Importance – Techniques - on-the-job & off-the-job Evaluation – Benefits – Management Development Programme – Job Enlargement – Job Enrichment – Job Evaluation – Meaning – Purpose – Techniques.	<b>15</b>	
<b>V</b>	<b>Performance Appraisal and Career Development:</b> Need – Importance – Techniques – Benefits –Career Planning –Need – Process – Succession Planning – Career Development – Steps – Career Development Actions – Advantages.	<b>10</b>	
<b>References</b>	<b>Text Books:</b> <ol style="list-style-type: none"> <li>1. Aswathappa K, (2015), <b>Human Resource Management</b>, Tata McGraw Hill, New Delhi,</li> <li>2. Rao, V. S. P., (2013), “<b>Human Resource Management</b>”, Pearson, New Delhi,</li> <li>3. Cascio, W. F., (2014) “<b>Managing Human Resources</b>”, Tata McGraw Hill, New Delhi.</li> <li>4. Gupta CB (2019), Human Resource management, Sultans clean sons, New Delhi.</li> <li>5. Dessler (2016), Human Resource Management, Pearson Education, New Delhi.</li> </ol> <b>Reference Books:</b> <ol style="list-style-type: none"> <li>1. Armstrong Mickeal (2016), A Hand book of Human Resource</li> </ol>		

	Management Practices, Kogen Business Books. 2. Bevnadin, John H (2015), Human Resource Management; An Experimental Approach, McGraw Hill, New Delhi. 3. Sanghi Seema (2016), Human Resource Management, Vikas Publishing House Pvt., Ltd., New Delhi.
<b>Course Outcomes</b>	
<b>CO1</b>	The students would have gained knowledge on the concepts and functions of human resource Management.
<b>CO2</b>	The would be familiarise with the basis of HR planning, recruitment and selection.
<b>CO3</b>	They would have developed skills and traits to be a good HR manager.
<b>CO4</b>	Adopt the practice of training and development for HR.
<b>CO5</b>	Implement performance appraisal for promotion purpose.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	2	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	2	3	2	3	3	4	3	3	3	3	3	3
<b>CO3</b>	3	2	3	2	2	3	3	2	3	4	2	3
<b>CO4</b>	1	3	3	3	3	4	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	4

Course Code & Title	21RIMU0307: BUSINESS ENVIRONMENT		
Programme	B.B.A.	Semester- III	
	Credit: 4	Hours: 4/ per week	
Cognitive Level	K-1	Understanding the relationship between economic system and business environment.	
	K-2	Illustrating the role of Government on business promotion.	
	K-3	Familiarizing the importance of LPG, WTO on business development.	
Course Objectives	<ul style="list-style-type: none"> <li>To promote basic understanding on the concepts of Business Environment.</li> <li>To enable them to realize the impact of environment on business.</li> <li>To enlighten the business relationship with economic systems, society and</li> <li>To realize the impact of new Economic Policy on business environment.</li> <li>To Understand the responsibility of business on CSR activities.</li> </ul>		
Units	Contents		No. of Hours
I	<b>Business Environment:</b> Concept, definition – Various environments affecting business economic, socio-cultural, and political and government, competitive, demographic - Physical and geographical, technological and global-Environment – environmental scanning.		10
II	<b>Business and Economic Systems:</b> Different economic system - socialism - capitalism - mixed economy – its impacts on business – public sector –its objectives, growth, achievements and failures - role of private sector, joint sector and co- operative sector for economic development -Growth and challenges in India.		10
III	<b>Business and Government:</b> State regulations on business – new industrial policy – industrial licensing policy – monetary and fiscal policies – Demonetization and Digitalization policy - 4.0 Industrial Revolution.		10
IV	<b>Business Under New Economic Policy:</b> Economic Reforms in India - Privatization – Meaning – way of Privatization – benefits and pitfalls of Privatization – arguments for and against Privatization – Liberalization - globalization – WTO and the significance in global business environment - Impact of COVID 19 in Global Business Environment.		20
V	<b>Business and Social Responsibility:</b> Interface between and culture – social responsibilities of business- Meaning and types – arguments for and against social responsibilities of business – barriers to social responsibilities – social audit – business ethics .		10

<b>References</b>	1. Francis Cherunila (2002), Essentials of Business Environment, Himalaya publishing House, Mumbai. 2. Adikary.M.(2001), Economic Environment of Business, Sultan chand&Sons,New Delhi. 3. Aswathappa.K, (2001), Essentials of Business Environment, Himalaya publishing House, Mumbai.
<b>Course Outcomes</b>	
<b>CO1</b>	Able to understand how to run a business in an economic system.
<b>CO2</b>	Receive new insight on the factors promote and hinder the development of new business.
<b>CO3</b>	Learn more about Government promotional measures for business.
<b>CO4</b>	Adopt business practices according to changing economic scenario.
<b>CO5</b>	Gain knowledge and implement CSR practices for social development.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	2	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	2	3	2	3	3	4	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	2	3	3	2	3	3	2	3
<b>CO4</b>	1	3	3	3	3	4	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3

**21ENGP00C1 – COMMUNICATION AND SOFT SKILLS**  
**(Soft Skills Course – Compulsory Non Credit course –**  
**2 Credits - 2 Hours/wk.)**

**(For all PG students except MA ECS students)**

**Objectives:**

- To help the students improve their communication and life and soft skills; and
- To enhance their personality and employability skills.

**UNIT I**

- Basics of Communication
- Barriers to Communication

**UNIT II**

- Communication and Language Skills
- Communicating in a Global Language

**UNIT III**

- Resumes and Cover Letters
- Group Discussions

**UNIT IV**

- Business communication
- Intercultural Communication

**UNIT V**

- Professional Communication
- Interviews

**Textbook:**

Krishnaswamy, Dhariwal and Krishnaswamy. *Mastering Communication Skills and Soft Skills*. Blomsbury, 2015.

**Assessment: There is no ESE. Assessment is totally internal and is performance-based.**

<b>Course Code &amp; Title</b>	<b>21VPPU03V1: VILLAGE PLACEMENT PROGRAMME</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- III</b>
	<b>Credit: 2</b>	
<b>Cognitive Level</b>	<b>K-1</b>	Recall the concepts of village placement programme.
	<b>K-2</b>	Understand the reality of village conditions.
	<b>K-3</b>	Adopt with the village conditions with a mindset to serve and learn.
		<ul style="list-style-type: none"> <li>To appraise the economic conditions of villages.</li> </ul>
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>To carry out the case study.</li> </ul>
		<ul style="list-style-type: none"> <li>To give awareness programme for the villagers.</li> </ul>
		<ul style="list-style-type: none"> <li>To carryout sensitization sessions for the villagers.</li> </ul>
		<ul style="list-style-type: none"> <li>To carryout the documentation and sharing of the camp experiences.</li> </ul>
<b>Units</b>	<b>Contents</b>	<b>No. of Hours</b>
<b>I</b>	<b>Appraisal and Economic Conditions of Villages:</b> PRA methods – surveys Understating and analyzing resource base and occupational pattern. Assessing nobilities and linkages and resource flow pattern of the village Documentation of Rural Ins and Rural outs .	<b>15</b>
<b>II</b>	<b>Case Studies:</b> Cooperatives CPR Rural economic organization/entities - Rural community - based organizations - Educational institutions - Religious institutions.	<b>10</b>
<b>III</b>	<b>Awareness Programmes:</b> Awareness programmes on organic farming, marketing of agricultural produces through marketing cooperatives, value addition etc.	<b>10</b>
<b>IV</b>	<b>Sensitization Sessions:</b> Sensitization sessions on rural business / livelihood opportunities.	<b>15</b>
<b>V</b>	<b>Documentation:</b> Documentation and sharing of the extension experiences.	<b>10</b>
<b>Evaluation</b>	This is a field based practical course. Evaluation will be done by the faculty-in-charge of VPP. It will be done based on the student’s participation in field work and its documentation.	
<b>Course Outcomes</b>		
<b>CO1</b>	Will have the knowledge of the economic conditions of villages.	
<b>CO2</b>	Gain knowledge of how to carry out the case studies.	
<b>CO3</b>	Gain confidence for organizing awareness programme for the villagers.	
<b>CO4</b>	Develop organizing skills to carryout sensitization sessions.	
<b>CO5</b>	Adapt To carryout the documentation and sharing of the camp experiences.	

**Mapping of COs with PSOs and POs**

<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	2	2	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	2	3	2	3	3	4	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	2	3	3	2	3	3	2	4
<b>CO4</b>	1	3	3	3	3	4	3	3	3	3	4	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3



<b>Course Code &amp; Title</b>	<b>19/21GPPU00H1: HUMAN VALUES AND PROFESSIONAL ETHICS</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- III</b>
	<b>Credit: 1</b>	<b>Hours: 1/per week</b>
<b>Cognitive Level</b>	<b>K-1</b>	Able to understand different value systems.
	<b>K-2</b>	Apply the human values in work environment.
	<b>K-3</b>	Imbibe the value in professional development.
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To enable students to acquire basic knowledge and exposure to human values and professional ethics.</li> </ul>	
	<ul style="list-style-type: none"> <li>Practice the value system in professional development.</li> </ul>	
	<ul style="list-style-type: none"> <li>To motivate the students to imbibe and practice values and ethics in their profession.</li> </ul>	
	<ul style="list-style-type: none"> <li>To practice the values in social interaction.</li> </ul>	
	<ul style="list-style-type: none"> <li>To follow ethics in life.</li> </ul>	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Concept of Human Values:</b> Need for values and ethics in human life, types of values - <b>Personal and moral values</b> - love, truth, tolerance, wisdom, sacrifice, sincerity, self-control, altruism and scientific vision - <b>Social values:</b> equality, humaneness, universal brotherhood, empathy, probity.	<b>14</b>
<b>II</b>	<b>Political and Constitutional Values:</b> Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity - <b>Religious values</b> - faith, love, compassion, forgiveness, tolerance, equal respect for all religions, selflessness, awareness, nonattachment, character and virtues.	<b>12</b>
<b>III</b>	<b>Aesthetic Values:</b> Appreciation of literature and fine arts and nature - <b>Economic Values:</b> Fairness, honesty, business integrity, eco-centric - <b>Environmental Values:</b> Respect and concern for nature and its fauna and flora - <b>Professional Values:</b> Quest for knowledge, competency, sincerity in profession, regularity, punctuality.	<b>12</b>
<b>IV</b>	<b>Ethics:</b> Meaning, domains of ethics, need for ethics, challenges to ethics, ethics and morality, role of ethics in work environment.	<b>10</b>
<b>V</b>	<b>Professional Ethics:</b> pride in their work, trust with confidences, honesty, trustworthy, moral, corruption free and loyal, personal commitment to quality, sharing the burden - take responsibility, <b>Ethical Intelligence:</b> Do no harm, make things better, respect others, be fair (no bias / prejudice), be loving.	<b>12</b>
<b>References</b>	<b>Text Books:</b> <ol style="list-style-type: none"> <li>Dr. Kiruba Charles and V. Arul Selvi, (2016), Value Education, Neelkamal; First edition, New Delhi.</li> <li>Dr. Shiva and Dr. Balaji Loganathan, (2011), Value Education', Sree Gomathi Publications, Chennai.</li> <li>Gaur R.R, Sangal R, (2010), A Foundation Course in Human Values and Professional Ethics, Excel Books, New Delhi.</li> <li>Mohapatra A.R. and Bijaya Mohapatra, (2014), Value Education: A Study in Human Values and Virtues, Readworthy Publications, New</li> </ol>	

	<p>Delhi.</p> <p>5. Naagarazan R.S., (2006), A Textbook on Professional Ethics and Human Values’, New Age International Publishers, New Delhi.</p> <p>6. Srinivasan S., (2005), Value Based Management’, Jaico Books, Mumbai.</p> <p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Babu Muthuja and R. Usharani, (2009), ‘Peace and Value Education’, Centrum Press, New Delhi,.</li> <li>2. Gogate S.B, (2010), Human Values and Professional Ethics, Human Values and Professional Ethics, Vikas Publishing House; First edition, New Delhi.</li> <li>3. Gregory R Maio, (2016), The Psychology of Human Values, Routledge Publications, New York.</li> <li>4. Herve Morisette, (2001), 'Paths to a New Value Education’, Indian Catehetical Association, Bangalore.</li> <li>5. John Clammer, (2018), Cultural Rights and Justice: Sustainable Development, the Arts and the Body, Palgrave Macmillan,1st ed. 2019 edition, U.K.</li> <li>6. Justin Oakley ,Dean Cocking, (2001), Virtue Ethics and Professional Roles, Cambridge University Press, United Kingdom.</li> <li>7. Pushpam Kumar and B. Sudhakara Reddy, (2007), Ecology and Human Well Being’, Sage Publications, New Delhi.</li> </ol> <p><b>Weblinks:</b></p> <ol style="list-style-type: none"> <li>1. Thich Nhat Hanh, 2008, Good Citizens: Creating Enlightened Society: <a href="http://archive.kdd.org/good_citizens_creating_enlightened_society_t_hich_nhat_hanh.pdf">http://archive.kdd.org/good_citizens_creating_enlightened_society_t_hich_nhat_hanh.pdf</a>.</li> </ol> <p>Thought of Human Value education According to Mahatma Gandhi <a href="http://management.nrjp.co.in/index.php/JSSMMS/article/download/155/294">management.nrjp.co.in/index.php/JSSMMS/article/download/155/294</a>.</p>	
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**Course Outcomes**

<b>CO1</b>	Comprehend the significance and importance of values and their pervasiveness.
<b>CO2</b>	Gani knowledge on the different aspects of values and ethics.
<b>CO3</b>	Have an exposure on the practical dimensions of professional ethics.
<b>CO4</b>	Present from unethical practices in their life.
<b>CO5</b>	Motivate others to follow ethical practices.

Mapping of COs with PSOs and POs												
CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO1</b>	1	2	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	2	3	2	3	3	4	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	2	3	3	2	3	3	2	3
<b>CO4</b>	1	3	3	3	3	4	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3

## VALUE ADDED COURSES - II

<b>Course Code &amp; Title</b>	<b>21RIMU3VA3: PERSONALITY DEVELOPMENT</b>		
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- III</b>	
	<b>Credit: 2</b>	<b>Hours:2 / per week</b>	
<b>Cognitive Level</b>	<b>K-1</b>	To familiarize the concept of the course.	
	<b>K-2</b>	To explain the importance and benefits of the course in work place.	
	<b>K-3</b>	To apply the theories or concepts in practice.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To introduce the concept and importance of the course in business.</li> <li>• To know the facets of its application in management.</li> <li>• To be aware of the ethical values.</li> <li>• To know the philosophy in Management.</li> <li>• To familiarize with the applications of the concepts in management.</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
	<b>I</b>	<b>Introduction:</b> Definition of Personality - Personality Development - Stability of Personality - Personality Change.	<b>15</b>
	<b>II</b>	<b>Theories of Personality:</b> Psychoanalytical Theory of Personality - Humanistic Theory of Personality - Trait Theory of Personality - Social Cognitive Theories - Behaviorism and Learning Approaches to Personality - Eastern Theory: Thriguna Theory (SRT).	<b>10</b>
	<b>III</b>	<b>Determinants of Personality:</b> Cognitive Determinants - Intellectual Development and Capacities - Deviant Intelligence - Major areas of adjustment affected by Intelligence - Socio-cultural Determinants - Family and Educational Determinants - Social Determinants - Emotional Determinants.	<b>10</b>
<b>IV</b>	<b>Personality Enrichment:</b> Motivation and its Process - Life Skills for Personality Development.	<b>15</b>	
<b>V</b>	<b>Techniques In Personality Development :</b> Self confidence - Goal setting - Time Management and effective planning - Stress Management - Meditation and concentration techniques - Self hypnotism - Self acceptance and self growth.	<b>10</b>	
<b>References</b>	<ol style="list-style-type: none"> <li>1. Cervone Daniel, Pervin. L.A, (2008), Personality Theory &amp; Research, (10th Edn.), John Willey &amp; Sons, Inc., United States of America.</li> <li>2. Haslam Nick, (2007), Introduction to Personality and Intelligence, Sage Publications, New Delhi.</li> <li>3. Hurlock, B. Elizabeth,(2007). Personality Development, Tata McGraw-Hill Publishing Company Limited, New Delhi.</li> <li>4. Rajiv K. Mishra. Rupa &amp; Co. (2006) Personality Development</li> <li>5. Rao K. Ramakrishna et al., (2008), Hand Book of Indian Psychology, Cambridge University Press India Pvt. Ltd., New Delhi.</li> <li>6. Robert J. Gregory (2006). Psychological Testing, Pearsons Education,</li> </ol>		

	Inc, New Delhi.
<b>Course Outcomes</b>	
<b>CO1</b>	Pronounce the concept and importance of the course in business.
<b>CO2</b>	Known the facets and its application in management.
<b>CO3</b>	Aware of the ethical values in management.
<b>CO4</b>	Able to understand the philosophy in Management.
<b>CO5</b>	Adapt with the applications of the concepts in management.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	2	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	2	3	2	3	3	4	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	2	3	3	2	3	3	2	3
<b>CO4</b>	1	3	3	3	3	4	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3

<b>Course Code &amp; Title</b>	<b>21RIMU3VA4: TRANSACTIONAL ANALYSIS AND COUNSELING</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- III</b>
	<b>Credit: 2</b>	<b>Hours:2 / per week</b>
<b>Cognitive Level</b>	<b>K-1</b>	Familiarize the concept of the course.
	<b>K-2</b>	Explain the importance and benefits of the course in work place.
	<b>K-3</b>	Apply the theories or concepts in practice.
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To introduce the concept and importance of the course in business.</li> <li>To know the facets of its application in management.</li> <li>To be aware of the ethical values.</li> <li>To know the philosophy in Management.</li> <li>To familiarize with the applications of the concepts in management.</li> </ul>	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<p><b>Introduction:</b> History and origin of TA, Dr.Berne, Philosophical assumption, History of ICTA and Fr.GK. <b>Personality:</b> Ego state model, structural and functional analysis of Ego states, structural and functional pathology, energy theory, egogramme.</p> <p><b>Transactional Analysis:</b> Rules of transaction, types, redefining, tangential, bulls eys, carrom, gallows types.</p>	<b>15</b>
<b>II</b>	<p><b>Stroke:</b> Strokes, stroke theory, stroke economy, time structuring- Life position: Life Position, Correlogram – Psychological Games: games, drama triangle, role of emotions, racket system, stamp collection.</p>	<b>10</b>
<b>III</b>	<p><b>Script:</b> Script theory, counter scripts, process scripts, injunctions, drivers, script matrix, mini script -Discount: Discounting, Discount Matrix -Frame of References: Frame of References, Role of Perception, Role of script.</p>	<b>10</b>
<b>IV</b>	<p><b>Symbiosis:</b> First order, second order, competitive and hierarchical types – Passivity: Passivity, Passive behaviour.</p>	<b>15</b>
<b>V</b>	<p><b>Redefining:</b> Redefining transactions – Autonomy: Autonomy vs. Script – Child Development: Child development theories – Psycho-sexual, psycho-social triology: Triology theory, GK frame – Ethics: Ethical Norms of TA practitioner.</p>	<b>10</b>
<b>Course Outcomes</b>		
<b>CO1</b>	Pronounce the concept and importance of the course in business.	
<b>CO2</b>	Known the facets and its application in management.	
<b>CO3</b>	Aware of the ethical values in management.	
<b>CO4</b>	Able to understand the philosophy in Management.	
<b>CO5</b>	Adapt with the applications of the concepts in management.	

