

**BBA-I-Sem-I (NEP 3.0)****PRINCIPLES AND PRACTICES OF MANAGEMENT****CC101- BBA24**

<b>Course Description</b>	This course introduces the student to the key aspects of management -planning, organizing, leading, and controlling by integrating both classical and contemporary management practices. Through case studies, interactive sessions, and practical exercises, students will learn to apply these principles to real-world scenarios that will prepare them for leadership roles in diverse organizational settings. The goal is to equip students with the tools and insights necessary to manage effectively and drive organizational success.				
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1.To understand the basic concepts, principles, and theories of management.</li> <li>2.To examine the essential functions of managers.</li> <li>3.To analyze the impact of globalization, diversity and ethics on management.</li> <li>4.To develop skills in strategic planning, decision-making, and leadership.</li> </ol>				
<b>Course Outcomes</b>	<p>After completion of course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate how management principles are used to solve practical business problems.</li> <li>2. Compare and contrast different management theories and their effectiveness in various organizational contexts</li> <li>3. Design a management strategy for a hypothetical or real organization using a mix of management theories and practices.</li> <li>4. Propose innovative management solutions to enhance efficiency and effectiveness in given business scenarios.</li> </ol>				
<b>Total Hours of Teaching:</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Total Per Week</b>	<b>Credit Points:</b>
<b>60</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>04</b>
<b>Total Marks:100</b>	<b>Theory: 60</b>			<b>Internal: 40</b>	
<b>Syllabus Contents:</b>					
<b>Unit: I</b>	<b>Introduction to Management</b> Definition, nature, and significance of management, principles of management, management and administration, levels of management, role of managers and				<b>15 Hours</b>

	managerial skills, Evolution of management thought: Classical, Behavioral, Quantitative, Systems, Contingency and Modern approaches; Management as a science and an art; Functions of management: planning, organizing, leading and controlling	
<b>Unit: II</b>	<p><b>Planning, Organizing and Staffing</b></p> <p>Nature, Importance and Purpose of planning in management; Types of plans: strategic, tactical, operational ; Planning process and techniques ; Decision making- Importance and steps, decision making models and tools; Organizational structure and design; types of organizational structures: Functional, divisional, matrix; Authority, Responsibility, and Delegation, Centralization Vs Decentralization of Authority and Responsibility – Span of Control; Coordination and integration, MBO and MBE; Nature and Importance of staffing – Process of recruitment and selection.</p>	15 Hours
<b>Unit: III</b>	<p><b>Leading, Directing and Controlling</b></p> <p>Meaning and Nature of Directing, Leadership Theories (Trait, Behavioral, Contingency, Participative, Charismatic, Transformational, level-5 leader), Motivation Theories and Practices (Maslow, Herzberg Two Factor, McGregor’s Theory X &amp; Theory Y), Hawthorne Effect, Communication (meaning and importance) in management, Team Building and Group Dynamics; Controlling-meaning and steps in controlling, Control process and systems, Essentials of sound control system, methods of establishing control, Types of Control; Performance measurement and management.</p>	15 Hours
<b>Unit: IV</b>	<p><b>Strategic Management, Ethics and Social Responsibility</b></p> <p>Overview of Strategic Management, SWOT Analysis and strategic formulation, Implementing and evaluating strategies. Ethical issues in management, Corporate Social Responsibility (CSR), Sustainable management practices.</p>	15 Hours

**Note:** Relevant case studies based on the above units should be discussed in the class.

**Suggested Fieldwork/Practical Work:**

1. Visit a factory in your area and prepare the organization chart showing various levels of management and their functions.
2. Visit a foundry or other manufacturing unit in your area and enlist the roles performed by the managers and comment on their necessity and sequence.
3. Study the staffing policy and sources of a local co-operative sugar factory /spinning mill or a private company.
4. Study how management functions are performed in any organization.
5. Study the annual report of any public limited company/bank for recording the activities under the CSR.
6. Visit to any organisation. Conduct SWOT Analysis of the company and understand their strategy formulation.
7. Visit to any organisation. Conduct interview of different managers and note ethical issues faced by them.
8. Study sustainable management practices undertaken in organisation for organisational development
9. Analyse any two cases given in reflective Exercises & cases
10. Study Leadership styles used by managers in any organisation as per situation and understand how it is beneficial for improving productivity.

**Note:**

*Each student should prepare report for any 5 practicals /Field work including detailed information as per guidelines and format of report given by subject teacher. Take photographs in your cell phone related to your topic with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report wherever possible.*

**References:**

**Reference Books**

- L.M.Prasad ,Principles and Practice of Management, Sultan Chand and Sons -Publication.

- R.N.Gupta, Principles of Management, S.Chand Publication
- Neeru Vasishtha, Taxmann's Principles of Management with case studies
- Prem Vrat, KK Ahuja and PK Jain, Case studies in management, Vikas Publication
- Tushar Agarwal and Nidhi Chandorkar, Indian Ethos in Management, Himalaya Publishing House
- Rao, V. S. P., Management Principles and Applications. Taxmann Publications.
- Kapoor, Premvir, Principles of Management, Khanna Book Publishing.
- Jones, G. R., and George, J. M. Essentials of Contemporary Management, McGraw-Hill Education.
- Robbins, S. P. & Coulter, M. A., Management, Pearson Publication
- Kumardatta A.Ganjre, Prafulla Pawar and Laxman Renapure, Indian Ethos-Modern Management Mantra-Himalaya Publishing House
- R.Nandgopal, Indian Ethos And Values in Management, McGraw Hill Education
- H.C.Mrutunjaya, Business Ethics and Value System, PHI Learning Publication

### **Additional Readings**

- Indian Business Rising: The contemporary Indian way of conducting Business-and How it can help you improve your business | Harvard Business Review Press | 5813BC-PDF-ENG | <https://hbsp.harvard.edu/product/5813BC-PDF-ENG>

### **Weblinks & Reflective Exercises and Cases**

- Entrepreneurial Leadership in Forming High Tech Enclaves: Lessons from the Government of Andhra | F. Warren McFarlan, Espen Andersen, Ramiro Montealegre | Harvard Business School | 308079-PDF-ENG | <https://hbsp.harvard.edu/product/308079-PDF-ENG?>
- ATH Technologies by Robert Simons and Jennifer Packard <https://www.hbs.edu/faculty/Pages/item.aspx?num=52711>
- Article review and discussion
- Application of Ancient Indian Philosophy in Modern Management ([http://www.irdindia.in/journal\\_ijrdmr/pdf/vol5\\_iss4/8.pdf](http://www.irdindia.in/journal_ijrdmr/pdf/vol5_iss4/8.pdf))
- Review of Lincoln Electric Co. by Norman Berg.
- Review of Hawthorne case.
- Leadership Lessons from India | Peter Cappelli, Harbir Singh, Jitendra V. Singh, Michael Useem | Harvard Business Review | R1003G-PDF-ENG | <https://hbsp.harvard.edu/product/R1003G-PDF->

ENG?

- Traditional Way of Learning Ayurveda and Practising It: A Dialogue with Vaidya Bhaskarbhai Hardikar | Mukund Dixit, Sanjay Verma | IIM Ahmedabad |A00135-PDF-ENG | <https://hbsp.harvard.edu/product/A00135-PDF-ENG?>
- Forest Essentials: Demystifying India's Luxury Ayurveda Brand | Veena Vohra, Seema Khanvilkar | Ivey Publishing | W28410-PDF-ENG |<https://hbsp.harvard.edu/product/W28410-PDF-ENG?>
- Atijeevan Foundation: Transforming Scars into Strength | Shubham Sharma, Satyendra C Pandey | Ivey Publishing | W36939-PDF-ENG | <https://hbsp.harvard.edu/product/W36939-PDF-ENG?>
- How Do Great Leaders Overcome Adversity? By Mayo (2024) <https://hbswk.hbs.edu/item/cold-call-how-do-great-leaders-overcome-adversity>
- Leadership principles from Hindu scriptures(<https://blog.hua.edu/blog/leadership-principles-from-hindu-scriptures>)
- Five Principles of Purposeful Leadership | Hubert Joly | Harvard Business Review | H06YSB-PDF-ENG | <https://hbsp.harvard.edu/product/H06YSB-PDF-ENG?>
- Bharti Airtel (A) | C.K. Prahalad, M.S. Krishnan, Sheel Mohnot | WDI Publishing |W88C34-PDF-ENG | <https://hbsp.harvard.edu/product/W88C34-PDF-ENG?>  
[http://www.ibscdc.org/Case\\_Studies/Leadership/Leadership%2C Organizational Change and CEOs/LDS0028.htm](http://www.ibscdc.org/Case_Studies/Leadership/Leadership%2C%20Organizational%20Change%20and%20CEOs/LDS0028.htm)