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	3	3	2	3	3	2	3
<b>CO4</b>	2	3	2	2	3	2	3	2	3	2	3	2
<b>CO5</b>	3	2	3	2	3	2	3	2	3	2	3	2



## SEMESTER IV

<b>Course Code &amp; Title</b>	<b>21RIMU0408: MARKETING MANAGEMENT</b>		
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- IV</b>	
	<b>Credit: 4</b>	<b>Hours: 4/per week</b>	
<b>Cognitive Level</b>	<b>K-1</b>	Recall about market and its types.	
	<b>K-2</b>	Understand about the marketing and its optimization in field.	
	<b>K-3</b>	Examine and get students understand the distribution of products.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To learn the concept of marketing management.</li> <li>• To learn about Buyer Behaviour and Motivation and Sales Forecasting.</li> <li>• To absorb the Product and its importance.</li> <li>• To gain understanding about the price and pricing.</li> <li>• To gain knowledge about Emerging Marketing Environment in India.</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
	<b>I</b>	<b>Introduction:</b> Meaning and definitions of Marketing Management-Importance –Functions – Nature and Scope of Marketing – Marketing Environment – Market Segmentation – Criteria for Market Segmentation– factors influencing market segmentation.	<b>10</b>
	<b>II</b>	<b>Buyer Behaviour and Motivation and Sales Forecasting:</b> Meaning of buyer – Buyer Behaviour – Buying motives – list of basic needs – Maslow’s Hierarchy of needs- Festinger’s Theory of cognitive dissonance-Buying decision process –sales forecasting–objectives-importance - methods –Role – process and limitations.	<b>10</b>
	<b>III</b>	<b>Product and its Importance:</b> Product – Meaning – Programmeification of goods – FMCG - product planning and development – product mix – product line- product positioning- product – life cycle- promotion mix-product differentiation and market segmentation – product diversification – product elimination –product modification – product failure.	<b>10</b>
<b>IV</b>	<b>Pricing:</b> Pricing–Meaning and Definitions - objectives and advantages of pricing decision–Factors affecting the pricing decisions – kinds of pricing – methods of pricing – process of price determination – price leader.	<b>20</b>	
<b>V</b>	<b>Emerging Marketing Environment in India:</b> Small Scale and Large-Scale retailing – Super market – Departmental Stores – services marketing- Rural Marketing– online marketing- Marketing of MSME products.	<b>10</b>	
<b>References</b>	<ol style="list-style-type: none"> <li>1. Alok Satsangi (2009), A-Z Marketing, Printed in India, New Delhi.</li> <li>2. Mcc Carthy, Marketing Management,(2014), Mc Graw Hill Publication, New Delhi.</li> <li>3. Memori and Joshi, (2015), Principles and Practice of Marketing, Kitnab Mahal Publication, New Delhi.</li> <li>4. Patrick orsyth(2005),Conducting Sales and Marketing,Infinity books,New Delhi.</li> <li>5. Philip Kotler. (1997), Principles of Marketing Management, Prentice Hall of</li> </ol>		



	<p>India, New Delhi.</p> <p>6. Whrren J, Keegan(1995),Global Marketing Management, Prentice-Hall of India, Private Limited, New Delhi.</p> <p>7. William J. Stanton, (2012), Fundamentals of Marketing, Mc Graw Hill– Publication, New Delhi.</p> <p>8. N. Srinivasan, (2015), Managerial Economics Meenakshi Pathippagam, Madurai</p> <p>9. Pillai; RSN and Bagaathi (2013), Modern Marketing – Principles and praticals. S. Chand and Company, New Delhi.</p>
<b>Course Outcomes</b>	
<b>CO1</b>	Graduates will be capable of making a positive contribution to business, trade and industry in the national and global context.
<b>CO2</b>	The programme enables the graduates to understand and apply leadership skills Managerial skill at the individual and group levels to co-ordinate the team work.
<b>CO3</b>	Able to initiate and build upon entrepreneurial ventures or demonstrate intrapreneurship for their employer organizations.
<b>CO4</b>	Able to acquire in-depth knowledge in the field of Marketing from traditional rural to modern marketing.
<b>CO5</b>	Familiarize to extend their knowledge in all the industrial & production areas.

<b>Mapping of COs with POs and PSOs</b>												
<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	3	3	2	2	2	1	1	2
<b>CO2</b>	2	2	3	2	3	2	3	2	2	3	3	3
<b>CO3</b>	1	2	2	3	3	1	2	2	3	2	2	2
<b>CO4</b>	3	3	3	3	3	3	3	1	3	1	1	3
<b>CO5</b>	2	2	3	3	3	2	3	2	2	2	2	3

**RURAL INDUSTRIES I (THEORY & PRACTICAL)**

<b>Course Code &amp; Title</b>	<b>21RIMU0416: BAKERY AND CONFECTIONERY</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester-IV</b>
	<b>Credit 4</b>	<b>Hours : 4/per week</b>
<b>Cognitive Level</b>	<b>K-1</b>	Recall the functions of the Bakery and Confectionary industry.
	<b>K-2</b>	Understand the production process with machinery and tools of the industry.
	<b>K-3</b>	Practice the theory by visiting the field in various production like bun, cake, cookies.
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand about the manufacturing process of bakery products.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To learn the difference between bakery and confectionary manufacturing process.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To identify the bread disease, fault and remedies .</li> </ul>	
	<ul style="list-style-type: none"> <li>• To learn the functions of ingredients in making of bakery products.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To know the functions of machinery and tools in bakery industry .</li> </ul>	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Introduction to Bakery and Confectionery:</b> Principles of baking – Advantages of bakery products – wheat – gluten formation – qualities of Wheat flour – Functions of ingredients in bread making.	<b>15</b>
<b>II</b>	<b>Bread Production and Bread Diseases:</b> Methods of bread production – steps involved in bread and bun making - Bread faults and remedies.	<b>10</b>
<b>III</b>	<b>Functions of Ingredients:</b> Functions of ingredients in flour based confectionery – Methods of cookies preparation – Methods of puffs production – Methods of cake production.	<b>10</b>
<b>IV</b>	<b>Machineries and Tools and Management of Bakery :</b> Basic machineries - oven and their functions – Tools and equipments used in bakery – preparation of a feasibility report for starting a bakery.	<b>15</b>
<b>V</b>	<b>Practicals and Field visits:</b> Production of varieties of bread, bun, cakes, puffs, and cookies. Visit to commercial bakery units - Meeting with bakery entrepreneurs - Organising bakery finished products exhibition.	<b>10</b>
<b>References</b>	<ol style="list-style-type: none"> <li>1. CFTRI (1986), Advanced Training in Baking Technology, Course materials supplied by CFTRI, Mysore.</li> <li>2. Khandary.L.R.(1988), Bakers Handbook on practical baking, U.S.A.</li> <li>3. Pylery (1998), Baking Science and Technology, , Siebet Publishing Company, Chicago, ILL</li> <li>4. Anon,(2005), Tamilaga Bakery Technical Bulletin, The Chennai Bakery Owners Association, Chennai-5.</li> </ol>	

<b>Course Outcomes</b>	
<b>CO1</b>	Recall the functions of the Bakery and Confectionary industry.
<b>CO2</b>	Understand the production process with machinery and tools of the industry.
<b>CO3</b>	Practice the theory by visiting the field in various production like bun, cake, cookies.
<b>CO4</b>	Understand about the manufacturing process of bakery products.
<b>CO5</b>	Learn the difference between bakery and confectionary manufacturing process.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	3	3	2	3	3	2	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3

Course Code & Title	21RIMU0417: Vegetable Oil Industry (Theory & Practical )	
Programme	B.B.A.	Semester- IV
	Credit 4	Hours : 4/per week
Cognitive Level	K-1	Recall the functioning of the vegetable oil industry.
	K-2	Understand the production process oil extraction by ghani.
	K-3	Adapt the management of Ghani oil industry.
Course Objectives	<ul style="list-style-type: none"> <li>To understand about the vegetable oil Industry.</li> </ul>	
	<ul style="list-style-type: none"> <li>To learn the Pre-processing activities.</li> </ul>	
	<ul style="list-style-type: none"> <li>To identifying the sources of rawmaterials</li> </ul>	
	<ul style="list-style-type: none"> <li>To learn the implementation process of the vegetable oil extraction.</li> </ul>	
	<ul style="list-style-type: none"> <li>To know the preparation of financial feasibility report.</li> </ul>	
Units	Contents	No.of Hours
I	<b>Vegetable Oil Seeds and its Characteristics:</b> Different Varieties of Vegetable oil seeds and its availability – Statewise area of Production – Major and Minor Vegetable Oil Seeds – Characteristics of Vegetable Oil Seeds – Various uses of Vegetable Oil Seeds.	15
II	<b>Pre-Processing and Vegetable Oil Extraction:</b> Preprocessing activities – Drying – Cleaning – Deatricating – Vegetable Oil Extraction – Groundnut Oil – Gingelly Oil – Coconut oil – Sunflower Oil – Field visits to various Vegetable Oil Industries and Power Ghani units.	10
III	<b>Vegetable Oil Extraction by Ghani:</b> Technological development of Ghani Oil industries – bullock driven ghani – Overhead power ghani – Portable Power Ghani – Functions of Portable Power Ghani – Technical data of Portable Power Ghani – Safty aspects – Enomics of Vegetable Oil Processing – by products and its uses – handling of finished products.	10
IV	<b>Physical and Chemical Properties of Vegetable Oils:</b> Quality Control of Vegetable Oils and Cake – FSSAI – Licence – Physical and Chemical properties of vegetable Oils – Colour – Melting – FFA – Iodine Value – Peroxide Meltey value – Acetyl Value – Labling – Packaging – Storage.	15
V	<b>Management of Ghani Oil Industry:</b> Layout – availability of Machineris – Role of Promotional agencies – Cost analysis – Marketing – Feasibility report to start ghani oil Unit. Field Vist to the Oil Production Industries.	10
References	<ol style="list-style-type: none"> <li>Achaya, K.T. 2020 Oil Seeds And Oil Milling In India: A Historical Survey, New Delhi, India, Oxford And IBH.</li> <li>Achaya, K.T.2017, Ghani: Traditional Oil Mill Of India, Kemblesvile, Pennsylvania, USA, Olearivs Editions.</li> <li>Chaudhuri, J.C.&amp; Selvaraj, K. 1985. Technological Developments In Ghani Oil Industry. Khadigramodyog , Bombay.</li> </ol>	

	4. Nag, T.K.1982 Village Oil Industry. Power Ghani Installation: A Hand Book, Bombay, India, Khadi And Village Industries Commission. 5.Patel, J.P. 1958, Village Oil Industry, Bombay, India, Khadi and Village Industries commission.	
<b>Course Outcomes</b>		
<b>CO1</b>	Understand about the vegetable oil seeds and their characters.	
<b>CO2</b>	Learn the preprocessing and vegetable oil extraction.	
<b>CO3</b>	Get familiraise with vegetable oil extraction by ghani.	
<b>CO4</b>	Learn the physical and chemical process of vegetable oil.	
<b>CO5</b>	Prepare a feasible report to start ghani oil unit.	

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	3	3	2	3	3	2	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3

<b>Course Code &amp; Title</b>	<b>17RIMU0418: PRESERVATION OF FRUITS AND VEGETABLES (Theory &amp; Practical)</b>		
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- IV</b>	
	<b>Credit 4</b>	<b>Hours : 4/per week</b>	
<b>Cognitive Level</b>	K-1	Understand the history and traditional food processing methods.	
	K-2	Recall the theoretical and practical aspects on fruit preservation and Vegetables.	
	K-3	Know about the Food standards in India.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To study importance of food preservation, general principles of food preservation.</li> <li>To impart basic technical knowledge and skills of making various fruit beverages.</li> <li>To give hands on experience on making jams and fruit jellies.</li> <li>To provide them hands on training on making of pickles, chutneys, sauces.</li> <li>To equip the students about the regulations of State and Central governments.</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
	<b>I</b>	<b>Introduction</b> : Importance of food preservation – General principles of food preservation – by low temperature, heat processing, dehydration, sun drying, osmotic pressure, canning, effect of spices, chemical preservation, irradiation. Food spoilage – types of spoilage, causes of spoilage, factors leading food spoilage.	<b>15</b>
	<b>II</b>	<b>Bottling of Fruits and Vegetables</b> : Principles, recipes, equipments, procedures – general procedure for sorting, grading, washing, peeling, coring, pitting, blanching, filling, labeling, packing of bottled juice concentrates - selection of fruits for squashes, crushes, cordials, RTS beverages, syrups and barley water.	<b>10</b>
	<b>III</b>	<b>Jams, Jellies, Marmalades</b> : Principles of preservation – higher concentration of sugar – role of sugar in preservation – selection of fruits for jams, jellies – extraction of pectin, role of pectin in setting of jam, difference between fruit jams and fruit jellies – avoiding of crystallization of sugar in jams.	<b>10</b>
<b>IV</b>	<b>Pickles, Chutneys, Sauces</b> : Fruits / vegetables for pickling process – salted / brined pickles – spiced pickles – vinegar pickles – role of salt in preservation – various principles in pickling process – Dehydration of fruits – sun drying of raw / ripe mango – merits and demerits of sun drying – differentiation between mechanical and sun drying.	<b>15</b>	
<b>V</b>	<b>Food Standards in India</b> : Fruit Products Order – FPO, Prevention of Food Adulteration – PFA, how to apply for FPO / FSSAI PFA.	<b>10</b>	

	<p>Minimum sanitary requirements under FSSAI – application format for FSSAI Plan for a small fruit preservation unit – equipments, machineries, total capital investment (working, fixed) – suitable fruit products for rural areas.</p> <p><b>PRACTICAL</b></p> <ol style="list-style-type: none"> <li>1. Preservation of Grape Squash ,</li> <li>2. Preservation of Mango Squash</li> <li>3. Preservation of Lime Cordial</li> <li>4. Preservation of Pine apple Crush</li> <li>5. Preservation of Mango RTS</li> <li>6. Preservation of Mixed Fruit Jam</li> <li>7. Preservation of Guava Jelly</li> <li>8. Preservation of Tomato Pickle</li> <li>9. Preservation of Tomato Sauce</li> <li>10. Preservation of Papaya Candy</li> </ol>	
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<b>References</b>	<ol style="list-style-type: none"> <li>1. Gopalakrishnan .M.(2014), Food Science and Technology, ASTHA Publications and Distributions, New Delhi.</li> <li>2. Hausner .A. (2012), Preserved foods and sweetmeats, Biotech Book, Delhi.</li> <li>3. Madhulika Parmar (2014), Food Safety and Preservation, Black Printers, New Delhi.</li> <li>4. Pathak R.S.Dr. (2014), Food Security and Global Environmental Change (Emerging Challenges), Naryag Books International, New Delhi.</li> <li>5. Ruth.S.K.Dr. (2012), Food storage and preservation, Navyag Books International, New Delhi.</li> <li>6. Sasikumar.Dr. (2014), Food processing technology Food in Agro Based Sector, Biotech Books, New Delhi.</li> <li>7. Thomas Norman Morris (2012), Principles of Fruit Preservation, Biotech Books, New Delhi.</li> </ol>
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<b>Course Outcomes</b>	
<b>CO1</b>	Students acquire knowledge on principles of food preservation and techniques.
<b>CO2</b>	Empowered in understanding of general of various grading procedures of fruits.
<b>CO3</b>	Draw the knowledge of role of sugar, salt in preservation.
<b>CO4</b>	Become familiar with manufacturing of fruit beverages, pickles, chutneys, jams.
<b>CO5</b>	Preparing the students for managing a fruit processing industry.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	3	3	2	3	3	2	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3

CO5	3	2	3	3	3	3	3	2	3	3	2	3
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<b>Course Code &amp; Title</b>	<b>21RIMU0419: SOAP INDUSTRY (THEORY &amp; PRACTICALS)</b>												
<b>Programme</b>	<b>B.B.A.</b>						<b>Semester- IV</b>						
	<b>Credit 4</b>						<b>Hours : 4/per week</b>						
<b>Cognitive Level</b>	<b>K-1</b>	Recall the functioning of the industry.											
	<b>K-2</b>	Understand the production process of Soap industry.											
	<b>K-3</b>	Identifying the sources of inputs											
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To understand about the resources required for the soap industry.</li> <li>To learn the manufacturing process of soap products.</li> <li>To identifying the technology required for producing soap.</li> <li>To learn the management process of the production of soap.</li> <li>To learn the management process of the production of carbolic soap.</li> </ul>												
	<b>UNIT</b>	<b>Content</b>									<b>No.of Hours</b>		
	<b>I</b>	<b>Soap Industry overview</b> - raw materials used for soap making – Characteristics of raw materials - other additives.									<b>15</b>		
	<b>II</b>	<b>Manufacturing of soap products</b> - methods of manufacturing - full boiling process - various stages-Advantages and Disadvantages.									<b>10</b>		
	<b>III</b>	<b>Technology of soap manufacturing</b> - toilet soap - soap chips - soap nodules - carbolic soap -Pretreatment of raw materials - plant for total soap making operations.									<b>10</b>		
<b>IV</b>	<b>Management of soap factories</b> - technical efficiency - financial summary - common quality problems soap - total quality management.									<b>15</b>			
<b>V</b>	<b>Production of carbolic soap</b> , inplant training in toilet soap unit - Field visits to commercial soap production units Meeting with soap industry entrepreneurs Preparation of feasibility report to start a soap <b>unit to be include practical</b>									<b>10</b>			
<b>References</b>	<ol style="list-style-type: none"> <li>The complete technology book on soaps - Asia pacific business press ING, 106- E,kamala nagar - Delhi - 110007.</li> <li>Soaps, Detergents and Disinfectens technology handbook - NPCS, Delhi.</li> <li>Herbal Soaps, Detergents - NPCS, Delhi.</li> <li>Moden Technology of soaps, Detergents, Toileteries (with fomule project profiles)- NPCS, Delhi.</li> <li>Handbook on soap,detergents, Acid slurry - NPCS, Delhi.</li> </ol>												
<b>Course Outcomes</b>													
<b>CO1</b>	Understand about the resources required for the soap industry.												
<b>CO2</b>	Learn the manufacturing process of soap products.												
<b>CO3</b>	Identifying the technology required for producing soap.												
<b>CO4</b>	Learn the management process of the production of soap.												
<b>CO5</b>	Learn the management process of the production of carbolic soap.												



<b>Mapping of COs with PSOs and POs</b>												
<b>CO/PO</b>	<b>PO1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	3	3	2	3	3	2	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3

<b>Course Code &amp; Title</b>	<b>21RIMU0420: HONEY PROCESSING (3+1)</b>		
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- IV</b>	
	<b>Credit 4</b>	<b>Hours : 4/per week</b>	
<b>Cognitive Level</b>	<b>K-1</b>	Recall Traditional bee keeping, Modern beekeeping.	
	<b>K-2</b>	Understand the significance of honey and value added honey products.	
	<b>K-3</b>	Apply the knowledge on preparing bankable bee-keeping project.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To enrich the students about the bee varieties and origin of honey.</li> <li>• To equip the students in traditional, modern beekeeping procedures.</li> <li>• To create understanding of manufacturing methods and production of honey and allied products.</li> <li>• To provide the knowledge on requirements for starting bee keeping industry.</li> <li>• To train them in preparing a feasibility study on honey processing .</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
	<b>I</b>	<b>History of Bee Keeping</b> : Definition, Bee keeping in world-wide and in India. Traditional bee keeping, Modern beekeeping, Urban or backyard beekeeping - Honey bee species and identification – Origin and distribution of species.	<b>15</b>
	<b>II</b>	<b>Bee Keeping Techniques</b> : Basic requirements for starting bee keeping: Getting Started in Beekeeping - Land and Buildings, Equipments and supplies - Vehicle, hives.	<b>10</b>
	<b>III</b>	<b>Bee Enemies, Diseases, Pesticide Poisoning</b> : Bee enemies - Wax Moth, Ants, Wasps, Micro organisms, Pests. Diagnosis and Identification - Mites attacking honey bees - Mite Biology, Controlling Mites, Mechanical control, Mite-tolerant stocks, Bio-pesticides, Chemical (synthetic pesticide) treatments.	<b>10</b>
<b>IV</b>	<b>Bee Products</b> : Honey, pollen, royal jelly, bees wax, venom, Significance of bee products - Value added honey products - Properties of honey products - Nutrients and composition of honey, Acid content and flavor effects - Types of value added honey products.	<b>15</b>	
<b>V</b>	<b>Economics of bee keeping</b> : Economic values of Commercial Beekeeping. Marketing of bee products - Marketing of honey comb and honey, pollination services - wax - marketing of pollen - marketing of royal jelly - marketing of bee venom - marketing of adult and larval bees - costing and financing the marketing activities. Preparing bankable bee keeping project funding sources for beekeeping projects - model project for beekeeping and value added products from honey viable for rural areas.	<b>10</b>	

	<b>PRACTICAL</b>	
	<ol style="list-style-type: none"> <li>1. Identification of different bee species and castes.</li> <li>2. Hive inspection.</li> <li>3. Supplementary feeding and honey extraction.</li> <li>4. Management of bee diseases and enemies.</li> <li>5. Honey extraction, processing, bottling.</li> <li>6. Bees wax rendering, purification</li> <li>7. Royal jelly preparation.</li> <li>8. Bee pollen</li> <li>9. Honey amla preparation</li> <li>10. ESE practical examination</li> </ol>	

<b>References</b>	<ol style="list-style-type: none"> <li>1. Anantha Krishnan, C.P., (1991), Technology of milk processing, Sri Lakshmi Publications, Chennai -10.</li> <li>2. Banerjee G.C (1993), Text Book of Animal Husbandry, Oxford and IBH Publishing Co.Pvt. Ltd., New Delhi.</li> <li>3. Aneja.R.P, B.N Mathur, R.C Chandra and A.K. Banerjee (2002), Technology of Indian Milk Products, Dairy India year book.</li> <li>4. Eeckless C.H, W.B Combs and H.Mecy (1955), Milk and Milk Products, Tata Mc Graw Hill Publishing Co.Pvt.Ltd., New Delhi.</li> <li>5. Sukumar De (1980), Outlines of Dairy Technology, Oxford University Press, New Delhi</li> </ol>
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**Course Outcomes**

<b>CO1</b>	Students acquire the methods of traditional, modern beekeeping procedures.
<b>CO2</b>	Empowering the students Introduction to honey bee and origin of honey.
<b>CO3</b>	Apply knowledge on requirements for starting bee keeping.
<b>CO4</b>	Provide platform to become an entrepreneur on bee products such as honey, pollen, royal jelly, bees wax.
<b>CO5</b>	Preparing the students for acquiring skills on Commercial Beekeeping, Funds mobilization from state and national banks.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/PO</b>	<b>PO1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	3	2	2	2	1	1	3	3
<b>CO2</b>	2	2	3	2	3	3	2	2	3	3	2	2
<b>CO3</b>	1	2	2	3	3	2	2	3	2	2	1	2
<b>CO4</b>	3	3	3	3	3	3	1	3	1	1	3	3
<b>CO5</b>	2	2	3	3	3	3	2	2	2	2	2	2

**21RIMU04GX- ELECTIVES – GENERIC - 1**

<b>Course Code &amp; Title</b>	<b>21RIMU04G1: OFFICE MANAGEMENT</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- IV</b>
	<b>Credit: 3</b>	<b>Hours: 3/per week</b>
<b>Cognitive Level</b>	<b>K-1</b>	Recall the structures and functions of office.
	<b>K-2</b>	Gain the knowledge of office environment.
	<b>K-3</b>	Able to manage office.
<b>Course Objectives</b>	• To understand the concept and functions of office.	
	• To understand the layout of a office..	
	• To gain knowledge of filing.	
	• To comprehend record management.	
	• To know about the cost and preparation of budgets.	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Office Management:</b> Meaning of office, Definition of Office, Importance and Functions of Office - Modern office, Office Management – Definition and Functions of Office Management, Qualities and Role of Office manager, Relation with Other Departments.	<b>15</b>
<b>II</b>	<b>Office Environment:</b> Layout and Location - office building, Importance of Lighting and Ventilation Office Safety and Security – Meaning and Importance of Office Safety and Security - Office Machinery and Modern Equipments.	<b>10</b>
<b>III</b>	<b>Filing and Indexing:</b> Meaning, types and methods - Importance of Filing, Characteristics and Essential of Good Filing by using computers, Centralised and Decentralised Filing System, Indexing – Need and Types of Indexing.	<b>10</b>
<b>IV</b>	<b>Office Forms and Record Management:</b> Meaning and Objectives of Forms control, Types of Forms, Principles and Essentials of Form Design, Office Record Management – Meaning and Objectives of Record Management, Principles of Record Management, Essentials of Record Management System - Electronic Gadgets -Management information systems.	<b>15</b>
<b>V</b>	<b>Work Measurements and Control of Office Costs</b> Work Measurements – Importance, Techniques of Work Measurements, Standards of performance, Cost Control – Savings and Methods of Cost Reduction, Office Budget – Budgetary Control.	<b>10</b>
<b>References</b>	<ol style="list-style-type: none"> <li>1. S.P. Arora (1980), Office Organization and Management, Vikas publishing House Pvt Ltd.</li> <li>2. Pillai R.S.N and Bagavathi, (2003), Office Management, S.Chand &amp; Company, New Delhi.</li> <li>3. Kumar. N. and Mittal.R,(2001), Office Management, Anmol Publications, New Delhi.</li> <li>4. Balraj Dugal, (1969), Office Management, Kitab Mahal Publications, New Delhi.</li> </ol>	

<b>Course Outcomes</b>	
<b>CO1</b>	Understood the concept and functions of office.
<b>CO2</b>	Able to design the layout of a office.
<b>CO3</b>	Able to carry out filing and indexing.
<b>CO4</b>	Able to maintain records .
<b>CO5</b>	Able to prepare budgets.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	3	3	2	3	3	2	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3

<b>Course Code &amp; Title</b>	<b>21RIMU04G2: PERSONNEL MANAGEMENT</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- IV</b>
	<b>Credit: 3</b>	<b>Hours: 3/per week</b>
<b>Cognitive Level</b>	<b>K-1</b>	Understanding the importance of managing employees.
	<b>K-2</b>	Recall process of recruitment selection and development.
	<b>K-3</b>	Apply the technical skill for performance appraisal.
<b>Course Objectives</b>	• To learn basic concepts in personnel management.	
	• To impart knowledge on the need for recruitment and selection .	
	• To understand the basis of performance appraisal.	
	• To acquire basic knowledge on job evaluation .	
	• To gain knowledge on integration.	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Introduction</b> : Definition of personnel management – role of personnel management – challenges of modern personnel management.	<b>15</b>
<b>II</b>	<b>Recruitment &amp; Selection:</b> Recruitment – sources of recruitment – Selection – process of selection.	<b>10</b>
<b>III</b>	<b>Performance appraisal:</b> Meaning – Methods of Performance Appraisal – Traditional methods and Modern Methods, Training & Development; Training – methods and techniques – Executive development methods.	<b>10</b>
<b>IV</b>	<b>Job Evaluation:</b> Job evaluation – simple ranking – job grading – point system – factor compensation – fringe benefits.	<b>15</b>
<b>V</b>	<b>Integration:</b> Integration – nature of human needs – Maslow’s need Hierarchy – McGregor’s theory – grievance redressal mechanism – disciplinary action, Personnel Audit, Personnel research.	<b>10</b>
<b>References</b>	1. Akuja,K.K.(1992), Personnel Management, Kalyani Publishers, New Delhi. 2. Arun Manippa and Mizra,S. Saiyadaiam (1979), Personnel Management, Tata McGraw-Hill Publishing Company, New Delhi: 3. Mamoria. C.B(2000), Personnel Management, Himalaya Publishing House, Mumbai 4. Edwin,B. Flippo (1984), Personnel Management, McGraw – Hill Book Company, New York. 5. Aswavathappa K, (1999). Human Resource and Personnel Management : Text and cases, Tata McGraw – Hill Publishing Company, New Delhi.	
<b>Course Outcomes</b>		
<b>CO1</b>	Learnt the basic concepts in personnel management.	
<b>CO2</b>	Able to differentiate recruitment and selection.	
<b>CO3</b>	Understood the basis of performance appraisal.	
<b>CO4</b>	Gain knowledge on job evaluation.	

<b>CO5</b>	To apply the concept of integration in practice.
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<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	2	2	3	3	4	3	3	2	3	3	2	4
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	2	2	3	3	3	3	3	2	3	3	2	4

**ELECTIVES – DISCIPLINE CENTRIC – 1**

<b>Course Code &amp; Title</b>	<b>21RIMU04D1: GREEN PRODUCTIVITY</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- IV</b>
	<b>Credit: 3</b>	<b>Hours: 3/per week</b>
<b>Cognitive Level</b>	<b>K-1</b>	Remembrance of the concept of green productivity.
	<b>K-2</b>	Explain sustainable development.
	<b>K-3</b>	Apply the concept in practice.
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To learn basic concepts on green productivity.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To impart knowledge on sustainable development.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To understand the basis of sustainable agricultural development.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To acquire basic knowledge on technology management and regional cooperation.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To gain knowledge on eco business opportunities.</li> </ul>	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Green Productivity:</b> Introduction – Evolution – Need and importance – green revolution, impact on farm, industry and human health – role and responsibility of government, interaction, regional national institutions, NGOs, trade and business associations, academic mass media and other state holders.	<b>15</b>
<b>II</b>	<b>Sustainable Industrial Development:</b> International standards on environment management, industrial development policy and international cooperation – approaches for development of greener products – industrial waste minimization in SMTs – case studies.	<b>10</b>
<b>III</b>	<b>Sustainable Agricultural Development:</b> Environment friendly farming systems – Integrated approaches to agricultural and rural development – impact of technology case studies.	<b>10</b>
<b>IV</b>	<b>Technology Management and Regional Cooperation:</b> Technology transformation – sustainable technology management, capacity building and information challenges – regional cooperation on cleaner production – strategies and design – transfer and development of environmental sound technology – role of NPO on green productivity in SMEs -case studies.	<b>15</b>
<b>V</b>	<b>Eco Business Opportunities:</b> Present trends and future potential of ecobusiness – solid waste management of micro enterprises – participation of government, NGOs and industry – future process of recycling – case studies.	<b>10</b>
<b>Course Outcomes</b>		
<b>CO1</b>	Learn basic concepts of green productivity.	



<b>CO2</b>	Impart knowledge on sustainable development.
<b>CO3</b>	Understand the basis of sustainable agricultural development.
<b>CO4</b>	Acquire basic knowledge on technology management and regional cooperation.
<b>CO5</b>	Gain knowledge on eco business opportunities.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	3	3	2	3	3	2	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3

<b>Course Code &amp; Title</b>	<b>21RIMU04D2- MANAGEMENT OF MICRO ENTERPRISES</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester - IV</b>
	<b>Credit: 3</b>	<b>Hours: 3/per week</b>
<b>Cognitive Level</b>	<b>K-1</b>	Remembrance of the concept of micro enterprises.
	<b>K-2</b>	Explain and understanding the concept of SHG.
	<b>K-3</b>	Apply the concept to start a business.
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To learn basic concepts of micro entrepreneurs.</li> </ul>	
	<ul style="list-style-type: none"> <li>To impart knowledge on the types of entrepreneurs.</li> </ul>	
	<ul style="list-style-type: none"> <li>To understand the basis of SHG's.</li> </ul>	
	<ul style="list-style-type: none"> <li>To acquire basic knowledge on the role of Banks in financing of micro enterprises.</li> </ul>	
	<ul style="list-style-type: none"> <li>To gain knowledge on starting a new micro enterprises.</li> </ul>	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Introduction to Micro Enterprises:</b> Meaning and definition of micro enterprises – classification – features and Significance of micro enterprises – evolution - growth of micro enterprises in India.	<b>15</b>
<b>II</b>	<b>Types of Entrepreneurs:</b> Micro Entrepreneur – Characters – Quality – Types of Entrepreneurs – ring toss game – Motivation to entrepreneurs – Theories of motivation – Problems of micro entrepreneurs. Status of micro enterprises in the globalization era.	<b>10</b>
<b>III</b>	<b>Formation of SHG's</b> – Principles of SHG's – Management SHG's – Problems and prospects of SHG's- empowerment of women through micro enterprises. Government and role of NGO's in promotion of SHG's.	<b>10</b>
<b>IV</b>	<b>Programmes for SHG's Development</b> – Schemes – Role of Banks in financing of microenterprises SIDBI CAPART – KVIC – DIC – Micro Finance Institutions - performance of PMEGP.	<b>15</b>
<b>V</b>	<b>Setting up of Micro Enterprises</b> – feasibility study – assessment resources - project preparation – Factors influencing of micro enterprises – Best practices in promotion of micro enterprises. Marketing of micro enterprise products – Marketing vs sales. Marketing problems of micro enterprises.	<b>10</b>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Entrepreneurship Development Institute (2011). Development of Entrepreneurship, Reading material, Ahamadabad.</li> <li>2. Entrepreneurship Development Institute, (1997), Developing New</li> </ol>	

	<p>Entrepreneurs, reading materials Ahmadabad.</p> <p>3. Jerinabi.U (2008). Micro Enterprises for Women, Discovery Publishing House, New Delhi.</p> <p>4. KVIC (1995), Projects Profiles of Industries. Mumbai.</p> <p>5. Lalitha,N. (2006). Grassroot Entrepreneurship, glimpses of SHG's", Dominant Publishers, New Delhi.</p> <p>6. Shukla M.B (2003), Enterprises and Small Business Management, Kitab Mahal.</p>
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**Course Outcomes**

<b>CO1</b>	Learn basic concepts of micro entrepreneururs.
<b>CO2</b>	Have the knowledge on the types of entrepreneur.
<b>CO3</b>	Understood the formation of SHG's.
<b>CO4</b>	Acquired basic knowledge on the r ole of Banks in financing of micro enterprises.
<b>CO5</b>	Able to setup micro enterprises.

**Mapping of COs with PSOs and POs**

<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	3	3	2	3	3	2	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3

Course Code & Title	21RIMU04A4: BUSINESS MATHEMATICS		
Programme	B.B.A.	Semester- IV	
	Credit: 4	Hours:4 / per week	
Cognitive Level	K-1	Recollect the basic concept of business mathematics.	
	K-2	Explain the basics of mathematics.	
	K-3	Application of maths in business.	
Course Objectives	<ul style="list-style-type: none"> <li>To learn basic concepts of business maths.</li> <li>To impart knowledge on application of maths to business.</li> <li>To understand the types of functions and its applications.</li> <li>To acquire basic knowledge on calculus for business modelling.</li> <li>To gain knowledge on matrix and algebra for mathematics.</li> </ul>		
	Units	Contents	No.of Hours
	I	<b>Business and Quadratic Equations:</b> Introduction to Linear and Quadratic equation and applications percentage and proportion – Laws of indices – Arithmetic - geometric series and their application.	10
	II	<b>Application of Maths to Business:</b> Discount, interest and income tax calculations – set theory operation with Venn diagrams – applications of set theory for decision making.	10
	III	<b>Types of Functions and Applications:</b> Demand function – supply function and production function - limits and continuity of function. Simple interpolation and extrapolation techniques using graphs.	10
IV	<b>Calculus for Business Modeling:</b> Differentiation – Rules for differentiation (excluding trigonometric function) –principles of Maxima Minima and its application. – Elementary integral calculus rules for integration simple application of differentiation and integration to total cost, total revenue, Marginal cost. Marginal revenue.	20	
V	<b>Matrix Algebra for Business:</b> Matrix – Addition and Multiplication of Matrices – Properties of Matrices – inverse of Matrix – Solution of Simultaneous linear equation - Rank of a Matrix – Introduction to Linear programming – graphical methods.	10	
References	<ol style="list-style-type: none"> <li>1. Badnicks F.S. (1993), Applies Mathematics for Business: Economic and Social Science, Mc.Graw Hill, New York. 1933.</li> <li>2. Dean B.V.Sassie, M.W.Gupta S.K. (1975), Mathematics for Modern Management, will my Eastern, New Delhi.</li> <li>3. Dharma Pandian.A.V,(2000) Business Mathematics, S.Visvanathan, Publishers, Madras.</li> <li>4. Navaneethan.P, Business mathematics, Anand Publications – Trichurapalli.</li> <li>5. Raghavachari.M. (1985), Mathematics for Management, An introduction, Tata, Mc.Graw Hill (India) New Delhi.</li> <li>6. Sundaresan &amp; Jayaseelan (1982). Introduction to Business Mathematics,</li> </ol>		

<b>Course Outcomes</b>	
<b>CO1</b>	Learnt the basic concepts.
<b>CO2</b>	Gained knowledge on application of maths to business .
<b>CO3</b>	Understood the types of functions and its applications.
<b>CO4</b>	Acquired basic knowledge on calculus for business modelling.
<b>CO5</b>	Gained knowledge on matrix and algebra for mathematics.

<b>Mapping of COs with POs and PSOs</b>												
<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	3	3	2	2	2	1	1	2
<b>CO2</b>	2	2	3	2	3	2	3	2	2	3	3	3
<b>CO3</b>	1	2	2	3	3	1	2	2	3	2	2	2
<b>CO4</b>	3	3	3	3	3	3	3	1	3	1	1	3
<b>CO5</b>	2	2	3	3	3	2	3	2	2	2	2	3

<b>Course Code &amp; Title</b>	<b>21RIMU0401: DIGITAL MARKETING (Theory &amp; Practicals)</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- IV</b>
	<b>Credit: 3</b>	<b>Hours: 3+1/per week</b>
<b>Cognitive Level</b>	<b>K-1</b>	Understand about the Search Engine and its optimization in field, examine and get students understand the E- Marketing.
	<b>K-2</b>	Familiarize with social media marketing.
	<b>K-3</b>	Exhibit the self confidences in digital transformation & channel attribution among students.
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• The primary objective of this module is to examine and explore the role and importance of digital marketing in today's rapidly changing business environment.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To understand how digital marketing is applied in organizations.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To analyze the effectiveness of digital marketing in current scenario.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To find out the impact of social media campaigns. Engagement Marketing-Building Customer relationships, Creating Loyalty drivers and the Influencer of Marketing.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To know the changing your strategy based on analysis for improvement of sales and understand the recent trends in Digital marketing.</li> </ul>	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Online Marketing:</b> Digital Marketing Strategy- Components - Opportunities for building Brand- Website - Planning and Creation- Content Marketing.	<b>15</b>
<b>II</b>	<b>Search Engine:</b> Keyword Strategy- SEO Strategy - SEO success factors - On-Page Techniques - Off-Page Techniques. Search Engine Marketing- How Search Engine works- SEM components- PPC advertising -Display Advertisement.	<b>10</b>
<b>III</b>	<b>E-Marketing:</b> Types of E- Mail Marketing - Email Automation - Lead Generation - Integrating Email with Social Media and Mobile- Measuring and maximising email campaign effectiveness. Mobile Marketing- Mobile Inventory/channels- Location based; Context based; Coupons and offers, Mobile Apps, Mobile Commerce, SMS Campaigns-Profiling and targeting.	<b>10</b>
<b>IV</b>	<b>Social Media Marketing:</b> Social Media Channels- Leveraging Social media for brand conversations and buzz. Successful	<b>15</b>

	/benchmark Social media campaigns. Engagement Marketing- Building Customer relationships - Creating Loyalty drivers - Influencer Marketing.	
<b>V</b>	<b>Digital Transformation &amp; Channel Attribution:</b> Analytics- Ad-words, Email, Mobile, So-Mo, Web Analytics - Changing your strategy based on analysis- Recent trends in Digital marketing.	<b>10</b>

<b>References</b>	<ol style="list-style-type: none"> <li>1. Philip Kotler( April 2017), Marketing 4.0: Moving from Traditional to Digital Publisher: Wiley; 1st edition; ISBN10: 9788126566938;ISBN13: 9788126566938; ASIN: 8126566930</li> <li>2. Puneet Singh Bhatia ( July 2017), Fundamentals of Digital Marketing, Publisher: Pearson Education; First edition;ISBN-10: 933258737X;ISBN-13: 978-9332587373.</li> <li>3. Vandana Ahuja ( April 2015), Digital Marketing Publisher: Oxford University Press ISBN-10: 0199455449;ISBN-13: 978-0199455447</li> <li>4. Ryan, D. (2014 ). Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation, Kogan Page Limited.</li> <li>5. Pulizzi,J, (2015), Beginner's Guide to Digital Marketing ,Mcgraw Hill Education.</li> <li>6. Barker, Barker, Bormann and Neher (2017), Social Media Marketing: A Strategic Approach, 2E South-Western ,Cengage Learning.</li> </ol>
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<b>Course Outcomes</b>	
<b>CO1</b>	Able to examine and explore the role and importance of digital marketing in today’s rapidly changing business environment.
<b>CO2</b>	Able to focus on how digital marketing can be utilized by organizations and how its effectiveness can measured.
<b>CO3</b>	Have the knowledge of the elements of a digital marketing strategy.
<b>CO4</b>	Aware about the effectiveness of a digital marketing campaign can be measured.
<b>CO5</b>	Able to demonstrate advanced practical skills in common digital marketing tools such as SO-MO, social media and Blogs.

<b>Mapping of COs with POs and PSOs</b>												
<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	3	3	2	2	2	1	1	2
<b>CO2</b>	2	2	3	2	3	2	3	2	2	3	3	3

<b>CO3</b>	1	2	2	3	3	1	2	2	3	2	2	2
<b>CO4</b>	3	3	3	3	3	3	3	1	3	1	1	3
<b>CO5</b>	2	2	3	3	3	2	3	2	2	2	2	3

**21SHSU0001 / 21SHSI0001 SHANTI SENA (FC)**

**(Foundation Course: Mandatory for all UG and Five year Integrated ) - (1 Credit)  
Evaluation: Internal Test and Viva Voce (both components carry equal weightage) by the course teacher**

**Credit: 1**

**Hours: 1**

**Objectives:**

- To introduce the concept, experiments and practice of Shanti Sena (Peace Brigade) to the students.
- To give exposure and training to students in the skills needed for Shanti Sena and Nonviolent Conflict Resolution.

**Learning Outcome:**

Students will be able to:

- Comprehend the concept of Nonviolence, Shanti Sena and Methods of Peaceful Resolution of conflicts in their personal and social life.
- Shape and evolve themselves as peacemakers and peace builders for promoting harmony and good will among all.

**Unit 1 Shanti Sena:** Meaning and conceptual framework - historical development - Gandhiji's idea of Shanti Sena - Gandhiji as Peace Maker and Builder - Shanti Sena Experiments in Noakhali by 'One Man Boundary Force' - Gandhiji as Martyr and peace soldier.