**BBA-I-Sem-I (NEP 3.0)**  
**BUSINESS COMMUNICATION-I**  
**AEC101 BBA24**

<b>Course Description</b>	This course focuses on bringing in perspective the importance of Business Communication for organizations and individual employees in the context of multicultural workforce in a digital world. The course will focus on instilling effective communication skills in students for organizational set up. The course will be taught using texts, cases and classroom exercises for improving both written and oral communication in students.					
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1.To understand the concept, process, and importance of Business Communication.</li> <li>2.To help students in understanding the basic principles and techniques of business communication.</li> <li>3.To train students to acquire and master written communication for the corporate world.</li> <li>4.To sensitize students to understand Business Communication in Global and Cross-Cultural context.</li> </ol>					
<b>Course Outcomes</b>	<p>After completion of course, students will be able to :</p> <ol style="list-style-type: none"> <li>1. Explain the skills of effective letter writing and be able to create various kinds of Business letters.</li> <li>2. Demonstrate various barriers to communication and apply pre-emptive measures, including feedback, to minimize the same.</li> <li>3. Analyze and evaluate various kinds of business correspondence and e-correspondence.</li> <li>4. Present in front of audience with confidence and expertise.</li> </ol>					
<b>Total Hours of Teaching</b> : 30	<b>Lecture</b> 1	<b>Tutorial</b> 1	<b>Practical</b> 0	<b>Total Per Week</b> 2	<b>Credit Points</b> : 02	
<b>Total Marks:50</b>		<b>Theory : 30</b>			<b>Internal : 20</b>	
<b>Syllabus Contents:</b>						
<b>Unit: I</b>	<b>Introduction to Communication in Organizations</b> Introduction to Business Environment and Communication, Models of communication, Basics of Communication (types, channels and barriers), 7Cs of communication, Formal and informal communication, Listening Skills,					8 Hours

	communication on social media platforms	
<b>Unit: II</b>	<p><b>Written Communication</b></p> <p>Planning and executing different types of messages, emails, formal letters (Planning &amp; Layout of Business Letter) and informal messages on e-platforms, negative messages: indirect &amp; direct negative messages; Persuasive messages, request letters to various stakeholders, Sales Letters, Complaint &amp; Follow up Letters, Promotion Letters, Job application Letters, cover letters, resume, Resignation Letters.</p>	7 Hours
<b>Unit: III</b>	<p><b>Interpersonal Communication</b></p> <p>Team communication, managing communication during online meeting, communication with virtual team, communication in gig economy; Presentation skills (Verbal and non-verbal); PowerPoint presentation skills; Infographics, introduction to contemporary alternatives (such as- Prezi, Visme, Microsoft Sway, Zoho)</p>	8 Hours
<b>Unit: IV</b>	<p><b>Digital Communication</b></p> <p>Social media and individual, social media &amp; organizations, Media Literacy; Strong Digital communication skills – email, instant messaging, video conferencing, e-meetings, Digital collaboration, digital citizenship–digital etiquettes &amp; responsibilities; introduction to personal and organizational websites.</p>	7 Hours

**Note:** Relevant case studies based on the above units should be discussed in the class.

**Suggested Fieldwork/Practical Work:**

- 1. Practical application of communication skills :** Visit any local cooperative institute, private/ educational institute : Study the channels applied there for communication.
- 2. Write letters of complaints :** 1)using polite language 2)using arrogant and indecent language.
- 3. Draft Enquiry letters :** Asking for detail enquiries for purchase of the equipment ; terms and conditions.

**1. Prepare any informal letter stating goods quotation**

**2. Exercise on speaking skills :** Short speech on given topic/ current topic.

**3. Exercise of reading skills :** Reading comprehension : General and Technical paragraphs.

**4.** Write short a note on given any social topic; General and specific.

**5. Listening exercise :** Exercise of listening and reproduction of what listened.

**6. Business Visit :** Visit a business firm ; short report of visit ; implementing and observing manners and etiquettes ; Interaction with employees.

**7. Using Prezi software :** Identify Pro and cons .

*Note: Each student should prepare report for any 5 practicals /Field work including detailed information as per guidelines and format of report given by subject teacher. Take photographs in your cell phone with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report wherever possible.*

**References:**

**Text Books**

- AICTE's Prescribed – Communication Skills in English, Khanna Book Publishing.
- Lesikar, R.V. & M.E. Flatley, "Business Communication: Connecting in a Digital World", McGraw-Hill Education.
- Murphy, H. A., Hildebrandt, H. & Thomas, J.P., Effective Business Communication. McGraw Hill.
- Mukerjee H. S., Business Communication: Connecting at Work. Oxford Publication
- Boove, C.L., Thill, J. V. & Raina, R. L, Business Communication Today, Pearson.

**Reference Books**

- Rao, M. T. (2023) Minor Hints: Lectures Delivered to H.H. the Maharaja Gaekwar, Sayaji Rao III. Gyan Publishing
- Getting Ready for the Real World: HBR, 2020: The Science of Strong Business Writing.
- <https://hbr.org/2021/07/the-science-of-strong-business-writing>

**Weblinks ,Reflective Exercises and Cases**

- Review of Bharat Muni's Natya Shastra (Rasa, Sahridayata & Sadharanikaran)
- Preparing on curriculum vitae/resume and cover letter
- Reading of annual reports
- The Future of Internal Communication | Rita Linjuan Men, Shannon A. Bowen | Business Expert Press | BEP336-PDF-ENG | <https://hbsp.harvard.edu/product/BEP336-PDF-ENG>
- Change Management and Internal Communication | Rita Linjuan Men, Shannon A. Bowen |



Business Expert Press |BEP334-PDF-ENG| <https://hbsp.harvard.edu/product/BEP334-PDF-ENG>

- Lighting the Fire: Crafting and Delivering Broadly Inspiring Messages | Tsedal Neeley, Tom Ryder | Harvard Business School | 416046-PDF-ENG | <https://hbsp.harvard.edu/product/416046-PDF-ENG?>
- Bad Writing Is Destroying Your Company's Productivity (2016) by Josh Bernoff  
<https://hbr.org/2016/09/bad-writing-is-destroying-your-companys-productivity>

**Note:**

Students are expected to display proficiency in writing the following Business Communication (and be evaluated for internal assessment): Persuasive Letters, Promotion letters and cover Letters; Prepare Elevator Pitch

**BBA-I-Sem-I(NEP3.0)**  
**FINANCIAL ACCOUNTING**  
**CC102 BBA24**

<b>Course Description</b>	This course intends to introduce basic accounting principles and practices. The students will have knowledge about the fundamental accounting processes such as journalizing, ledger posting, preparation of trial balance and final accounts in sole trading and company form of business. It also deals with providing an overview of accounting standards on sustainability accounting as value creation for business.				
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1.To provide an understanding of application of various principles and practice of Accounting.</li> <li>2.To demonstrate the knowledge on the process of accounting cycle and basic steps involved in Accounting.</li> <li>3.To apply the knowledge of systematic maintenance of books of accounts to real life business.</li> <li>4.To estimate Annual Financial Statements of Sole Proprietorship and Company form of business.</li> </ol>				
<b>Course Outcomes</b>	<p>After successful completion of the course, students will be able to,</p> <ol style="list-style-type: none"> <li>1. State applications of various principles and practices of accounting in preparation of accounting statements.</li> <li>2. Demonstrate the knowledge on the process of accounting cycle.</li> <li>3. Illustrate the knowledge of systematic maintenance of books of accounts to real life business.</li> <li>4. Compare annual financial statements of Sole proprietorship and Company form of business.</li> <li>5. Assess Financial sustainability disclosure standards.</li> <li>6. Develop Sustainability reporting need and methods.</li> </ol>				
<b>Total Hours of Teaching : 60</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Total Per Week</b>	<b>Credit Points : 04</b>
	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	
<b>Total Marks:100</b>	<b>Theory : 60</b>				<b>Internal : 40</b>