**Unit 2 Post Gandhian Experiments:** Birth of Shanti Sena - Vinoba's concept of Shanti Sena - Shanti Kendras, All India Shanti Sena Mandal, functions of Shanti Sena - Contributions of Jeyaprakash Narayan and Narayan Desai - Peace work during Communal Violence - Chambal Valley and Nagaland Peace Mission.

**Unit 3 Shanti Sena in India and Abroad:** World Peace Brigade (WPB) - Peace Brigade International (PBI) - Sarvodaya Shramadana Sangamaya Shanti Sena, Sri Lanka - Peace Corps in USA and U.N. Peace Keeping Force.

**Unit 4 Skills and Training for Shanti Sena:** Skills for Peace Making and Building (Conflict Resolution and Transformation) - Physical training: Yoga, March Fast, Shramadhan, Spinning - Skills for First Aid and disaster management.



**Unit 5 Shanti Sena Training in GRI & Other Places:** Dr.G.Ramachandran's contribution - Evolution of Shasnti Sena in GRI - Recent developments and experiments in GRI - Shanti Sena Vidyalaya (Vedchhi) - G.Ramachandran Institute of Nonviolence, Thiruvananthapuram, and Non-killing Global Academy ( Honolulu).

## **REFERENCES:**

- Arunachalam K., (1985), Gandhi - The Peace Maker, Gandhi Smarak Nidhi, Madurai.
- Dennis August Almeida (2007), The Training of Youth In Nonviolence as a way to Peace, Gandhi Media Centre, Delhi and Thiruvananthapuram.
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- ....., (1963), A Hand Book for Shanti Sainiks, Sarva Seva Sangh Prakashan, Varanasi
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Course Code & Title	21RIMU04F2: EXTENSION/ FIELD VISIT		
Programme	B.B.A.	Semester- IV	
	Credit: 1	Hours:2 / per week	
Cognitive Level	K-1	Recognising the third dimension of the objective – Village extension.	
	K-2	Provide platform to categories the village level problems and prospects.	
	K-3	Empowering the students to suggest various socio-economic activities rural youth.	
Course Objectives	<ul style="list-style-type: none"> <li>To orient about extension and field visit.</li> <li>To facilitate students to visit the adopted villages or industries.</li> <li>To demonstrate questionnaire for field visit.</li> <li>To consolidate reports of the visited visits.</li> <li>Preparation of reports with photographs / short videos about field visits.</li> </ul>		
	Units	Contents	No.of Hours
	I	Orientation of the Extension / Field visit Making plan for the visits and schedule.	10
	II	Facilitating the students to visit the adopted Villages / industries (minimum 10 visits).	10
	III	Demonstrating a questionnaire for the visit along with previous visit reports.	10
IV	Consolidation of reports and plan for follow up works in the village / industry, if necessary.	20	
V	Prepare a report with photographs / short videos in addition to field reports wherever necessary. PPT presentation and viva-voce.	10	
References	As per the Institute schedule.		
<b>Course Outcomes</b>			
CO1	Students will be able to understand Village extension programme.		
CO2	Create understanding the village level problems and solutions.		
CO3	Facilitating the students with various socio economic activities for rural level.		
CO4	Promoting the students to demonstrate any one activity.		
CO5	Equipping them with an action plan for village growth and development.		

Report and PPT Presentation: 25 Marks  
Viva-voce : 25 Marks

Total : 50 Marks

**Mapping:**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	3	3	3	2	2	2	1	1	3	3
CO2	2	2	3	2	3	3	2	2	3	3	2	2
CO3	1	2	2	3	3	2	2	3	2	2	1	2
CO4	3	3	3	3	3	3	1	3	1	1	3	3
CO5	2	2	3	3	3	3	2	2	2	2	2	2
	3	3	3	3	3	2	2	2	1	1	3	3

### VALUE ADDED COURSES– III

<b>Course Code &amp; Title</b>	<b>21RIMU4VA6: ARITHMATIC AND LOGICAL REASONING</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- IV</b>
	<b>Credit : 2</b>	<b>Hours : 2/per week (after the regular time table) (outside the normal time table)</b>
<b>Cognitive Level</b>	<b>K-1</b>	Familiarize with concept of numerical series.
	<b>K-2</b>	Explain the importance and benefits of mutual relation problems.
	<b>K-3</b>	Apply the Ration and Proportion in genral science.
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To introduce the concept of numrical serices.</li> <li>• To know the mutual relation problems with logical relations.</li> <li>• To be aware of ration and proportion.</li> <li>• To know the philosophy fractions.</li> <li>• To familiarize with general sciences like civics, geography, history.</li> </ul>	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Numerical Series:</b> Distance and direction sense test – Mathematical Operations -Number, Ranking & Time sequence Test – Assign artificial values to mathematical digit – inserting correct mathematical sign – Human relation – coding & decoding – odd man out.	<b>15</b>
<b>II</b>	<b>Mutual Relation Problems:</b> Tallest, youngest relations – Dictionary words - analogy – Non-verbal reasoning number coding – number puzzle.	<b>10</b>
<b>III</b>	<b>Ration and Proportion:</b> Average – LCM & HCF – profit and loss – time, distance and speed – percentage – simplifications of numbers.	<b>10</b>
<b>IV</b>	<b>Fractions:</b> Area of triangle – square and rectangle – surface area and volume of cuboids – cylinder, cone and sphere – probability – simple trigonometry.	<b>15</b>
<b>V</b>	<b>General Science:</b> Civics – geography – current events – history – basic computer operations.	<b>10</b>
<b>Course Outcomes</b>		
<b>CO1</b>	Understand the concept of numrical serices.	
<b>CO2</b>	Knowing the mutual relation problems with logical relations.	
<b>CO3</b>	Getting aware of ration and proportion.	
<b>CO4</b>	Knowing the philosophy fractions.	
<b>CO5</b>	Familiarize with general sciences like civics, geography, history.	

**Mapping of COs with PSOs and POs**

<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	2	3	2	3	3	2	2
<b>CO4</b>	2	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	1	2	3	2	3	3	3	2	3	3	2	3

Course Code & Title	21RIMU4VA7: LIFE SKILLS DEVELOPMENT	
Programme	B.B.A.	Semester- IV
	Credit : 2	Hours : 2/per week (after the regular time table)
Cognitive Level	K-1	Familiarize the concept of the course.
	K-2	Explain the importance and benefits of the course in work place.
	K-3	Apply the theories or concepts in practice.
Course Objectives	<ul style="list-style-type: none"> <li>To introduce the concept and importance of the life skills.</li> <li>To get self awareness .</li> <li>To develop skills required for 21st century.</li> <li>To understand the dynamics of group and team.</li> <li>To familiarize and become good leadership.</li> </ul>	
Units	Contents	No.of Hours
I	<b>Overview of Life Skills:</b> Meaning and significance of life skills – life skills identified by WHO: self awareness, empathy – critical thinking – creative thinking – decision making – problem solving – effective communication – interpersonal relationship – coping with stress – coping with emotion.	15
II	<b>Self-Awareness:</b> Definition, need for self-awareness – coping with stress and emotion – human value – tools and techniques – of SA: questionnaires – journaling reflective questions – meditation – mindfulness, psychometric tests, feedback.	10
III	<b>21<sup>st</sup> Century Skills :</b> Creativity – critical thinking – collaboration – problem solving – decision making – need for creativity in the 21 <sup>st</sup> century – imagination – institution – experience – sources of creativity – lateral thinking myths of creativity – critical thinking vs creative thinking – functions of left brain and right brain convergent and divergent thinking – critical reading and multiple intelligence.	10
IV	<b>Group and Team Dynamic:</b> Introduction to groups – composition – formation – cycle – thinking – clarifying explanation – problem solving – consensus – dynamics techniques -group vs team – team dynamics – virtual teams – management team performance and managing conflicts intrapreneurships.	15
V	<b>Leadership:</b> Leadership framework, entrepreneurial and moral leadership – vision – cultural – dimensions – growing as leader – turnaround leadership – managing diverse stakeholders – crisis management – types of leadership, traits, styles VUCA leadership – levels of leadership – transactional vs transformation leaders	10

	leadership grid effective leaders.	
<b>Course Outcomes</b>		
<b>CO1</b>	Practice the concept and importance of the life skills.	
<b>CO2</b>	Getting self awareness .	
<b>CO3</b>	Developing skills required for 21st century.	
<b>CO4</b>	Understanding the dynamics of group and team.	
<b>CO5</b>	Familiarize with concept and become good leadership.	

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	2	3	2	3	3	2	2
<b>CO4</b>	2	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	1	2	3	2	3	3	3	2	3	3	2	3

Course Code & Title	21RIMU4VA8: GOODS AND SERVICE TAX	
Programme	B.B.A.	Semester-IV
	Credit : 2	Hours : 2/per week (after the regular time table)
Cognitive Level	K-1	Familiarize the concept of the course.
	K-2	Explain the importance and benefits of the course in work place.
	K-3	Able to apply the theories or concepts of GST in business practice.
Course Objectives	<ul style="list-style-type: none"> <li>To introduce the concept of tax collection.</li> </ul>	
	<ul style="list-style-type: none"> <li>To know the facets about demand and supply.</li> </ul>	
	<ul style="list-style-type: none"> <li>To understand the process of registration, filling returns and assess accounts.</li> </ul>	
	<ul style="list-style-type: none"> <li>To know payment made under the GST.</li> </ul>	
	<ul style="list-style-type: none"> <li>To familiarize with refund procedure under GST.</li> </ul>	
Units	Contents	No.of Hours
I	<b>Levy, Tax Collection and Reverse Charge Mechanism:</b> Levy and collection of tax – rates of GST – scope of supply – composite and mixed supplies – E-commerce under GST regime – Liabilities to pay tax reverse charge – mechanism – composition scheme of levy – value of taxable supply – interstate supply – intra state supply.	15
II	<b>Concept of time and place of supply &amp; import and export:</b> Time of supply – place of supply significance – time and place of supply in case of intra state supply, interstate supply and import and export of goods and services.	10
III	<b>Registration, Returns and Accounts and Assessment:</b> Registration – persons liable for registration – compulsory registration – deemed registration – procedure for registration – GSTIN – amendment of registration – cancellation of registration – revocation of cancellation – furnishing details of supplies – returns – accounts and records – forms for above – assessment – an overview of various types of assessment.	10
IV	<b>Payment under GST:</b> Type of payment, due date, modes of payment with rules and collection of tax and also address – collection of incorrect amount/rate of GST – omission to collect GST in invoice – right to retain tax collected in excess and duty to deposit all taxes collected – invoice to refer tax charged or omission to disclose any tax on invoice – ensuring reversal of credit by recipient in case of credit note – duty to deposit.	15
V	<b>Refund under GST:</b> Type of refund, forms, period, terms & conditions, provisional refund % with rules including – refund under earlier law – refund in case of delayed collection of statutory forms – refund arising from re-assessment/appeal under earlier law – error in payment of CGST-SGST or IGST.	10
<b>Course Outcomes</b>		
CO1	Understand the concept of tax collection.	
CO2	Know the facets about demand and supply.	
CO3	Understand the process of registration, filling returns and assess accounts.	
CO4	Know payment made under the GST.	

<b>CO5</b>	Familiarize with refund procedure under GST.
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<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	2	3	2	3	3	2	2
<b>CO4</b>	2	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	1	2	3	2	3	3	3	2	3	3	2	3



## SEMESTER V

### ELECTIVES – GENERIC- 2

<b>Course Code &amp; Title</b>	<b>21RIMU05G3: PERSONALITY DEVELOPMENT</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- V</b>
	<b>Credit: 3</b>	<b>Hours: 3/per week</b>
<b>Cognitive Level</b>	<b>K-1</b>	Analysing the importance of personality and its determinates for the global world scenario.
	<b>K-2</b>	Evaluate the competency and self development motivation self esteem for the competitive world.
	<b>K-3</b>	Developing interpersonal relationship etiquettes and attitude to reduce stress.
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the determinants of personality development.</li> <li>• To self assess, self appraise self develop and to attain self esteem.</li> <li>• To ascertain decision making skill conflict resolution skill and develop and become successful leader.</li> <li>• To develop positive attitude personality development.</li> <li>• To study the techniques for stress minimization.</li> </ul>	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Introduction:</b> Definition Personality – Determines of Personality Development – Perception – Definition, Perceptual Processes - Factors of Association - relationship , personality traits, types of personality - Introvert and extravert and ambivert person - developing effective habits, emotional intelligence.	<b>15</b>
<b>II</b>	<b>Motivation:</b> Introspection, Self assessment, self appraisal and self development: Sigmund Fred Id. ego and super ego, self esteem and math slow, mind mapping, competency mapping and three sixty degree assessment - Effective communication and its key aspects.	<b>10</b>
<b>III</b>	<b>Assertiveness:</b> Decision making skills, conflict: process and resolution, leadership and qualities of successful leader, interpersonal relationship, personality - spiritual journey beyond management of change good manners and etiquettes, effective speech, understanding body language, projective positive body language.	<b>10</b>
<b>IV</b>	<b>Personality Enrichment:</b> attitude - concept - significance - factors affective attitude - positive attitude advantages - negative attitude - disadvantage - base to develop positive attitude Carl Jung's contribution to personality development theory	<b>15</b>
<b>V</b>	<b>Stress Management:</b> Introduction, causes for stress- stress management- Anger management- Counseling.	<b>10</b>
<b>Course Outcomes</b>		
<b>CO1</b>	Able to recognize the determinants of personality development.	
<b>CO2</b>	Able to assess self, self appraise, self develop and to attain self esteem.	
<b>CO3</b>	Have the knowledge to ascertain decision making skill conflict resolution skill and develop and become successful leader.	
<b>CO4</b>	Able to develop positive attitude personality development.	
<b>CO5</b>	Adapt with the techniques for stress minimization.	

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	2	3	2	3	3	2	2
<b>CO4</b>	2	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	1	2	3	2	3	3	3	2	3	3	2	3

Course Code & Title	21RIMU05G4: LEADERSHIP & TEAM MANAGEMENT		
Programme	B.B.A.	Semester- V	
	Credit: 3	Hours: 3/per week	
Cognitive Level	K-1	Recall the concept of group and leadership.	
	K-2	Explain the dimensions of leadership.	
	K-3	Apply the techniques of leadership style.	
Course Objectives	<ul style="list-style-type: none"> <li>• To familiarize the concept of group and leadership.</li> <li>• To understand the techniques of problem solving.</li> <li>• To understand the various leadership styles.</li> <li>• To understand the dimensions of leadership.</li> <li>• To understand the techniques to be an effective leader.</li> </ul>		
	Units	Contents	No.of Hours
	I	<b>Group and Team Dynamic:</b> Introduction to groups – composition – formation – cycle – thinking – clarifying explanation .	15
	II	<b>Problem Solving:</b> Consensus – dynamics techniques -group vs team – team dynamics – virtual teams – management team performance and managing conflicts intrapreneurships.	10
	III	<b>Leadership:</b> Leadership framework, entrepreneurial and moral leadership – vision – cultural.	10
IV	<b>Dimensions:</b> Growing as leader – turnaround leadership – managing diverse stakeholders – crisis management.	15	
V	<b>Types of Leadership:</b> Traits, styles VUCA leadership – levels of leadership – transaction.	10	
<b>Course Outcomes</b>			
CO1	Familiarized the concept of group and leadership.		
CO2	Understood the techniques of problem solving.		
CO3	Spell out the various leadership styles.		
CO4	Understood the dimensions of leadership.		
CO5	Able to apply the techniques to be an effective leader.		

Mapping of COs with PSOs and POs												
CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	1	3	3	3	2	3	2	3	3	2	3	2
CO2	3	3	3	2	3	3	2	3	3	2	3	3
CO3	3	2	3	3	3	2	3	2	3	3	2	2
CO4	2	3	3	3	2	3	3	3	3	2	3	3
CO5	1	2	3	2	3	3	3	2	3	3	2	1

## ELECTIVES – DISCIPLINE CENTRIC- 2

<b>Course Code &amp; Title</b>	<b>21RIMU05D3 INTRODUCTION TO RURAL INDUSTRIES</b>		
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- V</b>	
	<b>Credit: 3</b>	<b>Hours: 3/per week</b>	
<b>Cognitive Level</b>	<b>K-1</b>	Recall the concept of rural industries.	
	<b>K-2</b>	Explain the dimensions of rural industries.	
	<b>K-3</b>	Able to spell out and identify rural industries.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the concept of rural industries.</li> <li>• To get aware of the institution's promotion MSMEs.</li> <li>• To get acquainted with the programmes for MSMEs.</li> <li>• To get familiarize with the policies related to rural industries.</li> <li>• To get familiarize in preparing projects for starting MSMEs.</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
	<b>I</b>	<b>Introduction to Rural Industries:</b> Meaning-Definition – Classification of Industries – Scope and Importance of –Medium-Small-Micro Enterprises-Rural Artisans- Enhancing the competitiveness of MSME's in the age of Globalisation.	<b>15</b>
	<b>II</b>	<b>Institutions Promoting MSME's:</b> All India Khadi and Village Industries Boards-Khadi and Village Industries Commission – National Small Industries Corporation – SIDBI Financial assistance and marketing facilities for MSME's.	<b>10</b>
	<b>III</b>	<b>Programmes for MSME's:</b> District Industries Centre (DIC) Industrial Estate – SIDCO- SIPCOT-Incentives for MSME's – New Entrepreneur Cum New Enterprise Development Scheme (NEEDS) – Prime Minister Employment Generation programme – MSME's in five year plans.	<b>10</b>
<b>IV</b>	<b>Industrial Policy for the development of MSME's:</b> New Strategies for promotion of MSME's –Technological Improvement - Transfer of technology –Appropriate technology for MSME's - Factors determining Appropriate Technology –Technological innovation and best practices.	<b>15</b>	
<b>V</b>	<b>Planning for MSME's:</b> Industrial potential survey- feasibility reports for area development-preparation of project report for setting up a small scale Industrial unit.	<b>10</b>	
<b>References</b>	<ol style="list-style-type: none"> <li>1. Bhattacharya, (1990), 'Rural Industries in India', B.K. Publishing corporation.</li> <li>2. Sundaram, J.D. , (1970), 'Rural Industrial Development' Vora &amp; Co. Pub. (P) Ltd., Round Building Kalbadevi Road Bombay.</li> <li>3. Rao R.V. , (1979), 'Small Industries and the developing Economy' Concept publishing Co., New Delhi.</li> <li>4. Rao R.V., (2000), 'Rural Industrialisation in India' Concept publishing Co., New Delhi</li> <li>5. Dagli, V, (1999), 'Khadi and Village Industries in the Indian Economy' Commerce publication.</li> <li>6. Bepin Behari (1976), 'Rural Industrialisation in India' Vikas publishing Co, Bombay.</li> <li>7. Gadgil, D.F, (2003), Low Cost Technologies and RIM. Study group on</li> </ol>		

	<p>low cost technology and RI and Development centre, DECG paris,.</p> <p>8. Nageria, D., (1971)‘Industrial Estate Programmes’, The Indian Experience, SIET, Hyderabad.</p> <p>9. Pappola, T.S. (2000), ‘Rural Industrialisation Approaches and Potentials.</p> <p>10. Raja Alias Pranmalai, K, and Ramaswamy. S. (2011), Brick Industry serials publications (P) Ltd., New Delhi – 110002</p> <p>11. Raja Alias Pranmalai, K. (2011), Management of Bee-keeping Industry (2011) Uma, publishers, Palani.</p> <p>12. Raja Alias Pranmalai, K., (2014), Management Business and Non-Business organization, Uma publications, Palani.</p>
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<b>Course Outcomes</b>	
<b>CO1</b>	Understood the concept of rural industries.
<b>CO2</b>	Aware of the institution’s promotion MSMEs.
<b>CO3</b>	Aquinted with the programmes for MSMEs.
<b>CO4</b>	Familiarized with the policies related to rural industries.
<b>CO5</b>	Able to prepare projects for starting MSMEs.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	2	3	2	3	2	3	2	2	3	2
<b>CO2</b>	3	1	3	2	3	3	5	3	3	4	3	2
<b>CO3</b>	3	2	3	3	2	2	3	2	3	3	2	2
<b>CO4</b>	2	3	3	2	3	2	3	3	2	3	3	4
<b>CO5</b>	1	2	3	2	3	3	3	2	3	3	2	3

Course Code & Title	21RIMU05D4: INDUSTRIAL PSYCHOLOGY	
Programme	B.B.A.	Semester- V
	Credit: 3	Hours: 3/per week
Cognitive Level	K-1	Recall the concept of industrial psychology.
	K-2	Explain the dimensions of psychology.
	K-3	Able to spell out and identify the behaviours of people in an organisation.
Course Objectives	<ul style="list-style-type: none"> <li>To understand the concept of industrial psychology.</li> </ul>	
	<ul style="list-style-type: none"> <li>To get aware of the theories of motivation.</li> </ul>	
	<ul style="list-style-type: none"> <li>To get acquainted with the group behaviour.</li> </ul>	
	<ul style="list-style-type: none"> <li>To get familiarize with the decision making techniques.</li> </ul>	
	<ul style="list-style-type: none"> <li>To get a self awareness of the leadership styles one possesses.</li> </ul>	
Units	Contents	No.of Hours
I	<b>Introduction:</b> Nature and meaning of industrial psychology, role of industrial psychology, organizational attitude.	15
II	<b>Motivation :</b> Motivation at work motivation and work behavior (theory x and y mccllland's, need theory, Herzberg's tow factor theory, cultural differences in motivation).	10
III	<b>Work Team and Groups:</b> Work team and groups group behavior, group formation and development.	10
IV	<b>Decision Making :</b> Decision making by individuals and groups – key organizational design process, structural differentiations, forces reshaping organizations.	15
V	<b>Leadership:</b> Leadership vs management - leadership theories – emerging issues in leadership.	10
References	<ol style="list-style-type: none"> <li>Nelso, Quick and Khandelwal,( 2012), ORGB: An innovative approach to learning teaching organizational behavior, A south Asian perspective, cengage leaning.</li> <li>Luthans, Fred, (2008),Organizational Behaviour, McGraw hill</li> <li>Udai Pareek, (2010),Understanding Organisational Behaviour, Oxford University press</li> <li>Robbins, Stephen, (2015), Organizational behavior, Prentice Hall, India.</li> </ol>	
<b>Course Outcomes</b>		
CO1	Understood the concept of industrial psychology.	
CO2	Aware of the theories of motivation.	
CO3	Aqainted with the group behaviour.	
CO4	Familiarized with the decision making techniques.	
CO5	Got aware of self leadership styles.	

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	2	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	2	3	2	3	2	3	2	3	2	3	3
<b>CO3</b>	3	2	3	3	3	2	3	2	3	3	2	2
<b>CO4</b>	2	3	4	3	3	4	3	3	4	3	4	3
<b>CO5</b>	1	2	3	2	3	3	2	2	3	3	2	3

**21RIMU05IN: INTERNSHIP**  
(Students has to attend the internship during the summer holidays)

**Credit:** 4

**Hours:**4 / per week

<b>Programme</b>	<b>B.B.A</b>	<b>Semester-VI</b>
<b>Cognitive Level</b>	<b>K-1:</b>	To study the day-to-day administration account maintenance and auditing of various Industries.
	<b>K-2:</b>	To develop the capacity of the student to appreciate and understand the working of Industries .
	<b>K-3</b>	To find out To provide opportunities for developing ability and apply theoretical knowledge for solving practical problems of the Industries.
<b>Course Objectives</b>	•	To equip the students to study profile of the organization, entrepreneur profile, industry.
	•	To develop the capacity of the student to understand about plant and machinery, products, sources of finance etc.
	•	To appreciate and understand the working of industries and to study the influence of various economic and social forces on the functioning of the societies and industries.
	•	To provide opportunities for developing ability and apply theoretical knowledge for solving practical problems of the industries.
	•	Student acquire complete skills of the company / industry / society where he / she attached.

**Methodology:**

Each student shall be attached with Business Enterprises / Rural Industries/MSME for a period of one month continuously after the end of the Fourth Semester (Summer Vacation). This may be carried out either individually or by a group of students (Maximum 5 students).

At the end of the programme, students have to submit a report. The report shall not exceed 30 pages neatly types and bound along with the endorsement of the authorities of the Institution or Industries / Officer where he/She/ they undergo internship.

**Model Report:**

**Final report may be prepared as per the following format:**

- Profile of the organization
- Entrepreneur profile
- Industry profile
- Plant and machinery
- Products
- Sources of finance
- Employment details
- Amenities to workers
- Turn over
- Cost of production
- Problems faced by the entrepreneurs



- Sales points
- Internship evidences
- Conclusion

**Scheme of Evaluation:**

Internship Report will be assessed by Internal and External Examiners and Joint viva voce will be conducted under intimation to the Controller of Examinations.

**The weightage of marks for Report will be:**

Evaluation of Report (Internal Examiner)	40
Evaluation of Report (External Examiner)	40
Joint Viva-Voce	<u>20</u>
Total Marks	<u>100</u>

Course Outcomes	
<b>CO1</b>	Identify the profile of the organization, entrepreneur profile, industry.
<b>CO2</b>	Familiarised with the capacity of the student to understand about plant and machinery, products, sources of finance etc.
<b>CO3</b>	Understood the working of industries and to study the influence of various economic and social forces on the functioning of the societies and industries.
<b>CO4</b>	Aware of the opportunities for developing ability and apply theoretical knowledge for solving practical problems of the industries.
<b>CO5</b>	Acquired the skills of the company / industry / society where he / she attached.

Mapping of COs with PSOs and POs												
CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO1</b>	3	3	3	3	3	3	2	2	2	1	2	2
<b>CO2</b>	2	2	3	2	3	3	3	2	2	3	2	2
<b>CO3</b>	1	2	2	3	3	3	2	2	3	2	2	3
<b>CO4</b>	3	3	3	3	3	3	3	1	3	1	1	3
<b>CO5</b>	2	2	3	3	3	3	3	2	2	2	2	2

Course Code & Title	21RIMU0509: ENTREPRENEURSHIP DEVELOPMENT	
Programme	B.B.A.	Semester- V
	Credit: 4	Hours:4 / per week
Cognitive Level	K-1	Recall the significance of entrepreneurship on nation building.
	K-2	Understand the role of MSMEs for entrepreneurship development.
	K-3	Apply the regularity laws strictly in doing business.
Course Objectives	<ul style="list-style-type: none"> <li>To expose the students about the scope for identifying and establishing enterprises in their locality.</li> </ul>	
	<ul style="list-style-type: none"> <li>To expose the knowledge on institutions promoting entrepreneurship.</li> </ul>	
	<ul style="list-style-type: none"> <li>To sensitize different financial and training facilities provided by the government.</li> </ul>	
	<ul style="list-style-type: none"> <li>To enlighten the role of SHGs on entrepreneurship development.</li> </ul>	
	<ul style="list-style-type: none"> <li>To familiarize registration procedure and regularity laws.</li> </ul>	
Units	Contents	No.of Hours
I	<b>Introduction to Entrepreneurship:</b> Definition-concepts- industries for small entrepreneurship – meaning- Importance- Significance and Scope – characteristics and type of entrepreneur – Factors influencing rural entrepreneurial development – Role of entrepreneurship in Economic Development.	10
II	<b>MSMEs:</b> Definition - Enterprise Management- Need and Importance of enterprise management – Women Entrepreneurship development through SHG - scope and challenges for startup enterprises - Rural Entrepreneurship.	10
III	<b>Institutions Promoting Entrepreneurship:</b> Financial assistance - Nationalized banks, State financial Corporations, DIC, KVIB, KVIC, NSIC, SIDBI and NABARD - Incentives and Government support - Recent Government Schemes - Incubation Centers - Case Studies.	10
IV	<b>Entrepreneurial Development:</b> Steps and approaches to Entrepreneurship Development - EDP – Issues – Entrepreneurial Training – Methods and Institutions offers entrepreneurial Training – Sickness cause and measures. Identification of opportunities – choice of product - preparation of feasibility report – Registration and License.	20
V	<b>Regularity Laws:</b> Central excise – Income Tax – Sales tax -GST - licensing authority – Export and Import regulatory acts.	10
References	<p><b>Text Books</b></p> <ol style="list-style-type: none"> <li>Shukla (2017), Entrepreneurship and Small Business Management, Kitab Matal Agra.</li> <li>Vasanth Desai (2015), Small Scale Industry and Entrepreneurship, Himalaya Publishing House, New Delhi.</li> </ol> <p><b>Reference Books</b></p> <ol style="list-style-type: none"> <li>Dhumija, S.K. (2002), Women Entrepreneurship: Opportunities, Performance, Problems, Deep and Deep, New Delhi.</li> <li>Gordon, E and Natarajan, K. (2013), Entrepreneurship Development, Himalaya Publishing House, Mumbai.</li> <li>Khanka, S.S. (2005), Entrepreneurial Development, S.Chand&amp; Co., New Delhi.</li> <li>Malli, D.D. (1999), Training for Entrepreneurship and Self Employment, Mittal Publication, New Delhi.</li> </ol>	

	5. Rathakrishnan,L. (2008), Empowerment of Women Through Entrepreneurship, Gyan Publishing House, New Delhi.
<b>Course Outcomes</b>	
<b>CO1</b>	Students would have developed attitude on entrepreneurship.
<b>CO2</b>	The students will learn the procedure for starting an enterprises and its feasibility in given situation.
<b>CO3</b>	They would have acquired skills in selecting business projects and project proposal.
<b>CO4</b>	They would have developed a fair understanding over entrepreneurial assistance provided by the Government.
<b>CO5</b>	They would able to adhere with regularity laws.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	2	3	2	3	3	2	2
<b>CO4</b>	2	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	1	2	3	2	3	3	3	2	3	3	2	3

Course Code & Title	21RIMU0510: BUSINESS LAWS		
Programme	B.B.A.	Semester- V	
	Credit: 4	Hours:4 / per week	
Cognitive Level	K-1	Familiarize with the concept of industrial laws.	
	K-2	Understand the various laws to protect the employees.	
	K-3	Learnt the application of law in practice.	
Course Objectives	<ul style="list-style-type: none"> <li>To understand the concept of Factories Act .</li> <li>To get aware of the laws related to the payment of wages.</li> <li>To get acquainted with the laws related to employees' benefits.</li> <li>To get familiarize with the laws related to workmen compensation.</li> <li>To get awareness about the laws related to contract and sales.</li> </ul>		
	Units	Contents	No.of Hours
	I	<b>Factories Act, 1948:</b> Definitions – Health – Safety – Welfare – Working hours of Adults. Employment of women – Employment of young person s – Leave with wages	15
	II	<b>The Payment Of Wages Act, 1936:</b> Definitions – Responsibilities for payment – Wage periods – Time of payment – Deductions – claim for wrongful deductions. Minimum Wages Act, 1948: Interpretation – Fixing minimum rates of wages – Minimum rate of wages – Procedures for fixing –Payment of minimum wages.	10
	III	<b>Employees State Insurance Act 1948:</b> Definition – Applicability – Coverage – Contributions, Maternity Benefit Act 1961 – objectives – Application – Benefits.	10
IV	<b>Workmen Compensation Act 1923:</b> Definition – need – Scope and coverage of act – Employer liability for compensation, Payment of Gratuity Act 1972 – objectives, Applicability – Exceptions – maximum amount of Gratuity.	15	
V	<b>Indian Contract Act:</b> Law of contract –Elements of contract: Offer and Acceptance a). The Indian Contract Act 1872- Offer and Acceptance – Competence- Competent to contract – Free consent of Parties – Lawful consideration and objects – Agreements declared void by law- Contingent contracts – Quasi contracts – Performance of contracts, Consequences of Breach of contract- Indemnity and Guarantee – Bailment- Pledge – Agency. b) The Indian Sale of Goods Act 1930: - Preliminary – Formation of contract of sale – Conditions and Warranties – Transfer of property – Unpaid Sellers Rights.	10	
References	<ol style="list-style-type: none"> <li>Dr Sreenivasan. M.R., (2000), Commercial and Industrial Law, Margham Publications,</li> <li>Kapoor N.D. (2006), “Elements of Mercantile Law”, Sultan Chand &amp; Sons.</li> <li>Tripathi P.C and C.B.Gupta, (1990), “Industrial Relations and Labour Laws”, Sultan Chand &amp; Sons.</li> </ol>		
<b>Course Outcomes</b>			
CO1	Understood the concept of factories act.		
CO2	Aware of the laws related to the payment of wages.		
CO3	Aquainted with the laws related to employees benefits.		
CO4	Familiarized with the laws related to workmen compensation.		
CO5	Aware about the laws related to contract and sales.		

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	2	3	2	3	3	2	2
<b>CO4</b>	2	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	1	2	3	2	3	3	3	2	3	3	2	3

Course Code & Title	21RIMU0511: ORGANISATIONAL BEHAVIOUR		
Programme	B.B.A.	Semester- V	
	Credit: 4	Hours:4 / per week	
Cognitive Level	K-1	Recall different types of theory in organisational behaviour.	
	K-2	Learn how the employees are motivating in an organization.	
	K-3	Know the change and its types make an impact in employee also organization.	
Course Objectives	<ul style="list-style-type: none"> <li>To understand the behaviour of people in the work environment.</li> <li>To develop a basic understanding of individual behaviour and explore issues of motivation, communication, and leadership.</li> <li>To analyse the implications of individual and group behaviour in organisational context.</li> <li>To understand the stages of group formation.</li> <li>To know the impact of change and resistance of change in organisation.</li> </ul>		
	Units	Contents	No.of Hours
	I	<b>Introduction To Organizational Behaviour:</b> Various Disciplines contributing to OB - Foundation Of individual Behaviour – Need and importance Of Organizational Behaviour – Nature and Scope – Framework of Organizational Behaviour - Organizational Structure and Design.	10
	II	<b>Communication:</b> Process of communication, Personality – Types – Factors Affecting Personality – Perception – Importance – Factors influencing Perception – Learning - Types of Learning Styles – The Learning Process.	15
	III	<b>Motivation:</b> Theories of motivation – Importance – Attitudes – Characteristics – Components of attitude – Formation and Measurement.	10
IV	<b>Group Dynamics:</b> Group Behaviour – Formation – Types of Groups – Stages of Group Development – Conflict Management – Nature of Conflict – Types of Conflict, Emotional Intelligence – components of EI.	15	
V	<b>Leadership:</b> Meaning – Importance, Leadership Styles – Leaders Vs Managers; Power and Politics – Sources of Power.	10	
References	<b>Text Books:</b> <ol style="list-style-type: none"> <li>L. M. Prasad, (2012), Organisational Behaviour, -Sultan Chand &amp; Sons</li> <li>Fred Luthans, (2011), Organisational Behaviour- McGraw Hill Book Co.</li> </ol> <b>References Books:</b> <ol style="list-style-type: none"> <li>Stephen Robbins, (2016), Organisational Behaviour-Pearson Education, New Delhi,</li> <li>Bhattacharya, (2016), Organization Behaviour-Oxford University Press,</li> <li>McShane, Steven L, Mary Von Glinow and Radha R. Sharma, (2011), Organizational Behaviour, Tata McGraw Hill, New Delhi.</li> </ol>		
Course Outcomes			
CO1	The students learn the organizational psychology and the intergroup relationship.		
CO2	Understand the Personality traits of an individual and its influence in the working place.		
CO3	Get an idea on the various theories of motivational and how it motivates the worker to work in the workplace.		
CO4	The students learn the designing of work environment and its conductive practices for the worker to achieve the goal.		

<b>CO5</b>	Analyse organizational behavioural issues in the context of organizational behaviour theories, models and concepts.
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<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	2	3	2	3	3	2	2
<b>CO4</b>	2	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	1	2	3	2	3	3	3	2	3	3	2	3

## RURAL INDUSTRIES II

<b>Course Code &amp; Title</b>	<b>21RIMU0521: COMPOSTING TECHNOLOGIES</b>		
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- V</b>	
	<b>Credit: 4</b>	<b>Hours:4 / per week (3+1)</b>	
<b>Cognitive Level</b>	<b>K-1</b>	Recall the functioning of the composting technologies.	
	<b>K-2</b>	Understand the production process composting technologies.	
	<b>K-3</b>	Adapt and learning composting technologies.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand about the Bio-manure.</li> <li>• To Identifying the sources of waste for composting.</li> <li>• To know the process ad methods of bio-manure preparations.</li> <li>• To maintain and check the quality of bio-manure.</li> <li>• To know the preparation of financial feasibility report.</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
	<b>I</b>	<b>Bio Manure and Crop Production:</b> Role of Bio manure in crop production and soil fertility management – Crops and its requirement of nutrient – Methods of application of Bio-manures.	15
	<b>II</b>	<b>Sources of Waste:</b> Organic Waste - Agricultural waste – Animal waste - collection and separation of wastes, availability of different types of waste- preparation of waste materials for composting	10
	<b>III</b>	<b>Methods of Bio-manure Preparations:</b> Aerobic methods of composting –preparation Bio-manure – vermin composting – using of agricultural, animal and other waste – Anaerobic methods composting –manure preparation - Use of EM ( Effective micro-organism) technology in composting techniques – field visits.	10
<b>IV</b>	<b>Quality of Bio-manure:</b> Maintenance of Bio-manure quality – Seal of Testing Assurance – certification of quality – packaging- field visits.	15	
<b>V</b>	<b>Marketing of Bio-manure:</b> Through SHGs - Traditional dealers – advertisement – you tube talks – Financial feasibility report to start composing unit.	10	
<b>References</b>	<ol style="list-style-type: none"> <li>1. Clive A. Edwards Norman, (Jan 2011), Vermi Culture Technology Arangan CRC - Press, Ohio state Univeristy, USA University of Hawaii.</li> <li>2. Neha publishers &amp; Distributors (2011), "Hand book of organic farming &amp; composting Technology" , New Delhi ISBN NO: 9380090080</li> <li>3. Mansoor Ali, (2004), "Sustainable composing" WEDC, Laogh borough unversity UK. ISBN: 1-843800713</li> <li>4. Peter Lawson Jones Cleveland, (2008), "Composting guide", Ohio- USA.</li> </ol>		



	5. "Composting" by Harold B. Gotaas - 2007. WHO publication, Geneva.
<b>Course Outcomes</b>	
<b>CO1</b>	Have the knowledge of the manufacturing industry
<b>CO2</b>	Known the manufacturing process
<b>CO3</b>	Have the knowledge of the sources of rawmaterials
<b>CO4</b>	Able to extract vegetable oils
<b>CO5</b>	Have the knowledge of the preparation of financial feasibility report.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	2	3	2	3	3	2	2
<b>CO4</b>	2	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	1	2	3	2	3	3	3	2	3	3	2	3

<b>Course Code &amp; Title</b>	<b>21RIMU0522: SOAP AND DETERGENTS INDUSTRY</b>		
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester - V</b>	
	<b>Credit: 4</b>	<b>Hours:4 / per week (3+1)</b>	
<b>Cognitive Level</b>	<b>K-1</b>	Analyze the functions of soap industry.	
	<b>K-2</b>	Understand the production process of soap industry.	
	<b>K-3</b>	Utilizing the theoretical knowledge in practical production.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the overview of soap and detergents industries and identify the sources of inputs.</li> <li>• To learn the technology of manufacturing synthetic detergent.</li> <li>• To prepare a feasibility report to start detergent soap industry</li> <li>• To learn the implementation process of the production</li> <li>• To visit soap industry for practical knowledge.</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
	<b>I</b>	<b>An overview of Soap and Detergents Industry:</b> Soap and Detergent overview – Synthetic Detergent – Availability of raw materials for soap and detergents – characteristics of raw materials – product formulation	<b>15</b>
	<b>II</b>	<b>Technology of manufacturing synthetic detergent:</b> Formulation of detergent powder– Manufacture of synthetic detergent power by dry mixing – production of detergent bars – Handling of Raw materials – Liquid detergent – other detergent soap products	<b>10</b>
	<b>III</b>	<b>Management of soaps and detergent factories:</b> Preparation of feasibility report to start detergent soap industry.	<b>10</b>
<b>IV</b>	<b>Practical :</b> Production of Detergent powder. Detergent powder. Scouring powder. Sanitary liquid. Soap oil. Shampoo. Liquid blue. Multipurpose liquid. Stamp pad ink making. Dhoop Detergent Soap	<b>15</b>	
<b>V</b>	<b>Field Visits:</b> To detergent soap and soap products production units. Meeting with entrepreneurs of detergent soap industries, production entrepreneurs	<b>10</b>	
<b>References</b>	1. The complete technology Book on Detergents - by NIIR project consultancy services 106- E. Kamala Nagar, Delhi. 2. Modern Technology of soaps, detergents, - NPCS, New Delhi.		

	<ol style="list-style-type: none"> <li>3. Hand book on soaps &amp; Detergents &amp; Acid Slurry - NPCS, New Delhi.</li> <li>4. Herbal soaps &amp; detergents hand book - NPCS, New Dehi .</li> <li>5. Success formula book on cosmetics, Drugs, deaners, soaps detergents, NPCs, New Delhi.</li> <li>6. The complete Technology book on soaps - NPCS, New Delhi.</li> <li>7. Soaps, Detergents and disinfections techn ology hand book - NPCS - New Delhi.</li> <li>8. Soaps and Detergents K.S Parasuram - Tata Macraw Hill Publishing company Ltd., New Delhi.</li> </ol>
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**Course Outcomes**

<b>CO1</b>	Understaning the overview of soap and detergents industries and identify the sources of inputs.
<b>CO2</b>	Learning the technology of manufacturing synthetic detergent.
<b>CO3</b>	Preparing a feasiblity report to start detergent soap industry.
<b>CO4</b>	Learning the implementation process of the production.
<b>CO5</b>	Practical knowledge on soap production.