<b>Syllabus Contents:</b>		
<b>Unit: I</b>	<p><b>Introduction to Accounting, Accounting System and Process</b></p> <p>Meaning, Need for accounting and accounting information system, Stakeholder using accounting information, Qualitative aspects of Financial Accounting, Accounting standards in India and International (outline), Branches of Accounting, Types of Business Organizations, Accounting Taxonomy, Accounting concepts and conventions, Accounting concept of income and expenditure, Classification of capital and revenue- expenditure and income, accounting equation of assets equals capital and liabilities, accounting process, contingent assets and liabilities, Fictitious assets.</p>	15 Hours
<b>Unit: II</b>	<p><b>Recording Transactions and Trial Balance</b></p> <p>Transactions -nature, Entry in Journal, Purchases, sales, Returns, Receivables, and payables, Inventory, Depreciation and amortizations, reserves, Intangible assets accounting, GST transactions, Entry in Ledger, Accounting accuracy through Trial Balance, correction of errors.</p>	15 Hours
<b>Unit: III</b>	<p><b>Final Accounts</b></p> <p>Preparation of Trading and Profit and Loss Account, Cash Books, and Balance Sheet of Sole Trading Concerns, Importance of disclosures in Final Accounts</p>	15 Hours
<b>Unit: IV</b>	<p><b>Company Final Accounts</b></p> <p>Introduction to company-kinds, share capital, issue of shares, schedules to accounts, Financial statements as per Companies Act- 2013, Provisions as to Preparation of Financial Statements, Preparation of Income statement and Balance Sheet (horizontal and Vertical). Green Accounting and Sustainable Reporting- Need and objectives, Sustainability reporting need and methods, data collection, analysis for sustainable reporting to improve value of business, IFRS</p>	15 Hours

	Financial sustainability disclosure standards.	
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**Note:** Relevant case studies based on the above units should be discussed in the class.

**Suggested Field Work or Practical Work :**

1. Visit any local grocery shop or professional firm and record the list of books maintained in shop.
2. Prepare a flow chart of accounting journey from financial transaction to Balance sheet and comment on it.
3. Visit any Sole Proprietorship concern and study GST Transactions process and know about tax documents etc. and prepare report on it.
4. Study Final Accounts of any Sole-Proprietorship and identify the different heads of expenses and receipts.
5. Study Final Accounts of any Company for 3 years and compare different heads of receipts and expenditure.
6. Compare between the straight Line Method and Written Down Value Method of Depreciation by taking a Fixed Assets having a life of 10 years.
7. Distinguish Depreciation and Amortisation with some examples
8. Explain difference between GAAP and IFRS with examples
9. Prepare a Trial Balance of Partnership firm by taking 30 financial items of purchase ,Sales, income and expenditure and personal accounts.
10. Study and prepare report on applications and practices of Green Accounting in India

**Note:**

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**References:**

**Text Books**

- Jain S.P., & Narang K L. . Basic Financial Accounting, Kalyani publishers.
- Kimmel, Financial Accounting, Wiley Publications
- Gupta, A. Financial Accounting for Management: An Analytical Perspective, Pearson Education.
- S.N. Maheshwari, and. S. K. Maheshwari. Financial Accounting. Vikas Publishing House, New Delhi.
- Ashish K Bhattacharya, Essentials of Financial Accounting for Business Managers, Six, PHL learning.
- Accounting for sustainability: [www.ifac.org](http://www.ifac.org)

- Peter Bartelmus, EK Seifert, Green Accounting, Routledge Publications, London
- IFRS Sustainability Standards: [www.ifrs.org](http://www.ifrs.org)

**Suggested Cases:**

- Smokey Valley Café
- Irrigation Equipment's Limited
- Monarch Trading Company

**Suggested additional Readings (Journal)**

- Accounting Research Journal
- The Accounting Review
- Indian Journal of Accounting
- The Management Accountant
- Chartered Accountant

**BBA-I-Sem-I(NEP 3.0)**  
**BUSINESS STATISTICS AND LOGIC**  
**CC103 BBA24**

<b>Course Description</b>	<p>Quantitative Aptitude tests have been one of the key components in all competitive exams across the globe in recent years. All tests include such aptitude problems to assess a candidate's arithmetic precision, conceptual numerical ability, analytical ability and rational thinking applicability. Hence this course on Business Statistics and Logic has been introduced as part of BBA programs.</p> <p>Business Statistics helps to make business decisions under uncertainties. Such decisions must be objective and unbiased and based on quantitative data. This necessitates an analysis of data using appropriate statistical tools and hence understanding of these techniques and models. With the business entities keen on making data-driven decisions it is essential for individuals working in this uncertain environment to possess such skills to make better decisions backed by data.</p>				
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1.To establish importance of logical reasoning in human inquiry.</li> <li>2.To demonstrate data handling skills and summarize data with clarity.</li> <li>3.To extend an understanding of application of relevant concepts of Statistics to a given business scenario.</li> <li>4.To understand business problems and make decisions using appropriate statistical models and explain trends</li> <li>5.To demonstrate the knowledge on the process of organizing a data and conduct statistical treatment.</li> </ol>				
<b>Course Outcomes</b>	<p>On having completed this course student should be able to:</p> <ol style="list-style-type: none"> <li>1.Outline the relevant concepts of Statistics to a given context/business scenario</li> <li>2.Demonstrate data handling skills with clarity and logical reasoning.</li> <li>3.Organize business data and conduct statistical treatment.</li> <li>4.Evaluate and interpret data using appropriate statistical techniques.</li> <li>5.Assess data trends using appropriate statistical models.</li> </ol>				
<b>Total Hours of Teaching</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Total Per Week</b>	<b>Credit Points</b>
<b>: 60</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>: 04</b>

Total Marks:100	Theory : 60	Internal : 40
<b>Syllabus Contents:</b>		
<b>Unit: I</b>	<p><b>Measures of Central Tendency, Dispersion, Measures of Skewness and Kurtosis</b></p> <p>Classification and Tabulation of data, Frequency Distribution, Diagrams and Graphs, Measure of Central Tendency- Arithmetic Mean, Weighted Arithmetic Mean, Median, Mode, Geometric Mean and Harmonic Mean (theory only) and meaning of partition values- Quartiles, Deciles, Percentiles, Measures Of Dispersion - Range, Quartile Deviation, Mean Deviation from mean and median, standard deviation and coefficient of variation. Skewness - meaning, difference between Dispersion and Skewness, Karl Pearson's and Bowley's measures of skewness, concept of kurtosis, types of kurtoses and importance.</p>	15 Hours
<b>Unit: II</b>	<p><b>Correlation and Regression</b></p> <p>Meaning, definition and use of correlation, covariance, scatter diagram, types of correlation, Karl Pearson's correlation coefficient, Spearman's Rank correlation coefficient, probable error. regression- meaning and utility of regression analysis, comparison between correlation and regression, regression lines –x on y, y on x, regression equations and regression coefficients. meaning,</p>	15 Hours
<b>Unit: III</b>	<p><b>Probability and Probability Distributions</b></p> <p>Introduction to probability, basic concepts of probability- classical definition, addition and multiplication rules, probability distributions – binomial, poisson and normal distributions, expected value.</p>	15 Hours
<b>Unit: IV</b>	<p><b>Introduction to Logic</b></p> <p>Number series, coding decoding and odd man out series, direction sense test, seating arrangements – linear and circular, blood relations, arithmetic and geometric progressions, Inductive and deductive reasoning.</p>	15 Hours