**Mapping of COs with PSOs and POs**

<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	1	2	2	3	3	2	3	3	2	3	3
<b>CO3</b>	3	2	3	3	3	2	3	2	3	3	2	2
<b>CO4</b>	2	3	3	3	3	3	3	3	4	3	3	3
<b>CO5</b>	1	2	3	2	3	4	3	2	3	3	2	5

<b>Course Code &amp; Title</b>	<b>21RIMU0523: FOOD SCIENCE AND QUALITY CONTROL</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- V</b>
	<b>Credit: 4</b>	<b>Hours:4 / per week (3+1)</b>
<b>Cognitive Level</b>	<b>K-1</b>	Understand the significance of food and its quality.
	<b>K-2</b>	Recall the theory of classification of foods and its nutritional benefits.
	<b>K-3</b>	Apply the knowledge to understand food control and enforcement Agencies.
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To study about the classification and constituents of foods.</li> <li>• To give knowledge about food adulteration and prevention .</li> <li>• To provide them food hygiene and sanitation practices.</li> <li>• To train them with food industry sanitation check list (HACCP).</li> <li>• To equip the students about the regulations of State, Central governments and its recent amendments.</li> </ul>	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Significance of Food Properties:</b> Food and its quality – Programmeification of foods – functions of food – industrial based Programmeification. Constituents of foods, properties and significance – food as a source of nutrients. Micro nutrients, macro nutrients – water, carbohydrates, protein, fats, minerals, vitamins – functions, sources and their requirements.	<b>15</b>
<b>II</b>	<b>Food Quality and Spoilage:</b> Introduction to microbiology – types of microbes, difference between prokaryotes and eukaryotes – bacteria, moulds, enzymes. Food quality, food spoilage, food contamination, criteria for judging the quality of food, conditions leading to spoilage - signs of spoilage.	<b>10</b>
<b>III</b>	<b>Food Control Agencies : National &amp; International</b> Food control and enforcement agencies – international agencies - WHO, national agencies CFTRI, IICPT - food standards regulations under MOFPI – certification of ISI, AGMARK, FSSAI, HACCP, FPO, PFA – location of the industry, provision of ventilation, lighting, drainage, roof structure, fly proof, workers amenities.	<b>10</b>
<b>IV</b>	<b>Food Adulteration :</b> Food adulteration - necessity of study - prevention of food adulteration – common food adulterants and health hazards – simple tests for detection of adulteration - consumer protection regulatory bodies - FSSAI, regulations and requirements – obtaining FSSAI – Application form etc.	<b>15</b>
<b>V</b>	<p><b>Food Hygiene and Sanitation:</b> Food hygiene – food industry sanitation check list - advantages of food sanitation – components of water analysis – food borne illness – management of disposal of waste – pest control management – pollution abatement.</p> <p><b>Practicals:</b></p> <ol style="list-style-type: none"> <li>1. A microscopic vision on bacteria and drawing of a labeled diagram.</li> <li>2. A microscopic vision on mould and drawing of a labeled diagram.</li> </ol>	<b>10</b>

	<ol style="list-style-type: none"> <li>3. Simple test for identification of carbohydrates.</li> <li>4. Identification of spoiled food (visible test on texture, colour, odor, appearance).</li> <li>5. Determination of acidity level in any one fruit juice.</li> <li>6. Determination of TSS level in any one fruit squash.</li> <li>7. Visit to one food industry and conduct an assessment on 'Sanitation Check List'.</li> <li>8. Detection of common adulterants in any two foods.</li> <li>9. Preparation of 'Report of Analysis of any one food product'.</li> <li>10. Drawing of a labeled diagram of a typical Food Processing Plant.</li> </ol>	
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<b>References</b>	<ol style="list-style-type: none"> <li>1. Gopalakrishnan .M.(2014), Food Science and Technology, ASTHA Publications and Distributions, New Delhi.</li> <li>2. Hausner .A. (2012), Preserved foods and sweetmeats, Biotech Book, Delhi.</li> <li>3. Madhulika Parmar (2014), Food Safety and Preservation, Black Printers, New Delhi.</li> <li>4. Pathak R.S.Dr. (2014), Food Security and Global Environmental Change (Emerging Challenges), Naryag Books International, New Delhi.</li> <li>5. Ruth.S.K.Dr. (2012), Food storage and preservation, Navyag Books International, New Delhi.</li> <li>6. Sasikumar.Dr. (2014), Food processing technology Food in Agro Based Sector, Biotech Books, New Delhi.</li> <li>7. Thomas Norman Morris (2012), Principles of Fruit Preservation, Biotech Books, New Delhi.</li> </ol>
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**Course Outcomes**

<b>CO1</b>	Students acquiring knowledge on principles of food science and quality control.
<b>CO2</b>	Students will empower in understanding of food spoilage and prevention methods.
<b>CO3</b>	Drawing the knowledge on food adulteration and its prevention.
<b>CO4</b>	Become familiar with Food control and enforcement agencies.
<b>CO5</b>	Preparing the students for managing quality control in food processing industry.

**Mapping of COs with PSOs and POs**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	2	3	2	3	3	2	2
<b>CO4</b>	2	3	4	3	4	3	3	4	3	5	3	5
<b>CO5</b>	1	2	3	2	5	3	5	2	3	5	2	3

<b>Course Code &amp; Title</b>	<b>21RIMU0524: PROCESSING OF CEREALS AND PULSES</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>V Semester</b>
	<b>Credit: 4</b>	<b>Hours:4 / per week (3+1)</b>
<b>Cognitive Level</b>	<b>K-1</b>	Recall the functions of the cereals and pulses.
	<b>K-2</b>	Understand the importance of the cereals and pulses.
	<b>K-3</b>	Value addition of the cereals and pulses.
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To understand the process of cereals and pulses.</li> </ul>	
	<ul style="list-style-type: none"> <li>To learn the range of added value products.</li> </ul>	
	<ul style="list-style-type: none"> <li>To know the importance of pulse products.</li> </ul>	
	<ul style="list-style-type: none"> <li>To learn the implementation process of the production.</li> </ul>	
	<ul style="list-style-type: none"> <li>To plan for a small-scale cereal milling and pulse processing industry.</li> </ul>	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Processing of Cereals and Pulses:</b> Processing of Cereals and Pulses industry as a village industry under KVIC - Objectives, achievements, programme and goals. Different types cereals and pulses – annual production of cereals Uses of cereals - products from cereals - Anatomy of simple fruits – Anatomy of grass fruits (wheat, barley, paddy etc.) Primary processing (post-harvest operations - milling, etc.) - Secondary processing (e.g. baking, frying etc.).	<b>15</b>
<b>II</b>	<b>Grain Products:</b> Wide range of added value products Rich Sources Of Complex And Simple Carbohydrates - Composition Of Bran In wheat bran - uses of bran - bran for livestock - by-product - by-product Bakery Products – Equipments - milling equipment, Bagging equipment – Conditioners - Cyclone separators - Diesel engines, Dryers, Maize and rice dehullers - Maize shellers – Mills - Sack stitchers - Seed cleaners/winnowers Production methods - equipment - and quality assurance practices.	<b>10</b>
<b>III</b>	<b>Pulse products:</b> Ranges of value added products from pulses – roasted and powdered products - by-product Bakery Products - Production methods - equipment and quality assurance practices - Products and production methods - cereals and flours - Whole grains and pulses.	<b>10</b>
<b>IV</b>	<b>Processing facilities:</b> The site - The building- Roofs and ceilings - Walls - windows and doors - Floors, Services - Lighting and power - Water supply and sanitation- Fuels - Energy conservation - Production planning - Milling,- Baking - Packaging - Equipment maintenance - water quality; test for sand and contaminating microorganisms - Lighting and power - Water supply and sanitation	<b>15</b>

	- Staffs, Record keeping - Productivity improvement.											
<b>V</b>	<p><b>Plan for a Small-scale Cereal Milling and Pulse Processing industry:</b> Good Hygienic Practices (GHP) and Good Manufacturing Practices (GMP) - Hazard Analysis and Critical Control Point (HACCP) system - production, processing, hygiene and food safety - Quality assurance, Inspections in Process control - Assessing products, Packaging - storage and distribution services - Grain Suppliers – viable cereal and pulse industries for villages.</p> <p><b>Practicals:</b></p> <ol style="list-style-type: none"> <li>1. Processing of paddy and production of raw rice.</li> <li>2. Processing of paddy and production of parboiled rice.</li> <li>3. Processing of Pulses (Red gram).</li> <li>4. Processing of Rice flour .</li> <li>5. Preparation of Green gram sweet toffee.</li> <li>6. Preparation of Papad from black gram.</li> <li>7. Preparation of Ground Nut sweet cake.</li> <li>8. Preparation of Biscuits.</li> <li>9. Preparation of Plain Cake.</li> <li>10. Preparation of Wheat Bread.</li> <li>11. Visit to modern Pulse (Dhal) Processing Industry.</li> <li>12. Visit to modern Rice Milling Industry.</li> </ol>											<b>10</b>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Sudesh Jood, Food Preservation, 2011.</li> <li>2. Siddappa &amp; Giridhari lal, Preservation of Fruits and Vegetables,215.</li> <li>3. Ali (2013), General principles of food preservation.</li> <li>4. William Frazier, (2017), Food microbiology –Food science &amp; Nutrition Vol: I – Swaminathan.</li> <li>5. Swaminathan , (1998), Food science &amp; Nutrition Vol: II,</li> <li>6. F.A.O. Agricultural Bulletin, 2004.</li> <li>7. Research and Development - CFTRI</li> <li>8. Processing of Cereals and Pulses – UNDP magazine</li> <li>9. Chowdary (2015), Cereals and Pulses processing.</li> </ol>											
<b>Course Outcomes</b>												
<b>CO1</b>	Understand the process of cereals and pulses.											
<b>CO2</b>	Learn the range of added value products.											
<b>CO3</b>	Know the importance of pulse products.											
<b>CO4</b>	Learn the implementation process of the production.											
<b>CO5</b>	Plan for a small-scale cereal milling and pulse processing industry.											
<b>Mapping of COs with PSOs and POs</b>												
<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	2	3	2	3	3	2	2
<b>CO4</b>	2	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	1	2	3	2	3	3	3	2	3	3	2	3

<b>Course Code &amp; Title</b>	<b>21RIMU0525: DAIRY INDUSTRY</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- V</b>
	<b>Credit: 4</b>	<b>Hours:4 / per week (3+1)</b>
<b>Cognitive Level</b>	<b>K-1</b> Recall the composition and properties of milk.	
	<b>K-2:</b> Understand methods of clean milk production.	
	<b>K-3:</b> Know about manufacturing of milk products.	
<b>Course Objectives</b>	• To enrich the students about the processing and marketing of milk.	
	• To find out milk reception procedures.	
	• To create understanding of manufacturing methods and production of milk products.	
	• To provide the students with manufacture of peda, khoa, yoghurt, cream and various products.	
	• To train them in preparing a feasibility study on dairy industry.	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Properties of Milk:</b> Nutritive value of milk - Milk - definition – Composition- Secretion of milk in the udder — composition of milk – colostrums - Definition – composition-importance factors affecting the milk yield and properties.	<b>15</b>
<b>II</b>	<b>Clean Milk Production:</b> Sources of microbes in milk – Clean milk Production – Bacteriological standard for raw milk – MBRT Test – Detergents and Sanitizers – common adulterants and preservatives in milk.	<b>10</b>
<b>III</b>	<b>Milk Processing and Market:</b> Collection, Transportation of milk, milk reception, clarification, chilling, homogenization, pasteurization, sterilization, UHT processing, packaging; Market milk – standardized – Toned – Double toned – flavoured milk.	<b>10</b>
<b>IV</b>	<b>Milk Products – I :</b> Fermentation – Definition – Starter culture – Method of manufacture of yoghurt, dahi, buttermilk, acidophilus milk and cheese - therapeutic benefits of fermented milk products.	<b>15</b>
<b>V</b>	<b>Milk Products - II:</b> Method of manufacture and uses of cream, ice cream, butter, ghee, khoa concentrated milk , dried milk, paneer and channa – feasibility study. <b>Practicals:</b> 1. Collection and Sampling of milk. 2. Determination of specific gravity of milk. 3. Estimation of TS and SNF content of milk. 4. Determination of acidity in milk. 5. Detection of adulterants in milk. 6. Preparation of khoa.	<b>10</b>



	7. Preparation of peda. 8. Preparation of flavoured milk. 9. Preparation of paneer. 10. Final practical Examination.	
<b>Course Outcomes</b>		
<b>CO1</b>	Know about milk yield and it's properties.	
<b>CO2</b>	Study Clean milk Production methods.	
<b>CO3</b>	Demonstrate various cleaning procedures by Detergents and Sanitizers.	
<b>CO4</b>	Create Entrepreneurship Ability by demonstrating of yoghurt.	
<b>CO5</b>	Apply knowledge and prepare a project plan for a village level dairy Industry.	

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	2	3	2	3	3	2	2
<b>CO4</b>	2	3	3	3	3	3	3	4	5	4	5	4
<b>CO5</b>	1	2	3	2	3	3	3	2	3	3	2	3

Course Code & Title	21RIMU0526 POULTRY FARM	
Programme	B.B.A.	Semester-V
	Credit: 4	Hours:4 / per week (3+1)
Cognitive Level	K-1: Recall the development of poultry industry in India.	
	K-2: Understand Programmeification of chicken and other species of poultry.	
	K-3: Know identify per capita meat and egg availability in India.	
Course Objectives	<ul style="list-style-type: none"> <li>To establish basic knowledge of how to manage and operate livestock and poultry farms.</li> </ul>	
	<ul style="list-style-type: none"> <li>To impart basic technical knowledge and skills required to successfully run livestock farm.</li> </ul>	
	<ul style="list-style-type: none"> <li>To equip them with developing competencies concerning the selection and breeding of poultry birds.</li> </ul>	
	<ul style="list-style-type: none"> <li>To find out the role of egg and chicken meat in human nutrition.</li> </ul>	
	<ul style="list-style-type: none"> <li>To equip the students about the structure of poultry industry, breeder farm, hatcheries management.</li> </ul>	
Units	Contents	No.of Hours
I	<b>Introduction</b> : Definition of poultry – broiler, layer and breeder – common terms related to poultry – development of poultry industry in India. Past and present scenario of poultry industry.	15
II	<b>Genetic Classifications</b> : Chicken and other species of poultry-layers, broiler, and other Programme of poultry – Hybrids available and its merit and demerits- American, English, Mediterranean, Asiatic, Indian breeds, dual purpose breeds and non-descript birds.	10
III	<b>Importance of Broiler and Layer Production</b> : Indian scenario – poultry population and other poultry related statistics, per capita meat and egg availability in India – different regions and states and in world.	10
IV	<b>Infrastructure</b> : Structure of poultry industry – breeder farm, hatcheries, commercial farms, feed mills and processing industry. Backyard to industrial farming of poultry, future perspective and constraints of Indian poultry industry.	15
V	<p><b>Feasibility Report</b> : Advantages of poultry farming – Role of egg and chicken meat in human nutrition - Programmeification of poultry – American, English, Asiatic, Mediterranean Programmees - Management of Chick - Grower - Layer - Broiler Housing, Location, Housing requirements, Construction details, Deep litter system, Cage system - Feeding - Programmees of chicken - Common diseases - Infectious diseases - Vaccination – Dressing of bird.</p> <p><b>Practicals:</b></p> <ol style="list-style-type: none"> <li>Rural Chicken – types, commercial hybrids with the respective poultry companies.</li> <li>Other poultry species (Duck, Japanese quails, Turkey, Geese, Guinea Fowl and Pigeon).</li> </ol>	10

	<ol style="list-style-type: none"> <li>3. Different types of graphical representation in poultry industry.</li> <li>4. Per capita meat and egg availability in India and other regions.</li> <li>5. Poultry business process – Hierarchy and management structure.</li> <li>6. Poultry integration and farming process – Breeder, Broiler and Layer.</li> <li>7. Preparation of project for a broiler chicken unit.</li> <li>8. Preparation of project for a layer chicken unit.</li> <li>9. Visit to commercial sheep, goat, piggery, rabbitry and poultry farm</li> <li>10. ESE Practical Examination.</li> </ol>	
<b>References</b>	<ol style="list-style-type: none"> <li>1. Ensmiger. M. E., 2015. Poultry Science. 3<sup>rd</sup> Edition. International Book Distribution Co., Lucknow, India.</li> <li>2. Bell D. Donald and Weaver D. William Jr., 2007. Commercial Chicken Meat and Egg Production. 5<sup>th</sup> Edition. Springer India Pvt. Ltd., Noida.</li> <li>3. Singh, R. A., 2011. Poultry Production. 3<sup>rd</sup> Edition. Kalyani Publishers, New Delhi.</li> <li>4. Jull A. Morley, 2007. Successful Poultry Management. 2<sup>nd</sup> Edition. Biotech Books, New Delhi.</li> <li>5. Hurd M. Louis, 2003. Modern Poultry Farming. 1<sup>st</sup> Edition. International Book Distributing Company, Lucknow.</li> </ol>	
<b>Course Outcomes</b>		
<b>CO1</b>	Students acquire references about Programmeification of chicken and other species of poultry, per capita meat and egg availability in India.	
<b>CO2</b>	Empowering the students to understand about structure of poultry industry – breeder farm, hatcheries.	
<b>CO3</b>	Draw together the knowledge on role of egg and chicken meat in human nutrition.	
<b>CO4</b>	Become familiar with the knowledge about poultry common diseases.	
<b>CO5</b>	Preparing the students for managing chick grower, layer, broiler housing procedures.	

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	4	3	2	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	2	4	3	4	3	4	3	3	3
<b>CO3</b>	3	2	3	5	3	2	3	2	3	4	2	2
<b>CO4</b>	2	3	4	3	4	3	4	3	3	4	3	3
<b>CO5</b>	1	2	3	2	3	3	3	2	5	3	2	5

<b>Course Code &amp; Title</b>	<b>21RIMU0502: CAREER MANAGEMENT SKILLS</b>		
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- V</b>	
	<b>Credit: 2</b>	<b>Hours:2 / per week</b>	
<b>Cognitive Level</b>	<b>K-1</b>	Applying control mechanism of personality.	
	<b>K-2</b>	Examine self-development and assessment.	
	<b>K-3</b>	Make students familiar with self-identification.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the traits of self-development.</li> <li>• To analyse self-development and self-interrogation.</li> <li>• To study about the matrix of self-identification.</li> <li>• To analyse the winning factors.</li> <li>• To examine the techniques of development factors.</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No. of Hours</b>
	<b>I</b>	<b>Introduction:</b> Personality traits Vs body features – control mechanism of personality – career advancement - Bio data preparation - Dress Code - How to attend Interview - Developing communication skills - Preparing the video for presenting a topic and reviewing.	<b>5</b>
	<b>II</b>	<b>Pillars of Personality Development:</b> Introspection – self-Assessment – self appraisal – self-development – self interrogation.	<b>5</b>
	<b>III</b>	<b>Self-Identification and Self-Assessment:</b> Self-identification – self qualifying factors, self-identification matrix – packaging of self-identify.	<b>10</b>
<b>IV</b>	<b>Setting Personal Mission:</b> Process – role and responsibility – winning factors – human dimensions.	<b>5</b>	
<b>V</b>	<b>Managing Success:</b> Success – Management techniques – Development factors – Basic assumption.	<b>5</b>	
<b>References</b>	<ol style="list-style-type: none"> <li>1. Kanan Bhardwaj (2009), Training Module on Personality Development, ALP Books, NewDelhi.</li> <li>2. Onkar. R.M. (2009), Personality Development and Career Management, S. Chand &amp;Company Ltd., New Delhi.</li> <li>3. Sharma. M. K (2011), Personality Development, ALFA Publications, New Delhi.</li> </ol>		
<b>Course Outcomes</b>			
<b>CO1</b>	Promotion of strategies to handle different behavioural dimensions.		
<b>CO2</b>	Familiarize the student about the self-appraisal and self-development.		
<b>CO3</b>	Make qualify factors of themselves (Student).		
<b>CO4</b>	Individual can set their personal mission.		
<b>CO5</b>	Analyse of development factor techniques of managing success.		