<b>Note:</b>		
<p>Practical Component: Understanding basic concepts of statistics is possible by incorporating data sets from real life situations. In every unit one hour could be set aside to handle realistic data such as number of steps taken on a day, daily expenditures of students, air quality index in various months in various cities, stock prices etc. using EXCEL and make their interpretations. Students may make short presentations of their analysis to add to the learning experience.</p>		
<b>Suggested Field Work or Practical Work :</b>		
<ol style="list-style-type: none"><li>1. Collect the data on demographic profile of students admitted in BBA or any other course and apply descriptive statistical tools (measures of central tendency) for meaningful analysis and interpretation.</li><li>2. Collect data on the demographic profile of students admitted in BBA or any other course and present it in tabular form as well using suitable graphs</li><li>3. Collect the 12 months data of electricity bill of your home, expenses per month for a year, SSC, HSC marks of your friends and apply descriptive statistical tools for meaningful analysis and interpretation.</li><li>4. Identify Real-Life examples and Use measures of Dispersion and write interpretation.</li><li>5. Visit the service organization/business organization/industry nearby to understand the practical applications of statistical techniques in business and decision making.</li><li>6. Make use of above data to calculate the correlation between score of SSC and HSC. Correlation between income, electricity bill and expenses per month.</li><li>7. Make use of above data to calculate the regression taking expenses as a dependent variable.</li><li>8. Collect the data from 10 female friends and 10 male friends on the variables considered for selecting the smart phones and use spearman's rank correlation for analysis.</li><li>9. Get the data of select shares from internet and apply statistical tools to draw meaningful conclusions.</li><li>10. Toss a single coin 5 times and measure the count of getting a head. Again repeat this experiment and measure the count of getting a tail. Find its probability of getting no. of heads by binomial distribution. Also find the probability of no. of tails by using binomial formula.</li></ol>		
<b>Note:</b>		
<p><i>Each student should prepare report for any 5 practicals /Field work including detailed information as per guidelines and format of report given by subject teacher. Take photographs in your cell phone with prior permission</i></p>		

Practical Component: Understanding basic concepts of statistics is possible by incorporating data sets from real life situations. In every unit one hour could be set aside to handle realistic data such as number of steps taken on a day, daily expenditures of students, air quality index in various months in various cities, stock prices etc. using EXCEL and make their interpretations. Students may make short presentations of their analysis to add to the learning experience.

**Suggested Field Work or Practical Work :**

1. Collect the data on demographic profile of students admitted in BBA or any other course and apply descriptive statistical tools (measures of central tendency) for meaningful analysis and interpretation.
2. Collect data on the demographic profile of students admitted in BBA or any other course and present it in tabular form as well using suitable graphs
3. Collect the 12 months data of electricity bill of your home, expenses per month for a year, SSC, HSC marks of your friends and apply descriptive statistical tools for meaningful analysis and interpretation.
4. Identify Real-Life examples and Use measures of Dispersion and write interpretation.
5. Visit the service organization/business organization/industry nearby to understand the practical applications of statistical techniques in business and decision making.
6. Make use of above data to calculate the correlation between score of SSC and HSC. Correlation between income, electricity bill and expenses per month.
7. Make use of above data to calculate the regression taking expenses as a dependent variable.
8. Collect the data from 10 female friends and 10 male friends on the variables considered for selecting the smart phones and use spearman's rank correlation for analysis.
9. Get the data of select shares from internet and apply statistical tools to draw meaningful conclusions.
10. Toss a single coin 5 times and measure the count of getting a head. Again repeat this experiment and measure the count of getting a tail. Find its probability of getting no. of heads by binomial distribution. Also find the probability of no. of tails by using binomial formula.

**Note:**

*Each student should prepare report for any 5 practicals /Field work including detailed information as per guidelines and format of report given by subject teacher. Take photographs in your cell phone with prior permission*



*during the visit to business units and discussion with people. Produce the black and white print of photographs in your report wherever possible.*

**BBA-I-Sem-I(NEP3.0)****GENERAL ENGLISH****AEC102 -BBA24**

<b>Course Description</b>	General English subject aims to improve basics of English language. It illustrates the minutiae of the English language and its various applications in our daily lives. It covers study about Vocabulary Building, Basic Writing Skills, Identifying Common Errors in Writing, Nature and Style of sensible Writing, Oral Communication. Students gain a solid understanding of English grammar concepts and related aspects by studying the English language.				
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1.To provide learning environment to practice listening, speaking, reading and writing skills.</li> <li>2.To assist the students to carry on the tasks and activities through guided instructions and materials.</li> <li>3.To effectively integrate English language learning with employability skills and training.</li> <li>4.To provide hands-on experience through case-studies, mini-projects, group and individual presentations.</li> </ol>				
<b>Course Outcomes</b>	<p>After completion of course, students will be able to :</p> <ol style="list-style-type: none"> <li>1.Explain concept of Word Formation in English Language.</li> <li>2.Illustrate use of phrases and clauses in sentences in English Language.</li> <li>3. Identify common errors in English Writing.</li> <li>4. Develop reading and listening, writing and speaking skills.</li> </ol>				
<b>Total Hours of Teaching: 30</b>	<b>Lecture</b> <b>1</b>	<b>Tutorial</b> <b>1</b>	<b>Practical</b> <b>0</b>	<b>Total Per Week</b> <b>2</b>	<b>Credit Points</b> <b>: 02</b>
<b>Total Marks:50</b>	<b>Theory : 30</b>				<b>Internal : 20</b>
<b>Syllabus Contents:</b>					
<b>Unit: I</b>	<b>Vocabulary Building</b> The concept of Word Formation, Root words from foreign languages and their use in English, Acquaintance with prefixes and suffixes from foreign languages in English to form derivatives, Synonyms, antonyms, and standard abbreviations.				<b>8 Hours</b>

<b>Unit: II</b>	<p><b>Basic Writing Skills</b> Sentence Structures, Use of phrases and clauses in sentences, Importance of proper punctuation, Creating coherence, Organizing principles of paragraphs in documents, Techniques for writing precisely.</p>	7 Hours
<b>Unit: III</b>	<p><b>Identifying Common Errors in Writing</b> Subject-verb agreement, Noun-pronoun agreement, Misplaced modifiers, Articles, Prepositions, Redundancies</p> <p><b>Nature and Style of sensible Writing</b> Describing, Defining, Classifying, providing examples or evidence, writing introduction and conclusion, Module V: Writing Practices, Comprehension, Precise Writing, Essay Writing</p>	8 Hours
<b>Unit: IV</b>	<p><b>Oral Communication</b> Listening Comprehension, Pronunciation, Intonation, Stress and Rhythm, Common Everyday Situations: Conversations and Dialogues, Communication at Workplace, Interviews, Formal Presentations</p>	8 Hours

**Note:** Unit-III and IV should be interactive practice sessions preferably in Language Lab.

**Suggested Field Work or Practical Work :**

1. Exercises on Word Formation by the Addition of Prefixes and suffixes.
2. Word formation by conversion, compounding. Exercises on synonyms, antonyms.
3. Exercises on sentence structure; Phases and clauses.
4. Exercises on identifying common errors : Choosing the correct verb; Exercises on noun –pronoun exercise.

5. Exercises on modifiers ; articles , prepositions ,redundancies ; word stress , intonation
6. Exercises on writing short paragraph on given topic ; Exercise on comprehension writing.
7. Exercises on short precise writing on given topic ; short essay writing on given topic or topic of student's choice.
8. Exercise on listening and rewriting short comprehension; Exercises- group communication on given topics
9. Conduct Short presentation on any given topic.
10. Arrange mock job interview

*Note: Each student should solve any 5 exercises and conduct it .Prepare report including detailed information as per guidelines and format of report given by subject teacher.*

**References:**

1. AICTE's Prescribed Textbook: Communication Skills in English (with Lab Manual), Anjana Tiwari, Khanna Book Publishing Co.
2. Effective Communication Skills. Kul Bhushan Kumar, Khanna Book Publishing
3. Practical English Usage. Michael Swan. Oxford University Press.
4. Remedial English Grammar. F.T. Wood. Macmillan.
5. On Writing Well. William Zinsser. Harper Resource Book.
6. Study Writing. Liz Hamp-Lyons and Ben Heasley. Cambridge University Press.
7. Communication Skills. Sanjay Kumar and Pushplata. Oxford University Press.
8. Exercises in Spoken English. Parts. I-III. CIEFL, Hyderabad. Oxford University Press

**Suggested NPTEL Online Courses:**

- English language for competitive exams ,Prof. Aysha Iqbal ,IIT Madras
- Technical English for engineers, Prof. Aysha Iqbal ,IIT Madras