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	5	4	2	3	5	3	5	3	4	3	3
<b>CO3</b>	3	2	3	3	3	2	3	2	3	3	2	2
<b>CO4</b>	2	3	4	5	3	5	3	5	3	4	3	5
<b>CO5</b>	4	2	5	2	3	4	5	2	3	5	2	5

<b>Course Code &amp; Title</b>	<b>21RIMU05F3: EXTENSION / FIELD VISIT</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester - V</b>
	<b>Credit: 4</b>	<b>Hours:4 / per week</b>
<b>Cognitive Level</b>	K-1: Recall the awareness and necessity of industrial visits.	
	K-2: Understand the industrial problems and prospects .	
	K-3: Apply awareness about the third dimension of our objective - Extension.	
<b>Course Objectives</b>	• To enable the students to understand the field realities through visits.	
	• To encourage the students to demonstrate a model questionnaire.	
	• To train them in preparing a report with photographs.	
	• To equip them in preparing consolidate report.	
	• To encourage the students in presentation skills in PPT, short videos.	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	Field visit - Minimum 5 industries - SIDCO / DIC.	<b>10</b>
<b>II</b>	Field visit - Minimum 5 industries - Gandhigram Trust (left over).	<b>10</b>
<b>III</b>	Field visit - Minimum 5 industries - SIPCOT - Nilakottai.	<b>10</b>
<b>IV</b>	Field visit - To adopted village – Orient with artisans, SHGs.	<b>20</b>
<b>V</b>	Report Preparation - Individual industry report - Consolidated report with Photographs - Short videos, PPT presentation.	<b>10</b>
<b>References</b>	As per the Institute schedule.	
<b>Course Outcomes</b>		
<b>CO1</b>	Students will be able to understand the field realities through visits.	
<b>CO2</b>	Create understanding the students to demonstrate a model questionnaire.	
<b>CO3</b>	Facilitating the students with various industrial problems and prospects.	
<b>CO4</b>	Encourage the students to students in presentation skills in PPT, short videos.	
<b>CO5</b>	Equipping them with an model industrial plan for village development.	

### **METHODOLOGY**

Students will be facilitated to visit the adopted Villages / industries for undertaking field / extension work as a part of curriculum as per the schedule decided by the department.

The faculty in-charge of this course will be responsible for making the students to prepare a report with photographs / short videos in addition to field reports wherever necessary.

### **Evaluation**

The course evaluation is fully internal. It will comprise of PPT presentation after submission of the extension visit reports which will be followed by viva-voce examination. The faculty in-charge shall submit the marks to the HoD after conducting the PPT presentation and viva-voce.

The marks will be awarded based on the report, PPT presentation and viva-voce as details below.

Report and PPT Presentation : 25 Marks

Viva-voce : 25 Marks

Total : 50 Marks

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	2	3	2	3	3	2	2
<b>CO4</b>	2	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	1	2	3	2	3	3	3	2	3	3	2	3

**VALUE ADDED COURSES – IV**

<b>Course Code &amp; Title</b>	<b>21RIMU5VA7: PSYCHOLOGICAL TESTING AND ASSESSMENT</b>		
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- V</b>	
	<b>Credit : 2</b>	<b>Hours : 2/per week (after the regular time table) (outside the normal time table)</b>	
<b>Cognitive Level</b>	<b>K-1</b>	To familiarize the concept of the course.	
	<b>K-2</b>	To explain the importance and benefits of the course in work place.	
	<b>K-3</b>	To apply the theories or concepts in practice.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To introduce the concept and importance of the psychometric.</li> <li>• To know the facets of new development in management.</li> <li>• To be aware of the testing methodology.</li> <li>• To know the importance of Critical Evaluation Management.</li> <li>• To familiarize with the applications of Knowledge Enhancement management.</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
	<b>I</b>	<b>Psychometric Concepts:</b> Develop an understanding of various psychometric concepts (i.e reliability and validity) related to tests and test construction.	<b>7</b>
	<b>II</b>	<b>Understanding of new development:</b> Ethical considerations, and controversies associated with psychological testing.	<b>5</b>
	<b>III</b>	<b>Testing:</b> Understanding of the varied purpose of psychological testing in addition to the various settings in which tests are employed.	<b>7</b>
<b>IV</b>	<b>Critical Evaluation:</b> Skills related to the critical evaluation of tests and assessment instruments.	<b>5</b>	
<b>V</b>	<b>Knowledge Enhancement:</b> Knowledge to enhance their writing and communication/presentation skills.	<b>6</b>	
<b>Course Outcomes</b>			
<b>CO1</b>	Pronounce the concept and importance of the course in business.		
<b>CO2</b>	Known the facets and its application in management.		



<b>CO3</b>	Aware of the ethical values in management.
<b>CO4</b>	Able to understand the philosophy in Management.
<b>CO5</b>	Adapt with the applications of the concepts in management.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	2	3	2	3	3	2	2
<b>CO4</b>	2	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	1	2	3	2	3	3	3	2	3	3	2	3

<b>Course Code &amp; Title</b>	<b>21RIMU5VA8: NATURAL DYES THEORY</b>	
<b>Programme</b>	<b>BBA</b>	<b>Semester - III</b>
	<b>Credit : 2</b>	<b>Hours : 2/per week (after the regular time table)</b> (outside the normal time table)
<b>Cognitive Level</b>	<b>K-1</b>	Recall the fundamental principles of natural dyes and extraction techniques .
	<b>K-2</b>	Understand the influence of mordant, dye, and process variables while dyeing.
	<b>K-3</b>	Application of natural dyes on vegetable and protein fibres.
<b>Course Objectives</b>	• To understand sources of natural dyes.	
	• To acquire knowledge about the classification of natural dyes.	
	• To acquire knowledge on different types of mordants.	
	• To understand the knowledge about the dyeing.	
	• To understand the knowledge about the dyeing of natural, protein fibre using natural dye.	

<b>Units</b>	<b>Contents</b>	<b>No. of Hours</b>
I	<b>Introduction to Natural Dyes:</b> Introduction, Advantages of natural dyes over synthetic dyes, dye types - Indigo dye, Anthraquinone dye, naphthoquinone dye, flavones dyes, carotenoids dye, Anthocyanidins dye extraction - Aqueous extraction, Acid and alkali extraction, ultrasonic extraction, fermentation extraction, solvent extraction.	9
II	<b>Vegetable Origin:</b> Dyes from seed, root, stem, bark, leaves, and flowers. Natural colourants - dyes from Jack fruits, Turmeric, Hina, Indigo, Madder, Tea waste, sappan wood, Log wood, saffron, pomegranate rind.	10
III	<b>Animal Origin:</b> mineral Lac insects, cochineal dye, mineral salts, Mordants- vegetable mordant, oil mordant, synthetic mordant.	10
IV	<b>Characterization:</b> UV –VIS spectroscopy, Colour strength analysis(K/S), Fastness properties-light fastness, wet fastness, rubbing fastness, antimicrobial activity-quantitative method .	8
V	<b>Dyeing of cotton:</b> Silk, wool with natural dyes with natural mordant and synthetic mordant, dyeing of cotton with indigo dye through vat method, printing of cotton using natural dye.	9
<b>References</b>	<b>Text Books:</b>	
	1. Padma Vankar ,(June 12, 2017), Natural Dyes for Textiles, Sources, Chemistry and Applications 1st Edition, ISBN: 9780081012741. 2. Padma Vankar , (January 14, 2019), New Trends in Natural Dyes for Textiles, 1st Edition -, ISBN: 9780081026861.	
	<b>Reference Books:</b>	
	1. Handbook of Textile and Industrial Dyeing, Principles, Processes and Types of Dyes, ISBN: ISBN: 9780081016510, Woodhead publishing.	

<b>Course Outcomes</b>	
<b>CO1</b>	Acquire knowledge on natural dyeing systems.
<b>CO2</b>	Analyze the technologies involved in dyeing of natural colourants.
<b>CO3</b>	Acquire Technical on dyeing methods.
<b>CO4</b>	Acquire the knowledge on extraction of dye from different sources.
<b>CO5</b>	Understand the different types of dyeing techniques.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	2	3	3	2	3	2	3	3	2	3	2

<b>CO2</b>	2	3	2	3	3	4	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	2	3	3	2	3	3	2	3
<b>CO4</b>	1	3	3	3	3	4	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3

## **SEMESTER VI**

### **VI SEMESTER Modular Course (any two)**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
21RIMU06M1	Consumer Behaviour	2
21RIMU06M2	Services Marketing	2
21RIMU06M3	Retail Management	2
21RIMU06M4	Business Communication	2
21RIMU06M5	Bank Management	2
21RIMU06M6	Management Costing	2

<b>Course Code &amp; Title</b>	<b>21RIMU06M1: CONSUMER BEHAVIOUR</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- VI</b>
	<b>Credit: 2</b>	<b>Hours:2 / per week</b>
<b>Cognitive Level</b>	<ul style="list-style-type: none"> <li>• K-1: Recall customer preference and needs through market survey</li> </ul>	
	<ul style="list-style-type: none"> <li>• K-2: Explain to analyze the perception and attitude the consumer</li> </ul>	
	<ul style="list-style-type: none"> <li>• K-3: Apply decisions on consumer method to be adopted of purchasing .</li> </ul>	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the process of consumer behavior.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To study the various external and internal factors that influence consumer behaviour.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To apply this understanding to the development of marketing strategy.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To understand the consumer decision making.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To analyze the application of consumer behavior.</li> </ul>	
<b>Units</b>	<b>Contents</b>	<b>No. of Hours</b>
<b>I</b>	<b>Introduction:</b> Consumer Behaviour – meaning, definition, Significance - Application of consumer behavior principles to strategic marketing - Role of Marketing in Consumer behavior - Market Segmentation and Consumer behavior.	<b>10</b>
<b>II</b>	<b>Consumer as an Individual:</b> Consumer needs and motivation - Personality and Consumer Behaviour - Psychographics Consumer Perception, attitudes, attitude formation - change, learning.	<b>15</b>
<b>III</b>	<b>Consumer In A Social &amp; Cultural Setting:</b> Group dynamics and consumer reference groups, Family, Social Programme and Consumer behaviour - The influence of Culture on Consumer behaviour - Sub – Cultural and Cross Cultural Consumer	<b>15</b>

	Analysis.	
<b>IV</b>	<b>Consumer Decision-Making Process:</b> Personal influence and the opinion leadership - Diffusion of innovation process, Consumer Decision making process - Comprehensive models of consumer decision making - New Product purchase and repeat purchase.	<b>10</b>
<b>V</b>	<b>Consumer Behaviour Applications:</b> Consumer Behaviour applicable to Profit and Non Profit Organizations, Societal Marketing Concept, Marketing Ethics, Consumer movement, Consumer protection in India.	<b>10</b>
<b>Course Outcomes</b>		
<b>CO1</b>	Understood the process of consumer behavior.	
<b>CO2</b>	Able to explain the various external and internal factors that influence consumer behaviour.	
<b>CO3</b>	Understood the development of marketing strategy.	
<b>CO4</b>	Understood the consumer decision making.	
<b>CO5</b>	Able to apply the application of consumer behavior.	

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	2	2	1	2	2	2	2	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	2	2	3	2	3
<b>CO3</b>	3	3	3	3	3	3	3	2	3	2	2	2
<b>CO4</b>	2	2	1	2	2	2	2	3	3	2	2	2
<b>CO5</b>	3	2	2	3	3	3	2	3	2	2	3	3

<b>Course Code &amp; Title</b>	<b>21RIMU06M2: SERVICES MARKETING</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- VI</b>
	<b>Credit: 2</b>	<b>Hours:2 / per week</b>
<b>Cognitive Level</b>	<b>K-1</b>	Gain knowledge on services marketing.
	<b>K-2</b>	Understand concepts like segmentation, targeting and positioning of products.
	<b>K-3</b>	Know service life cycle and services qualifying function department.
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To understand the marketing concept, strategies and practices in services</li> </ul>	
	<ul style="list-style-type: none"> <li>To learn how the pricing have been framed for products in services.</li> </ul>	
	<ul style="list-style-type: none"> <li>To analyze the people services in promotion.</li> </ul>	
	<ul style="list-style-type: none"> <li>To analyze the marketing strategy.</li> </ul>	
	<ul style="list-style-type: none"> <li>To examine the quality of services.</li> </ul>	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Services Marketing:</b> Introduction – types – nature – characteristics – Programmeification of services – difference between services & products – service marketing management – managing demand & supply.	<b>7</b>
<b>II</b>	<b>Services Marketing Mix:</b> Services, product – pricing.	<b>6</b>
<b>III</b>	<b>Service promotion:</b> Please in service – people in service	<b>5</b>
<b>IV</b>	<b>Physical Evidence:</b> Marketing strategy in services.	<b>7</b>
<b>V</b>	<b>Managing Service Quality:</b> Marketing of services – bank marketing – tourism marketing – hospital marketing – airline marketing..	<b>5</b>
<b>References</b>	1. Appaniah, Reddy, (2011), Services Marketing, Himalaya Publishing	

	house. 2. Jha.S.M, (2015), Services Marketing, Himalaya Publishing House. 3. Vasanthi Venugopal, Raghu.V.H, (2015), Services Marketing, Himalaya Publishing House.
<b>Course Outcomes</b>	
<b>CO1</b>	Understand the marketing concept, strategies and practices in services.
<b>CO2</b>	Learn how pricing have been framed for products in services.
<b>CO3</b>	Able to analyze the people services in promotion.
<b>CO4</b>	Able to analyze the marketing strategy.
<b>CO5</b>	Able to examine the quality of services.

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	2	2	1	2	2	2	2	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	2	2	3	2	3
<b>CO3</b>	3	3	3	3	3	3	3	2	3	2	2	2
<b>CO4</b>	2	2	1	2	2	2	2	3	3	2	2	2
<b>CO5</b>	3	2	2	3	3	3	2	3	2	2	3	3



<b>Course Code &amp; Title</b>	<b>21RIMU06M3: RETAIL MANAGEMENT</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- VI</b>
	<b>Credit: 2</b>	<b>Hours:2 / per week</b>
<b>Cognitive Level</b>	<b>K-1</b>	Define the concepts of retail management.
	<b>K-2</b>	Illustration of skills in scanning marketing environment.
	<b>K-3</b>	Understood consumption and consumer behaviour.
<b>Course Objectives</b>		• To familiarise the students with the fundamental retail management.
		• To comprehend the retailing environment.
		• To comprehend the retail organization and formats.
		• To acquaint with store management practices.
		• To enable them to understanding of consumption and consumer.
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Retailing:</b> Meaning and evolution retailer in the distribution channel, retailer – functions and benefits retail scenario – current and future.	<b>6</b>
<b>II</b>	<b>Retailing Environment:</b> Economic, political, legal technological and global competitive environment – types of competition framework for analyzing competition.	<b>5</b>
<b>III</b>	<b>Retail Organization and Formats:</b> Store based and non store based formats generalist and specialist retailer – services retailing.	<b>5</b>
<b>IV</b>	<b>Store Management:</b> Roles of stores manager in store merchandising – item space allocation, arrangement self service – factors in self service, check out operations – checkout systems and productivity.	<b>7</b>
<b>V</b>	<b>Understanding Consumption and Consumer:</b> changing consumer demographic – life style changes, shopping behaviour, retail and out let choice legal and ethical issues in retailing, retailing – Indian experience.	<b>7</b>
<b>References</b>	1. Barry Berman & Joel.R.Evans, (2015), (PHI), Retail Management. 2. Michael Levy & Baston, (2016), Retailing Management, Weitz Pvt.Ltd., Delhi.	

	3. Petes Fleming, (2011), International Retail Management, Jaico Publication.
<b>Course Outcomes</b>	
<b>CO1</b>	Pronounce the fundamental retail management.
<b>CO2</b>	Comprehended the retailing environment.
<b>CO3</b>	Comprehend the retail organization and formats.
<b>CO4</b>	Acquainted with store management practices.
<b>CO5</b>	Understood consumption and consumer behaviour.

Mapping of COs with PSOs and POs												
CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	2	3	3	3	2	3	2	3	3
<b>CO3</b>	3	2	3	3	4	2	3	2	3	3	2	2
<b>CO4</b>	2	3	3	3	4	3	3	3	2	3	2	3
<b>CO5</b>	1	2	3	2	3	3	3	2	3	3	2	3

<b>Course Code &amp; Title</b>	<b>21RIMU06M4: BUSINESS COMMUNICATION</b>		
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- VI</b>	
	<b>Credit: 2</b>	<b>Hours:2 / per week</b>	
<b>Cognitive Level</b>	<b>K-1</b>	Recall the barriers of communication.	
	<b>K-2</b>	Explain the classification of enquires.	
	<b>K-3</b>	Apply e-communication in business.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• The purposes to enable the students to learn effective business correspondence.</li> <li>• To draft letters for various business transactions.</li> <li>• To adopting the modern technological communication.</li> <li>• To develop written business communication skills.</li> <li>• To build confidence to face audience and overcome stage fear with necessary training in public speaking and presentations skills based on activities.</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
	<b>I</b>	<b>Communication:</b> Meaning – objectives; Types and forms: verbal & non-verbal – Principles of Communication –Benefits-Elements of Communication- Communication Process - Qualities of the effective communication - Barriers to Communication - Overcoming Barriers to Communication-Structure of Business Letters - Layout of Business Letters.	<b>7</b>
	<b>II</b>	<b>Business Enquiries and Replies:</b> Classification of Enquiry Letters - importance of Reply to Enquiries - kinds of Replies - Offer – Quotations – Orders.	<b>5</b>
	<b>III</b>	<b>Bank Correspondence:</b> Elements of Good banking Correspondence-Types- Correspondence – Basic principles - Types - Kinds of Life Policies.	<b>5</b>
<b>IV</b>	<b>Company Correspondence:</b> Secretary and their duties – classifications - Correspondence with Directors, Shareholders - Types of meeting-Agenda for meeting - Minutes of the meeting.	<b>6</b>	

<b>V</b>	<p><b>E-Communication:</b> Definition-Types of E-Communications in Business - Advantages&amp; Disadvantages of E- Communication- Difference between Electronic and non-Electronic Communication.</p> <p>Self-Preparation:</p> <ol style="list-style-type: none"> <li>1. Collect notification of a company for issuing the shares.</li> <li>2. To conduct annual general meeting</li> <li>3. Collect MinutesandAgendaofthe companies.</li> </ol>	<b>7</b>
<b>References</b>	<p><b>Text Book</b></p> <p>1.Rajendrapal and Koralahalli J.S, (2008)- Essentials of Business Correspondence, Sultan&amp;Chants, Re-Print,3rdEdition.</p> <p><b>Reference Books</b></p> <ol style="list-style-type: none"> <li>1. Ramesh M.S and Patten Shetty - Effective business English and Correspondence, R.C.Puplications, 2009, 2nd Edition.</li> <li>2. Balasubramanian - Business Communication, Vikas Publishing HousePvt.,Ltd-2008, 2nd Edition.</li> <li>3. RSN.Pillai&amp;Bagavathi-Commercial Correspondance &amp; Office Management, S.Chand Publication-2009, 3rd Edition.</li> </ol>	
<b>Course Outcomes</b>		
<b>CO1</b>	Learn to frame the layout of business letters and the principle to be followed in framing the letters.	
<b>CO2</b>	Gain a clear knowledge e of drafting a letter about about enquiry and getting replies from the dealers and the manufactures.	
<b>CO3</b>	Get in sight on dealing with various banking and Life Insurance correspondence.	
<b>CO4</b>	Learn about the types of companies meeting, role of secretary and writing up of agenda and minutes of the meeting.	
<b>CO5</b>	Acquire knowledge on application of E-Communication in Business.	

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PO 6</b>
<b>CO1</b>	3	2	1	1	2	1	1	2	2	3	2	1
<b>CO2</b>	2	1	2	3	2	3	1	2	3	3	1	2
<b>CO3</b>	3	2	2	3	1	2	2	2	3	2	1	2
<b>CO4</b>	3	2	2	3	3	3	1	3	2	3	1	3
<b>CO5</b>	3	2	1	3	3	2	1	2	3	3	2	3

<b>Course Code &amp; Title</b>	<b>21RIMU06M5: BANK MANAGEMENT</b>		
	<b>Credit: 2</b>	<b>Semester- VI</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Hours:2 / per week</b>	
<b>Cognitive Level</b>	<b>K-1</b>	Define the concepts of banking operations.	
	<b>K-2</b>	Describe banking services and customer relationship.	
	<b>K-3</b>	Familiarized with banking operations.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To familiarise the students with banker and customer relationship.</li> <li>• To comprehend banking operations.</li> <li>• To comprehend customers and account holders.</li> <li>• To acquaint bank services.</li> <li>• To acquaint banking innovations.</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
	<b>I</b>	<b>Banker and Customer Relationship:</b> Introduction – Meaning of Bank – Banker - Meaning of Customer - general & Special Relationships	<b>4</b>
	<b>II</b>	<b>Banking Operations:</b> Collecting Banker and Paying Banker-Meaning – Holder for Value –Holder in Due Course Cheques - collection and payment procedure, cheques transaction system ( CTS) paper to follow (PTF) Crossing of Cheques, Dishonor of Cheques, Grounds of Dishonor , Consequences of wrongful dishonor of Cheques.	<b>6</b>
	<b>III</b>	<b>Customers And Account Holders:</b> Procedure and Practice in opening and operating accounts of different customers including Minors - Meaning & Operations of Joint Account Holders, Partnership Firms, Joint Stock companies, Executors and Trustees, Clubs and Associations and Joint Hindu Undivided Family. E-accounting opening procedure, KYC documents .	<b>7</b>
<b>IV</b>	<b>Bank Services:</b> Principles of lending, Kinds of lending facilities such as Loans, Cash Credit, Overdraft, Bills Discounting, Letters of Credit , criteria for lending loans –CBIL score importance and documents Fee based services-security features, documents, defaults - NPA –meaning,	<b>6</b>	

	types and recovery procedure - Opening of Demat account.	
<b>V</b>	<b>Banking Innovations:</b> New technology in Banking – E-services – plastic cards. Internet Banking, ATM based services, ECS, MICR, RTGS, NEFT, DEMAT, IMPS, UPI, AADHAR enabled payment system , USSD, E-Valet and application based payment systems, Role of artificial intelligence in banks, Block Chain – meaning and features.	<b>7</b>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Maheshwari. S.N, (2016), Banking Law and Practice, Vikas Publication.</li> <li>2. Kothari N. M, (2010), Law and Practice of Banking.</li> <li>3. Tannan M.L, (2011), Banking Law and Practice in India, Indian Law House.</li> <li>4. Srivastava. S. P, (2005), Banking Theory &amp; Practice, Anmol Publications.</li> <li>5. Gordon &amp; Natarajan, (2007), Banking Theory Law and Practice, HPH.</li> <li>6. Sheldon H.P, (2004), Practice and Law of Banking.</li> <li>7. Neelam C Gulati, (2012), Principles of Banking Management.</li> <li>8. Prakhas M &amp; Bhargabhi R, (2015), Banking law &amp; Operation, Vision Book House.</li> </ol>	
<b>Course Outcomes</b>		
<b>CO1</b>	Pronounce banker and customer relationship.	
<b>CO2</b>	Explain the banking operations.	
<b>CO3</b>	Understanding customers and account holders.	
<b>CO4</b>	Knowing bank services.	
<b>CO5</b>	Familiarizing banking innovations.	

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	1	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	4	3
<b>CO3</b>	3	2	3	4	4	2	3	4	3	3	2	4
<b>CO4</b>	2	3	3	3	3	5	3	3	5	3	3	3
<b>CO5</b>	1	2	3	2	5	3	4	2	3	3	2	5

<b>Course Code &amp; Title</b>	<b>21RIMU06M6: MANAGEMENT COSTING</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- VI</b>
	<b>Credit: 2</b>	<b>Hours:2 / per week</b>
<b>Cognitive Level</b>	K-1:	Recall the techniques of management accounting.
	K-2:	Explain the various of FIFO and LIFO method.
	K-3:	Apply the various costing methods and its types in practice.
<b>Course Objectives</b>	•	To familiarize and make understand the basic concepts, methods and systems of costing used by business enterprises.
	•	To enhances a manager's ability to make effective economic decision.
	•	To give students a good understanding about the concepts and techniques of management accounting.
	•	To explained against the background of a fast changing global market.
	•	To give a clear view on business ethics, especially ethics related to accounting;

<b>Units</b>	<b>Contents</b>	<b>Lecture Hours</b>
<b>I</b>	<b>Management Costing:</b> Classification- Meaning–costing–cost accounting– cost accountancy–financial accounting- classification and elements of cost – preparation of the Cost sheet.	6
<b>II</b>	<b>Material Costing:</b> Material Costs - meaning – needs – objectives -issues of materials – methods of pricing material issues-F.I.F.O., L.I.F.O., and simple average.	5
<b>III</b>	<b>Labour Costing:</b> Labour costs - Time keeping and time booking-Methods of wage payments – time rate - piece rate - Halsey system and Rowan system.	5

<b>IV</b>	<b>Over Head Costing:</b> Over Heads: Kinds of overheads – factory overhead - administrative overhead - and selling overhead-Cost allocation - apportionment and absorption.	7
<b>V</b>	<b>Costing Methods:</b> Methods of Costing –Unit Costing and Process costing - Standard costing and budgetary control.	7
<b>Course Outcomes</b>		
<b>CO1</b>	Familiar with the basic concepts, methods and systems of costing used by business enterprises.	
<b>CO2</b>	Enhanced ability to make effective cost decision.	
<b>CO3</b>	Understood the concepts and techniques of management accounting.	
<b>CO4</b>	Able to explain the background of a fast changing global market.	
<b>CO5</b>	Able to view on business ethics, especially ethics related to accounting.	

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	2	2	1	2	2	1	1	2	1	2	3	1
<b>CO2</b>	3	3	3	3	3	3	3	2	3	3	2	3
<b>CO3</b>	3	3	3	3	3	3	3	2	3	3	2	3
<b>CO4</b>	2	2	1	2	2	1	1	2	1	2	2	1
<b>CO5</b>	3	3	3	3	3	3	3	2	3	3	2	3

## **21RIMU06PR: PROJECT**

**(Credits 4 Hours:4 CFA:100 ESE)**

### **Objective:**

- The objective of this course is to enable the students understand and report the general functioning of a selected Industrial unit/ Institution.

### **Learning Outcomes:**

- To enable the students to make a research study of a current problem in a Industry / institution and / or among the stake holders and prepare a report.
- To enable the students to understand day to day affairs of cooperatives and link the theoretical learning with the field realities.

### **Methodology:**

Every student has to take up a project work in the field of Rural Industries/MSME and Management and allied subjects during their sixth semester. This may be done either individually or by group of students (not exceeding five) under the supervision of a faculty member of the Department. At the end of the course, students have to submit a project report not less than 40 pages as per the university norms.

### **Evaluation:**

The Staff who serves as supervisor/guide will evaluate the report for 40 marks and another faculty member who serves as external member of the evaluation board will evaluate the report for 40 marks Viva voce shall be conducted to evaluate the performance of the student(s) for 20 marks by the team. The project report will be evaluated by the internal and external examiner as suggested by the HOD.

### **Marks Distribution:**



Evaluation of Report (Guide/Supervisor - Internal)	40
Evaluation of Report (External Member)	40
Evaluation of Performance through Viva-Voce (Joint)	20

<b>Course Code &amp; Title</b>	<b>21RIMU0612: EXPORT MARKETING</b>		
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- VI</b>	
	<b>Credit: 4</b>	<b>Hours:4 / per week</b>	
<b>Cognitive Level</b>	<b>K-1</b>	Identify the concepts of export marketing.	
	<b>K-2</b>	Explaining the marketing environment, marketing mix and marketing research, export documentation and procedure.	
	<b>K-3</b>	Execute the EXIM Policy to students.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To familiarise the students with the concept of export marketing and international marketing.</li> <li>To learn how to carry out marketing environment scanning, marketing mix and marketing research.</li> <li>To comprehend the export documentation and procedure.</li> <li>To acquaint about export finance.</li> <li>To enable them to know India's import-export trade policy.</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
	<b>I</b>	<b>Export Marketing and International Marketing:</b> Export Marketing – Functions and Importance of Export Marketing – Scope of Export Marketing – obstacles in export marketing – Methods of Entering Foreign Trade- FDI- Trends in Indian and Foreign markets.	<b>15</b>
	<b>II</b>	<b>Marketing Environment, Marketing Mix and Marketing Research:</b> Marketing Environment – Controllable and Uncontrollable Environment. Concept of Marketing Mix – 4Ps in Marketing. Meaning and Definitions of Marketing Research– Marketing Research Process.	<b>10</b>
	<b>III</b>	<b>Export Documentation and Procedure:</b> Export Documents – Types of Export Documents –Meaning, Definitions and Types of Letter of Credits – Processing of an Export Order.	<b>10</b>
<b>IV</b>	<b>Export Finance:</b> Terms of Payment in International Trade – Short Term	<b>15</b>	

	Sources of Finance – Medium and Long Term Sources of Finance – Stages involved in receiving the Payment of Exports – Banking Procedure of Negotiation. Export Credit and Finance System in India.	
<b>V</b>	<b>India's Import-Export Trade Policy:</b> Aims of India's Trade Policy – Import Policy and its Features – Features and Objectives of Export Policy of India – Foreign Trade Policy of India – Instruments of Commercial Policy in India.	<b>10</b>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Kapoor.D.C. (2002), Export Management, Vikas Publishing House (P) Ltd, New Delhi.</li> <li>2. Kumar.V. (2000), International Marketing, Pearson Education (Singapore) Pvt Ltd New Delhi.</li> <li>3. Shaked Ahmad Siddiqui.Dr. (2011), International Marketing, Dreamtech Press, New Delhi.</li> <li>4. Svend Hollensen (2010), Madhumita Banerjee, Global Marketing, Pearson, New Delhi.</li> <li>5. Warsen J. Keegan, Mark C. Green (2005), Global Marketing, Dorling Kindersley (India) PvtLtd, New Delhi.</li> </ol>	
<b>Course Outcomes</b>		
<b>CO1</b>	Pronounce the concepts of export marketing and international marketing.	
<b>CO2</b>	Will able to carry out marketing environment scanning, marketing mix and marketing research.	
<b>CO3</b>	Describe the export documentation and procedure.	
<b>CO4</b>	Describe export finance.	
<b>CO5</b>	Have the knowledge of India's Import-Export Trade Policy.	

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	2	3	2	3	3	2	3	2
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	2	3	3	3	3	3	2	3	3	2	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	2	3	3	2	3

<b>Course Code &amp; Title</b>	<b>21RIMU0613: TOTAL QUALITY MANAGEMENT</b>	
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- VI</b>
	<b>Credit: 4</b>	<b>Hours:4 / per week</b>
<b>Cognitive Level</b>	<b>K-1</b>	Identifying barriers and principles of total quality management.
	<b>K-2</b>	Categorizing six sigma and its tools.
	<b>K-3</b>	Implementing the benchmarking and its process.
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To build the confident to the students for delivering quality products and services to the market.</li> </ul>	
	<ul style="list-style-type: none"> <li>To provide exposure on fundamental quality tools with their application in real world.</li> </ul>	
	<ul style="list-style-type: none"> <li>To enable the students to understand the principles, practices and application in Total quality management and concepts.</li> </ul>	
	<ul style="list-style-type: none"> <li>To make the students know the process of quality function as well as continuous improvement.</li> </ul>	
	<ul style="list-style-type: none"> <li>To analyse the international standardized of quality certifications.</li> </ul>	
<b>Units</b>	<b>Contents</b>	<b>No.of Hours</b>
<b>I</b>	<b>Introduction to Quality:</b> Meaning of Quality – Definitions and other key concepts – Dimensions of Product Quality – Dimensions of Service Quality – What is Total Quality Management (TQM)?- Definition of Quality – Characteristics of TQM – Principles of TQM-Barriers to TQM Implementation - Potential benefits of TQM.	<b>15</b>
<b>II</b>	<b>Quality Cost and Contributions of Quality:</b> Cost of quality – Meaning and types - Walter A. Shewhart - W. Edwards Deming –Joseph M. Juran– Philip Crosby– Armand V. Feigenbaum – Genichi Taguchi.	<b>10</b>
<b>III</b>	<b>Continuous Process Improvement:</b> Continuous improvement – Meaning and tools - PDSA Cycle – 5S House Keeping – kaizen – Old QC Tools– Seven New Management tools Quality circles, Meaning, characteristics, structure and benefits - Basic Concepts in Six Sigma.	<b>10</b>

<b>IV</b>	<b>Bench Marking and Quality Function Deployment:</b> What is Bench Marking – Types – Benchmarking Process – benefits – Pit falls – Quality Function deployment – Concepts – Process – House of Quality – QFD Methodology and Process.	<b>15</b>
<b>V</b>	<b>Service Quality and Introduction to Quality Management System:</b> Service quality– Meaning and significance– SERVQUAL gap model– Need for ISO 9000– ISO family of Standards – Quality management system–Steps in ISO 9000 Certifications - Quality Audits.	<b>10</b>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Jayakumar. V, Dr. R. Raju., (2005), Total Quality Management, Lakshmi Publications.</li> <li>2. Poornima M. Charantimath., (2016), Total Quality Management, Pearson Education.</li> <li>3. Subburaj Ramasamy., (2016), Total Quality Management, Tata Mc Graw–Hill.</li> <li>4. Sunil Sharma., (2016), Total Engineering Quality Management, Macmillan India Ltd.</li> <li>5. Kanishka Bedi., (2015), Quality Management, Oxford University Press.</li> </ol>	

<b>Course Outcomes</b>	
<b>CO1</b>	Familiarse Philosophies of Quality Management.
<b>CO2</b>	Demonstrate tools and techniques of Quality Management and Implementation
<b>CO3</b>	Recollect the various types of techniques are used to measure quality.
<b>CO4</b>	Appraise the organizational requirements for effective quality management
<b>CO5</b>	Use quality management methods analyzing and solving problems of organization

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	2	2	3	2	2	2	2	3	3	3	3	3
<b>CO2</b>	3	5	3	5	3	5	3	2	2	3	2	3
<b>CO3</b>	3	3	3	3	3	3	3	2	3	2	2	2
<b>CO4</b>	2	2	3	2	2	4	2	3	3	4	2	2
<b>CO5</b>	3	2	2	3	3	5	2	3	5	2	3	3

<b>Course Code &amp; Title</b>	<b>21RIMU0614: MICRO FINANCE</b>		
<b>Programme</b>	<b>B.B.A.</b>		<b>Semester-VI</b>
	<b>Credit:4</b>		<b>Hours:4 / per week</b>
<b>Cognitive Level</b>	<b>K-1</b>	Learnt the need for micro finance for micro enterprises.	
	<b>K-2</b>	Understand micro finance products.	
	<b>K-3</b>	Familiarise micro finance governance and RBI guidelines.	
<b>Course Objectives</b>	• To introduce micro finance as a source of finance for micro entrepreneurs.		
	• To explain the sources of finance, constraints and the importance of financial inclusion.		
	• To make them to understand the role of MFTs and risk associated with it.		
	• To examine various micro finance products and micro credit lending methodologies.		
	• To familiarise micro finance models, micro enterprise empowerment and the features of micro finance governance.		
<b>Units</b>	<b>Contents</b>		<b>No. of Hours</b>
<b>I</b>	<b>Mircor Finance an Introduction:</b> Rural poverty – evolution, meaning, definition, scope and approaches – features – micro finance vs micro conventional vs micro credit leading credit – Rural finance sources – principles of micro finance.		<b>10</b>

<b>II</b>	<b>Micro Finance Products:</b> Need for rural credit and financial inclusion/exclusion – Role of formal and informal financial institutions in meeting micro credit. MF products – micro savings, micro insurance – micro credit lending methodologies – features of MSMEs.	<b>10</b>
<b>III</b>	<b>Micro Finance Models in India:</b> Poverty lending approach, financial system lending approach, minimalist approach, empowerment approach, MFIs types – challenges of MFIs and best practices in MFIs.	<b>10</b>
<b>IV</b>	<b>Women and Micro Enterprises:</b> Role and significance of women in family upliftment – SHGs in micro enterprise – rural salient fetures of micro enterprises – individual vs group enterprises – growth and livelihood oriented micro enterprises – management training and innovation in micro enterprises.	<b>15</b>
<b>V</b>	<b>Governance and Experience:</b> Governance in Micro fiancé, key indications in monitoring micro finance – RBI guidelines on NBFI & MFIs. MFI regulation norms – national and international experience in micro fiannce – Asia and African experience.	<b>15</b>
<b>References</b>	<ol style="list-style-type: none"> <li>1. EDI, (2011). “ Development of Entrepreneurship “ Reading material, Ahamadabad:</li> <li>2. EDI, 1997, “ Developing new Entrep[reneurs”, Ahmadabad.</li> <li>3. Jerinabi. U, (2018). “Micro Enterprises for Women:, Discovery Publishing House, New Delhi:</li> <li>4. KVIC. 1995, “Projects Profiles of Industries”. Mumbai.</li> <li>5. Lalitha,N. (2006). “ Grassroot Entrepreneurship; Glimpses of SHG’s”, Dominant Publishers, New Delhi:</li> <li>6. Shukla M.B. (2014), " Enterprises and Small Business Management”, Kitab Mahal, New Delhi.</li> </ol>	
<b>Course Outcomes</b>		
<b>CO1</b>	Able to understand the important role played by MFI in solving rural credit;	
<b>CO2</b>	Describe different approaches they could related to micro finance services and products.	
<b>CO3</b>	Able to discuss the outcome of MFIs on women empowerment through SHGs and the growth of micro enterprises.	
<b>CO4</b>	Undertake research of MFIs and find solution for the problems faced by micro finance institutions.	
<b>CO5</b>	Corporate the global experience of MFIs and Indian experience.	

<b>Mapping of COs with PSOs and POs</b>												
<b>CO/ PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO2</b>	4	2	3	3	3	3	3	2	3	3	2	3

<b>C03</b>	3	3	3	3	2	3	2	3	3	2	3	2
<b>C04</b>	4	2	3	3	5	3	3	2	3	3	2	3
<b>C05</b>	3	3	4	3	2	3	2	3	3	5	3	2

<b>Course Code &amp; Title</b>	<b>21RIMU0615: OPERATIONS MANAGEMENT</b>		
<b>Programme</b>	<b>B.B.A.</b>	<b>Semester- VI</b>	
	<b>Credit: 4</b>	<b>Hours:4 / per week</b>	
<b>Cognitive Level</b>	<b>K-1</b>	Remember the concepts of banking operations.	
	<b>K-2</b>	Understand production planning, materials management and inventory control.	
	<b>K-3</b>	Become accustomed in strategic quality planning.	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To disseminate the concept of operations management.</li> <li>• To comprehend production planning and control.</li> <li>• To figure out materials management.</li> <li>• To acquaint in inventory control.</li> <li>• To accustom with strategic quality planning.</li> </ul>		
	<b>Units</b>	<b>Contents</b>	<b>No. of Hours</b>
	<b>I</b>	<b>Operations Management:</b> Concept, Importance and Objectives of Operations Management. Responsibilities and Functions of Operations Manager. Historical Evolution of Operations Management.	<b>08</b>

<b>II</b>	<b>Production Planning and Control:</b> Functions and Importance of Production Planning and Control. Requisites for Efficient working of Production Control Department. Techniques of Production Planning and Control – Routing, Scheduling, Dispatching and Follow up.	<b>12</b>
<b>III</b>	<b>Materials Management:</b> Meaning, Objectives, Functions and Scope of Materials Management. Materials Planning – Techniques for Materials Planning – Importance of Scientific Purchasing – Functions of Purchasing Department.	<b>14</b>
<b>IV</b>	<b>Inventory Control:</b> Definitions and Functions of Inventory Control. Types of Inventories. Techniques of Inventory Control – ABC Analysis, Two Bin System, Maxi-Mini System.	<b>12</b>
<b>V</b>	<b>Strategic Quality Planning:</b> Concept and Definitions of Strategic Planning – Goals and Objectives of Strategic Quality Planning – Steps in Strategic Quality Planning Process – Leading Practices for Strategic Quality Planning- Quality Control.	<b>14</b>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Jyotsana Singh (2011), Production and Operations Management, Centrum Press, New Delhi.</li> <li>2. Khannam.R.B (2018), Production and Operations Management, PHI Learning (P) Ltd, New Delhi.</li> <li>3. Martand T. Telsang (2015), Production Management, S. Chand &amp; Company Limited, New Delhi.</li> <li>4. Mukhersee.P.N, (2021) T.T. Kachwala, Operations Management and Productivity Techniques, PHI Learning (P) Ltd, New Delhi.</li> <li>5. Pannerselvam.R. (2015), Production and Operations Management, Prentice Hall of India, (P) Ltd, New Delhi.</li> <li>6. Saxena.J.P. Dr. (2009), Production and Operations Management, Tata McGraw – Hill Education (P) Ltd, New Delhi .</li> <li>7. Saxena.P J. (2008), Production and Operations Management, Vijay Nicole Imprints (P) Ltd, Chennai.</li> <li>8. William J. Stevenson (2007), Operations Management, Tata McGraw – Hill Education (P) Ltd, New Delhi.</li> </ol>	

### Course Outcomes

<b>CO1</b>	Pronounce the concept of operations management
<b>CO2</b>	Describe production planning and control.
<b>CO3</b>	Figure out materials management.
<b>CO4</b>	Acquaint in inventory control.
<b>CO5</b>	Accustomed in strategic quality planning.

### Mapping of COs with PSOs and POs

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
<b>CO1</b>	2	2	3	2	3	2	2	3	2	3	2	3
<b>CO2</b>	3	5	3	5	3	5	3	2	4	3	2	3
<b>CO3</b>	3	3	3	3	3	3	3	2	3	2	2	2



<b>CO4</b>	2	2	3	2	2	4	2	3	3	4	2	2
<b>CO5</b>	3	2	2	3	3	5	2	3	5	2	3	3