**BBA-I-Sem-I(NEP 3.0 )****INDIAN VISION FOR HUMAN SOCIETY****MDE101-BBA24**

<b>Course Description</b>	This course will provide an overview of concept of „Vasundhaiva Kutumbam“. It is a fundamental to know its realization process as a base for the development of vision for a human society. It helps to understand universality in human and its coexistence in existence. It helps to understand ancient knowledge system for holistic development .				
<b>Course Description</b>	<ol style="list-style-type: none"> <li>1. Understand the concept of Vasudhaiv Kutumbakam and about its realization for the development of vision for a human society.</li> <li>2. Discuss the universality in humans and its co-existence in existence.</li> <li>3. Classify different stages of life and its development</li> <li>4. Illustrate a sense of responsibly, duties and participation of individual for establishment of fearless society.</li> <li>5. Investigate programs for ensuring human purpose at individual and societal level.</li> </ol>				
<b>Course Outcomes</b>	<p>After completion of course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the concept of “Vasudhaiva Kutumbkam” and its realization process as an base for the development of vision for a human society.</li> <li>2. Identify the universality in humans and its coexistence in existence.</li> <li>3. Demonstrate the sense of responsibility, duties, and participation of individual for establishment of fearless society.</li> <li>4. Explain the apparently rational, verifiable and universal solution from ancient Indian knowledge system for the holistic development of physical, mental and spiritual wellbeing of one and all, at the level of individual, society, nation and ultimately the whole world.</li> </ol>				
<b>Total Hours of Teaching</b> : 30	<b>Lecture</b> 2	<b>Tutorial</b> 0	<b>Practical</b> 0	<b>Total Per Week</b> 2	<b>Credit Points</b> : 02
<b>Total Marks:50</b>	<b>Theory : 30</b>			<b>Internal : 20</b>	
<b>Syllabus Contents:</b>					

<p><b>Unit: I</b></p>	<p><b>The world view &amp; Vision of Human Society</b>  The concept of non-duality of Prakriti (Jad) and Purush (Chetana), human as coexistence of Jad &amp; Chetan, Pancha-mahabhutas, the root of sorrow and suffering, freedom from sorrow, salvation, eternal peace truth (vyaharika satya), ultimate truth. The acceptance of various systems of philosophy for realization of truth and complementariness in society in ancient Indian system.</p>	<p>8 Hours</p>
<p><b>Unit: II</b></p>	<p><b>Aspiration and Purpose of Individual and Human Society</b>  Aims of Human life; at individual level and societal level. At societal level; Four purusarthas Dharma, Artha, Kama, Moksha. Individual level; Abhyudaya (progress), Nihisreyasa (perfection) Pravrtti, Nivrtti. Dharma; Dharma sutras (Gautama, Apastamba, Baudhayana, Vasistha). Dharma-Shastra; (Manusmriti, Naradamrti, Visnusmrti, Yajnavalkya Smriti) sociology, different stages of life like studenthood, householdership, retirement and renunciation, rites and duties, judicial matters, and personal laws (Aachara, Vyavahara, Prayaschitta). Artha; Kautliya Arthashastra, Kamandakiya Nitisara, Brihaspati Sutra, Sukra Niti, Moksha: Human liberation (Ignorance to Knowledge)</p>	<p>8 Hours</p>
<p><b>Unit: III</b></p>	<p><b>Program for Ensuring Human Purpose: at Individual and Societal Level –I</b>  Fundamental concept of Nitishastra: Satyanishtha Aur Abhiruchi (Ethics, Integrity &amp; aptitude). The true nature of self; Shiksha Valli, Bhriгу Valli (concept of Atman-Brahman (self, soul). The true constitution of Human: Ananda Valli (Annamaya Kosha, Pranamaya Kosha, Manomaya Kosha, Vijnanamaya Kosha, Anandamaya Kosha). The four states of consciousness (Waking state, Dreaming state, Deep Sleep State, Turiya the fourth state), Consciousness (seven limbs and nineteen mouths), Prajna, Awareness. The Life Force <i>Prana</i> (Praana-Apaana-Vyaana-Udaana- Samaana)</p>	<p>7 Hours</p>
<p><b>Unit: IV</b></p>	<p><b>Program for Ensuring Human Purpose: at Individual and Societal Level - II</b>  Differentiating <i>Vidya</i> and <i>Avidya</i>, human bondages, Higher and Lower Knowledge (Para Vidhya &amp; Apara Vidhya). Concept of Sattva, Rajas, Tamas and</p>	<p>7 Hours</p>

	<p>need of balancing the same, Patanjali yog sutra; Yama, Niyama, Asanas, pranayams, pratyahara, dharna, dhyana, Samadhi, Sixteen category of padartha, pramans (pratyaksh, anuman, upaman, shabda). Saadhana chatushtayam (viveka, vairagya, mumukshatavam, shadsampathi (sama, dama, uparama, titiksha, shradha, samadhana), Understanding Nitya karma, Naimittika Karma, Kamyas karma, prayaschitta karma, Nishidha Karma. Meditation and Progressive meditation (Narada's education), Ativadin to self knowledge, Jyan yog, Karma yog, sanyas yog in aspect to harmonious practice in society.</p>	
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**Note:** Relevant case studies based on the above units should be discussed in the class.

**Suggested Field Work or Practical Work :**

1. Explain practical application of „Vasudhaiv Kutumbkam“ theme in Indian culture.
2. Write detailed Essay on Vasudhaiv Kutumbkam theme
3. Write note on composition of Panch Mahabhuta in human body and its importance.
4. Study role of 4 Purushartha in human life and prepare report on it.
5. Read the Book-Kautiya's Arthashastra and write Book Review
6. Conduct group activity on states of consciousness
7. Invite Experts in Yoga and Meditation techniques to know its importance in human life and prepare report on it
8. Arrange group presentation/activity on stages of human life
9. Write a note on 3 Gunas-Nature of Aattva,Rajas and Tamas with some examples
10. Write a note on Importance on Patanjali Yog Sutra-Yama,Niyama,Asanas

**Note:**

Each student should prepare report for any 5 practicals /Field work including detailed information as per guidelines and format of report given by subject teacher. Take photographs in your cell phone with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report wherever possible.



## References:

1. Maharaj Swami chidatmanjee, Ancient Indian Society, Anmol publication Pvt.Ltd.,India
2. S. C. Manerjee, Society in Ancient India: Evolution Since the Vedic Times Based on Sanskrit, Pali, Pakrit and Other Classical Sources: No. 1 (Reconstructing Indian History and Culture), DK Printing, India
3. Rao, N. 1970. *The Four Values in Indian Philosophy and Culture*. Mysore:University of Mysore.
4. Chakraborti, K. 2001. *Religious Process: The Puranas and the Making of Regional Tradition*, Delhi, OUP.
5. Kuhn, T. 1970. *The Structure of Scientific Revolutions*, (2nd ed.). University of Chicago Press, USA.
6. Keith, A. (1925). *The religion and philosophy of the Veda and Upanishads*. Delhi: Motilal Banarsidass Publishers.
7. Shendge, M. (1977). *The civilized demons. The Harappans in Rgveda*. Abhinav Publications
8. Kane, P. 1941. *History of Dharmashastra*. Vol II, Part I. Poona: Bhandarkar Oriental Research Institute.
9. *The Religion and Philosophy of the Veda and Upanishads*, Motilal Banarsidass.
10. Parpola, A. 2007. „Human Sacrifice in India in Vedic Times and Before“, Chapter VIII, in *The Strange World of Human Sacrifice*, ed., J. Bremmer. Leuven,Belgium: Peeters.
11. Textbook on IKS by Prof. B Mahadevan, IIM Bengaluru.
12. Kapur K and Singh A K (Eds) 2005). *Indian Knowledge Systems*, Vol. 1. Indian Institute of Advanced Study, Shimla. Tatvabodh of Sankaracharya, Central Chinmay Mission Trust, Bombay, 1995.
13. Keith, Arthur Berriedale. *The Religion and Philosophy of the Veda and Upanishads*. 2 Vols. Motilal Banarsidass Delhi 1970.
14. Keith, A. (1925). *The religion and philosophy of the Veda and Upanishads*.Delhi: Motilal Banarsidass Publishers.
15. Nair, Shantha N. *Echoes of Ancient Indian Wisdom*. New Delhi: HindologyBooks, 2008.
16. R C Dutt, *A history of civilization in ancient India*, vol 1, Taylor & Francis, US
17. R C Dutt, *A history of civilization in ancient India*, vol 2, Taylor & Francis, US
18. SK Das , *The education system of Ancient hindus*, Gyan publication house,India
19. BL Gupta, *Value and disatribution system in india*, Gyan publication house,India20. Reshmi ramdhoni, *Ancient Indian Culture and Civilisation*, star publication,2018
21. Supriya Lakshmi Mishra, *Culture and History of Ancient India (With Special Reference Of Sudras)*, 2020.

22. Om Prakash, Religion and Society in Ancient India , Bhariya Vidhya Prakashan,1985
23. J Auboyer, Daily Life in Ancient India from Approximately 200 BC to AD 700,Munshi ram Manoharlal publication, 1994.
24. DK Chakkrabarty, Makkhan Lal, History of Ancient India (Set of 5 Volumes),Aryan book Internation publication, 2014
25. Dr. Girish Nath Jha, Dr. Umesh Kumar Singh and Diwakar Mishra, Science and Technology in Ancient Indian Texts, DK Print World limited,
26. Swami BB Vishnu, Vedic Science and History - Ancient Indian's Contribution to the Modern World, Gosai Publication, 2015
27. Chatterjee, S.C. The Nyaya Theory of Knowledge. Calcutta: University of Calcutta Press, 1950.
28. Vidyabhusana, S.C. A History of Indian Logic. Delhi: Motilal Banarsidass Publication, 1971.
29. Dasgupta, Surendra. A History of Indian Philosophy. Delhi: Motilal Banarsidass, 1991.Vols. III & IV.
30. Mercier, Jean L. From the Upanishads to Aurobindo. Bangalore: Asian Trading Corporation, 2001.

**BBA-I-Sem-I(NEP 3.0)**  
**ENVIRONMENTAL SCIENCE AND SUSTAINABILITY**  
**VAC101-BBA24**

<p style="text-align: center;"><b>Course Description</b></p>	<p>This course aims to familiarize students with fundamental environmental concepts and their relevance to business operations, preparing them to address forthcoming sustainability challenges. It is designed to equip students with the knowledge and skills needed to make decisions that account for environmental consequences, fostering environmentally sensitive and responsible future managers.</p> <p>The course content is divided into four comprehensive units. Unit 1 introduces basic environmental principles, the man-environment relationship, and sustainability issues. Unit 2 focuses on ecosystems, biodiversity, and sustainable practices. Unit 3 addresses environmental pollution, waste management, and sustainable development strategies. Finally, Unit 4 explores social issues, environmental legislation, and practical applications through hands-on fieldwork. Through this holistic approach, students will gain a deep understanding of environmental processes, the importance of sustainable practices, and their role in promoting sustainability within business contexts.</p>
<p style="text-align: center;"><b>Course Objectives</b></p>	<ol style="list-style-type: none"><li>1. To familiarize students with basic environmental concepts, their relevance to business operations, and forthcoming sustainability challenges.</li><li>2. To equip students to make decisions that consider environmental consequences.</li><li>3. To become environmentally sensitive and responsible managers.</li></ol>
<p style="text-align: center;"><b>Course Outcomes</b></p>	<p>After completion of course, students will be able to :</p> <ol style="list-style-type: none"><li>1. Explore the basic environmental concepts and issues relevant to the business and management field.</li><li>2. Recognize the interdependence between environmental processes and socioeconomic dynamics.</li><li>3. Determine the role of business decisions, policies, and actions in minimizing environmental degradation.</li><li>4. Identify possible solutions to curb environmental problems caused by managerial actions.</li></ol>

	5. Develop skills to address immediate environmental concerns through changes in business operations, policies, and decisions.				
<b>Total Hours of Teaching</b> : 30	<b>Lecture</b> 2	<b>Tutorial</b> 0	<b>Practical</b> 0	<b>Total Per Week</b> 2	<b>Credit Points : 02</b>
<b>Total Marks:50</b>	<b>Theory : 30</b>			<b>Internal : 20</b>	
<b>Syllabus Contents:</b>					
<b>Unit: I</b>	<p><b>Understanding Environment, Natural Resources, and Sustainability</b></p> <p>Fundamental environmental concepts and their relevance to business operations; Components and segments of the environment, the man-environment relationship, and historical environmental movements. Concept of sustainability; Classification of natural resources, issues related to their overutilization, and strategies for their conservation. Sustainable practices in managing resources, including deforestation, water conservation, energy security, and food security issues. The conservation and equitable use of resources, considering both intergenerational and intergenerational equity, and the importance of public awareness and education.</p>				8 Hours
<b>Unit: II</b>	<p><b>Ecosystems, Biodiversity, and Sustainable Practices</b></p> <p>Various natural ecosystems, learning about their structure, functions, and ecological characteristics. The importance of biodiversity, the threats it faces, and the methods used for its conservation. Ecosystem resilience, homeostasis, and carrying capacity, emphasizing the need for sustainable ecosystem management. Strategies for in situ and ex situ conservation, nature reserves, and the significance of India as a mega diverse nation.</p>				8 Hours
<b>Unit: III</b>	<p><b>Environmental Pollution, Waste Management, and Sustainable Development</b></p> <p>Various types of environmental pollution, including air, water, noise, soil, and marine pollution, and their impacts on businesses and communities. Causes of pollution, such as global climate change, ozone layer depletion, the greenhouse effect, and acid rain, with a particular focus on pollution episodes in India.</p>				7 Hours

	Importance of adopting cleaner technologies; Solid waste management; Natural and man-made disasters, their management, and the role of businesses in mitigating disaster impacts.	
<b>Unit: IV</b>	<p><b>Social Issues, Legislation, and Practical Applications</b></p> <p>Dynamic interactions between society and the environment, with a focus on sustainable development and environmental ethics. Role of businesses in achieving sustainable development goals and promoting responsible consumption. Overview of key environmental legislation and the judiciary's role in environmental protection, including the Water (Prevention and Control of Pollution) Act of 1974, the Environment (Protection) Act of 1986, and the Air (Prevention and Control of Pollution) Act of 1981. Environmental justice, environmental refugees, and the resettlement and rehabilitation of affected populations; Ecological economics, human population growth, and demographic changes in India.</p>	7 Hours

**Note:** Relevant case studies based on the above units should be discussed in the class.

**Suggested Field Work or Practical Work :**

1. A study of relationship between environment and human health.
2. A study of major environmental issues and their impacts.
3. A study of major environmental components of sustainable development.
4. A study of importance of biodiversity and threatens to the biodiversity.
5. A study of man-made activities responsible to the degradation of environment.
6. A study of environmental pollution and its impact on human being.
7. A study of plastic waste generation and its impact.
8. A study of impact of population growth, industrialization and urbanization.
9. A study of mis-use and over exploitation of natural resources.
10. A study of environmental legislations and the judiciary's role in environmental protection.

**Note:**

*Each students should prepare report of any 5 field work topics including detailed information after visiting to the location generating various environmental issues as per the guidelines of subject teacher.*

**References:**

**Text Books (Latest Editions):**

- Poonia, M.P. *Environmental Studies* , Khanna Book Publishing Co.
- Bharucha, E. *Textbook of Environmental Studies*, Orient Blackswan Private Ltd.
- Dave, D., & Katewa, S. S. *Text Book of Environmental Studies*. Cengage Learning India Pvt Ltd.
- Rajagopalan, R. *Environmental Studies: from crisis to cure* , Oxford University Press.
- Miller, G.T. & Spoolman S. *Living in the Environment*. Cengage.
- Basu, M., & Xavier Savarimuthu, S. J. *Fundamentals of environmental studies*.Cambridge University Press.
- Roy, M. G. *Sustainable Development: Environment, Energy and Water Resources*. Ane Books.
- Pritwani, K *Sustainability of business in the context of environmental management*. CRC Press.
- Wright, R.T. & Boorse, D.F. *Environmental Science: Toward A Sustainable Future*  
(13<sup>th</sup> ed.). Pearson

**Web links:**

- <https://www.ourplanet.com>
- <https://www.undp.org/content/undp/en/home/sustainable-developmentgoals.html>
- [www.myfootprint.org](http://www.myfootprint.org)
- <https://www.globalchange.umich.edu/globalchange1/current/lectures/klings/ecosystem/ecosystem.html>



**BBA-I-Sem-I(NEP 3.0)**

**इT (MARATHI)-१**

**○ १**

**AEC103-I-BBA24**

<b>Course Description</b>	<p>T r T 5 गT U लक 5 T r T 5' Uका5न िकका 5 T? न          ' T T U 5' .WT , ' T r T T? न ' ' yTन ' 'U' गा T r ,          T T ' T कVन ि BT T r ि क UT T िका क ' 5 T T          T'          िह 5' . B ग BT ' r U 4क T ि5U T कि UT T T ' क TU T 5'.</p>				
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. T r T T ि5w T T िना क '</li> <li>2. B ग V क T T T ि5U ' '</li> <li>3. 4 B क T ि5U ' ' .</li> <li>4. T कि U ' 4T न क ' .</li> </ol>				
<b>Course Outcomes</b>	<p>T क T नान'U ि BT T ना</p> <ol style="list-style-type: none"> <li>1. T r T T T ि5w T T ि r िना 5 ह .</li> <li>2. T T ि5w T ' क न ि ' क UT ' ह .</li> <li>3. T कि U ' 4T न िन क UT ' ह .</li> <li>4. ' T क ि U 4V T ' ' न क UT ' ह .</li> <li>5. D 5T T ' क गU 5 ह .</li> </ol>				
<b>Total Hours of Teaching</b> : 30	<b>Lecture</b> 1	<b>Tutorial</b> 1	<b>Practical</b> 0	<b>Total Per Week</b> 2	<b>Credit Points : 02</b>
<b>Total Marks:50</b>	<b>Theory : 30</b>			<b>Internal : 20</b>	
<b>Syllabus Contents:</b>					
<b>Unit-I</b>	<p><b>○ १</b></p> <ol style="list-style-type: none"> <li>1. T ' T क UT क T क T T ?- T T T ' , गU क</li> <li>2. ि B ग BT T ग T ि गU ि T- 5T T T T T गा क T</li> <li>3. T T B ग BTU T ग का?- ि क</li> <li>4. ' 5' ; ह ' T न- U TU</li> </ol>				15 Hours
<b>Unit-II</b>	<b>○ 3</b>				15 Hours



	<p>१. टिंक ट- T ,WT</p> <p>3. BT T ; ि T T -नागना क KT W`</p> <p>3.5T िक U` 4 B क-5न UT गा क T - ि तक</p> <p>४. - T5 न U</p>	
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**Suggested Practical Work or Field Work:**

T ि T T िU ि ि कान T T T U ग ग ५ Tw ि कका T T T T U न  
 ि BT T ना BT ि. ि BT T न क `T Tw ि का T ि 5U 7 T 4V T U T क T ..

**TT U` :**

१. का नु क, क T गृ ; ह 3२०
- 3.नागना क KT W` : BT T ; ि T T - T न ि क न, , `3२५
3. T न ग , ि ि, ग 7` T 7 :r ि क न ि T न, T कान, , `3०१3
४. U ( T): L कना T ि न क r T ; `5U T ि ि ग T , , `१९९४
५. तक : T 5 L क ि क T गा , T 5` कान, , `
६. U T U: का 5 T 7 T का 5 , न, कान, , `3०३3
७. र ग U ` , ( T): L कना T ? न, T ि 5w का , न ि W 3००३
८. , WT: K U ` T, T कान, क T
९. नागना , ` : 5 T T क 7 T ि 5, 7 T 7 कान, , `3२०
१०. T 5, न U: ` ` , ि न क क KT, ि .33 T न., 3०१६
११. T 5 क , ग ; ग T , . T ( T): क U गा T, का क ग .: T 5 क , , `१९५५
१३. ` ` ( T): 5 T T T T T गा क T r T ` 5 : r ग १, 5 T T T T T गा क T  
T न कान ि U, U ि T न ग , 3०१७
१३. T , ग: T.: L कना न न , क ` कान, , `१९७८
१४. . . ि क: B ग , T 5` कान, , `3०३३
१५. ि क: ि ह, T 5` कान, , `

**दु` :**

१. वि. ट. (T): उ नाह वि, गुन उ क वि T कि UT, वि 5w का, न वि W 30 १७

3. न गाक T: T5- वि किग, T वि T

3. T T गाक T: T T गाक T T r T, - १U ५ T क U कान, U र T नग

४. ना ग 5: वि क U, वि .30 ग™ 30 १५

५. वि.: ग, वि: 4GB, वि™ क कान, विह

६. न: T T T, गु क: D वि 4 वि क्य, ह, वि, विह

७. न T T क, .T.: D T 5 T क T, r T वि का - न उ T, क T 3 ३३

८. गा, प कना: 5 T T T T गाक T, 5 T T T वि 5w वि - U - , विह 30 ३१

९. T क, वि B T ग: T उ क वि T हि U 5 T, वि 5w का, न वि W, 30 १५

१०. 55 r वि: T कि U T वि T, क T? गृ, विह

११. U T T r T क: वि 4 T 4, क T? गृ, विह

१३. r T, T T: ग 7 T 5 T T T गाक T, T क U कान, U र T नग

१३. r T. .r ( T): वि वि T D T उ क T U T ग B, - १, वि 5w का, न वि W 3 ० ० ६

१४. T 5, न U: T वि T T T 4 वि T क U T T. ( , T U), वि. 5 T T 7 T ह, 3 न 30 १९

१५. T 5 न U T, वि, वि. 5 T T 7 T ह, 33 ग™, 3 ० १८

१६. क, न: T, वि, वि. क K T, 33 ग™ 30 १८

१७. न T न, ( T. T क ) का वि वि क T U T

१८. 5 U T गाक T ( , T U): T T क 5 T, प T T



<b>BBA-I-Sem-I (NEP3.0)</b> <b>संस्कृत (SANSKRIT)-I</b> <b>AEC103-III-BBA24</b>					
<b>Course Description</b>	<p>संस्कृत 5 पत्रे तु 1 नरत्त 5. संस्कृत 5 विरतु विरत्त 1<sup>TM</sup> रत्त 1 न तु. नक 1 न त? ,कड 5' - 2 रत्' - 3 उ. 4, उ 1 तु - 5 उ - 6 रत् कवन - 7, क 8 तु िन क 4 रत् 1 रत् 1 रत् क तु 1 5'.</p>				
<b>Course Objectives</b>	<p>१. िकका न गिक, ग गिक, ग ृिउक, िक ना 1. वेदांंचा पररचय करून देणे.  २. ऋग्वेदातील ननवडक सूक्ांंचा अभ्यास करणे.  ३. सूक्ातील सांकल्पना समजून घेणे.  ४. आधुननकतेच्या अनुषांगाने सूक्ांंचे अवलोकन करणे.</p>				
<b>Course Outcomes</b>	<p>१. वेदांंचा पररचय करून देतात.  २. ऋग्वेदातील ननवडक सूक्ांंचा अभ्यास करतात.  ३. सूक्ातील सांकल्पना समजून घेतात  ४. आधुननकतेच्या अनुषांगाने सूक्ांंचे अवलोकन करतात.</p>				
<b>Total Hours of Teaching:</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Total Per Week</b>	<b>Credit Points : 02</b>
<b>30</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	
<b>Total Marks: 50</b>	<b>Theory : 30</b>			<b>Internal : 20</b>	
<b>Syllabus Contents:</b>					
<b>Unit: I</b>	वेदांंचा सामान्य पररचय. (ऋग्वेद, यजुवेद, सामवेद आनण अथववेद) वैनदककालीन धानमवक, सामानजक, सांंस्कृतक, शैक्षणक जीवनाचा थोडक्यात पररचय.				15 Hours
<b>Unit: II</b>	ऋग्वेदातील ननवडक सूक्े १. उषस् सूक् ३.६१. २. नवश्वानमत्र – नदी सांवाद सूक् ३.३३				15 Hours

	<p>3.पञ्चम सूक् ५८२</p> <p>४.धनान्नदानसूक् १०..११७</p>	
<p><b>Suggested Field Work or Practical Work : ( T ि )</b></p> <p>वि ि कान T T T U ग ग 5 Twि क का T T T T U न ि B T T न BT ं .</p> <p>ि B T T न क T Twि का ि 5 U 7 T 4 V T U T क T</p>		
<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. वैदक सानह्यका इनतहास (लेखक –वेदाचायव डॉ.रघुवीर वेदालांकर) चौखांभा ओरीयन्तालीया ,नदल्ली.</li> <li>2. ऋग्वेदसांनहता (श्रीमात्सायनाचायव नवरनचत भाष्यासामेता) वैदक सांशोधन मांडळ,पुणे,१९८४.</li> <li>3. डॉ. मुळे रवीद्रां ;वेदशवन ; श्री. सांत ज्ञानेश्वरवेनिद्या प्रनतष्टान , औरां गाबाद. प्रथमावृत्ती२००३.</li> <li>4. डॉ. चानना देवराज, “रुग्भाष्य सांग्रह : , मुन्शशराम पब्लीशसव,नई नदल्ली.</li> </ol>		

**BBA-I-Sem-I (NEP 3.0)****GERMAN-I****AEC103-IV-BBA24**

<b>Course Description</b>	German language is a structured curriculum created to instruct students in speaking, reading, writing, and gaining an understanding of the language. These classes include vocabulary, grammar, pronunciation, and cultural quirks, and they are designed for students at all skill levels, from absolute beginners to fluent speakers..					
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To give brief introduction about German Language.</li> <li>2. To study about speaking about Hobbies. Conjugation of strong verbs and revision of regular verbs.</li> <li>3. To assess development in German language vocabulary by interacting with others.</li> </ol>					
<b>Course Outcomes</b>	<p>After successful completion of the course, students will be able to,</p> <ol style="list-style-type: none"> <li>1. Recognize basic grammar used in German Language</li> <li>2. Demonstrate familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>3. Execute himself /herself and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</li> <li>4. Debate and interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> <li>5. Assess development in German language vocabulary by interacting with others</li> <li>6. Construct presentation of how to use and scope of German Language.</li> </ol>					
<b>Total Hours of Teaching</b> : 30	<b>Lecture</b> 1	<b>Tutorial</b> 1	<b>Practical</b> 0	<b>Total Per Week</b> 2	<b>Credit Points</b> : 02	
<b>Total Marks:50</b>	<b>Theory : 30</b>				<b>Internal : 20</b>	
<b>Syllabus Contents:</b>						
<b>Unit-I</b>	<b>Introduction to German Language-Level-I</b> Introduction of the language, Greetings, to Introduce oneself, speaking about yourself and others, Alphabets and numbers, Listening of Alphabets and numbers, Reading Information about other people and understanding simple information about them, country names and languages ,Numbers 1 to 100 and					8 Hours

	listening of numbers Personal pronouns and verb conjugation of regular verbs.	
<b>Unit-II</b>	<b>Introduction to German Language-Level-II</b> Speaking about Hobbies. Conjugation of strong verbs and revision of regular verbs. Learning articles and genders of nouns, Singular / Plural noun forms, Learning weekdays, months and Seasons. Speaking about informal appointments Grammar: yes/no questions, Verb position in normal statements and in questions Learning Professions, reading small texts and understanding information about working days, hours, and profession	7 Hours
<b>Unit-III</b>	<b>Demonstrative German Language-Level-I</b> Learning to name the famous places, buildings in a city, name the modes of transportation. Learning definite/ indefinite and negative articles in German to learn to describe the way, Imperative for Pronoun “Sie”	8 Hours
<b>Unit-IV</b>	<b>Demonstrative German Language-Level-II</b> Words to speak about food, understanding food items, where one can buy what, Quantities and packing of the grocery items. Subject and object of the sentence and introduction of akkusativ case in German Conversation between shopkeeper and customer, Understanding of Grammar.	7 Hours
<b>Suggested Field Work or Practical Work :</b> Subject Teacher should assign any 5 practical work based on syllabus and evaluate student performance. (e.g. Assignment, Presentation, Group activity, Role Play, Group Discussion, etc.)		
<b>Reference Books</b> 1)Netzwerk neu A1 (Deutsch als Fremdsprach) Kursbuch : Goyal Publishers and Distributors Private Ltd. 2)Netzwerk neu A1 (Deutsch als Fremdsprach) Arbeitsbuch : Goyal Publishers and Distributors Private Ltd. 3)Netzwerkneu A1 (Deutsch als Fremdsprach) Testheft : Goyal Publishers and Distributors Private Ltd.		





**BBA-I-Sem-I (NEP 3.0)****JAPANESE-I****AEC-103-V-BBA24**

<b>Course Description</b>	Japanese is a fascinating and unique language that has been spoken for centuries. It has several unique features, including a complex writing system, complex grammar, and pronunciation. The Japanese writing system is a mixture of kanji, hiragana, and katakana. Kanji is the Chinese characters used in the Japanese language, while hiragana and katakana are syllabic scripts. Japanese grammar is also quite different from other languages, as it has a subject-object-verb word order and no articles or plurals.				
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Understand and learn routine activities in Japanese language.</li> <li>2. Make use of the basic grammar concepts correctly.</li> <li>3. Examine development in Japanese language vocabulary by interacting with others</li> <li>4. Construct presentation of how to use and scope of Japanese Language.</li> </ol>				
<b>Course Outcomes</b>	<p>After successful completion of the course, students will be able to,</p> <ol style="list-style-type: none"> <li>1. Recognize basic grammar used in Japanese Language</li> <li>2. Relate and demonstrate regional languages into Japanese language.</li> <li>3. Experiment Japanese vocabulary in day-today speaking.</li> <li>4. Debate and interact in a simple way with other persons.</li> <li>5. Develop basic Japanese language skills (listening, speaking, writing, and reading).</li> <li>6. Produce himself /herself with others and can ask and answer questions.</li> </ol>				
<b>Total Hours of Teaching</b> : 30	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Total Per Week</b>	<b>Credit Points</b> : 02
	1	1	0	2	
<b>Total Marks: 50</b>	<b>Theory: 30</b>			<b>Internal: 20</b>	
<b>Syllabus Contents:</b>					
<b>Unit-I</b>	<b>Introduction to Japanese Language-Level-I</b> <ul style="list-style-type: none"> <li>•Brief history of Japan &amp;Japanese Language, introduction of 3 scripts. Writing Hiragana alphabets &amp; words from あ to ぜ</li> <li>•Writing Hiragana alphabets from た to ぽ and Daily expressions &amp; greetings.</li> </ul>				8
<b>Unit-II</b>	<b>Introduction to Japanese Language-Level-II</b> <ul style="list-style-type: none"> <li>•Writing letters from ま to ん and doubling of consonants and compound</li> </ul>				7

	<p>letters.</p> <ul style="list-style-type: none"> <li>•Katakana alphabets from ア to ゼ and Numbers from 1 to 100</li> <li>•Katakana alphabets from タ to ン and classroom expressions.</li> <li>•Doubling of consonants and compound words in Katakana.</li> </ul>	
<b>Unit-III</b>	<p><b>Demonstrative pronouns in Japanese Language-Level-I</b></p> <ul style="list-style-type: none"> <li>•Uses of demonstrative pronouns これ、それ、あれ</li> <li>•Substitution for a noun</li> <li>•The こ、そ、あ、ど system of demonstrative.</li> <li>•Demonstrative pronouns ここ、そこ、あそこ、どこ and their polite forms.</li> <li>•Affirmation and negation in simple present tense.</li> <li>•Uses of particles から、まで。</li> </ul>	8
<b>Unit-IV</b>	<p><b>Expressing time in Japanese Language-Level-II</b></p> <ul style="list-style-type: none"> <li>•Multiples of 100, 1000, 10,000</li> <li>•Uses of particles へ、で、と、よ</li> <li>•Uses of interrogative pronouns なん、いつ、なに</li> </ul>	7
<p><b>Suggested Field Work or Practical Work :</b></p> <p>Subject Teacher should assign practical work based on syllabus and evaluate student performance. (e.g. Assignment, Presentation, Group Activity, Role Play, Group Discussion, etc.)</p>		
<p><b>Reference Books:</b></p> <ul style="list-style-type: none"> <li>• Minna No Nihongo I – Pub. By 3A Corporation, Japan.</li> <li>• Nihongo shoho Vol. I - Pub By Japan Foundation, Tokyo, Japan</li> <li>• Kanji Picture book Vol. I &amp; II Japan Foundation.</li> <li>• Sulabh Japani Vyakaran – Part-(I) Dr. V.N. Kinkar, Pune.</li> <li>• Genki – Japan Times.</li> <li>• Aural Comprehensions in Japanese –Osamu &amp; Nobuko Mizutani.</li> <li>• An Introduction to Modern Japanese – Osamu &amp; Nobuko Mizutani.</li> <li>• Japanese for Today – Y.Yoshida.</li> </ul>		

- Japanese Language Patterns –Alphonsa.
- Nihongo Dekimasu – Japan Foundation.
- Gokakudekiru.

