NAGINDAS KHANDWALA COLLEGE OF

COMMERCE, ARTS &

MANAGEMENT STUDIES (AUTONOMOUS)

Re-accredited by NAAC with 'A' Grade (3rd Cycle) ISO 9001:2015 Certified

Bhavishya Bharat Campus, S. V. Road, Malad (West) Mumbai-400 064

Programme Code: UHBAEM
Bachelor of Business Administration (B.B.A. Honours.)
in Education Management
Three Year Integrated Programme -
Six Semesters

Course Structure

Under Choice Based Credit, Grading and Semester System

To be implemented during Academic Year- 2022-2023

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1. Preamble

This Programme is designed to prepare education professionals for managerial roles within the primary, secondary and tertiary education sector. The programme includes study of the education policy environment, the legal and social context, the principles of leadership in education, and the culture of educational institutions.

The course provides participants with an opportunity to develop their insights into leadership in education, and also to undertake a particular practical project related to their own work. A wide variety of methodologies – lectures, seminars and workshops are used throughout with a selection of key guest speakers from the international and national context brainstorming on relevant areas of Educational Administration and Management, RTE, Leadership development and other relevant themes.

The course is designed particularly for Teachers, Head Teachers / Principals and Prospective Educational Leaders in the Indian Primary, Secondary and Higher Education sectors in schools, colleges, universities and other organizations working in this sector.

1. About Khandwala College

Khandwala College is a multi-faculty institution (Estd. 1983), affiliated to University of Mumbai. It offers 22 UG, 14 PG and 4 Ph.D. programmes and impart education to more than 6500 students. The Vision of the institute includes Education for all, Education for the youth and Education for the future of our country. The Mission is to serve the society at large and students belonging to linguistic minority in particular with commitment, dedication and devotion. The Quality Policy includes commitment towards imparting Quality Education to youth, enabling them to develop the right attitude, professional competence and inculcating right ethical values.

The institution has been awarded "A" Grade (Third Cycle) by National Assessment and Accreditation Council, Best College by University of Mumbai (2012), lead college for a cluster of colleges, Educational Excellence Award by Indus Foundation, USA and Best Ensemble Faculty (Academic Brilliance Awards – 2013) by Education Expo TV's Research Wing for Excellence in Professional Education & Industry and ISO 9001:2015 certified by TUV Nord. We have been awarded IMC Ramkrishna Bajaj National Quality Commendation Certificate in 2013-14. Our college has been awarded Autonomous status from 2016.

2. Vision and Mission of Khandwala College

Vision

Education for all
Education for the youth
Education for the future of our country

Mission
The college's focus is on the future of our students irrespective of their gender and place in society. Every student is like a flame reaching out to the brightness of the sun
i.e. the bright future of India

2. Programme Objectives:

1. To develop the necessary and well-grounded entrepreneurial educational managers and leaders; policy analysts, evaluators and implementers.
2. To develop in candidates, robust competencies and skills in governance and legal aspects as pertains to education system
3. To build a sound knowledge base on educational leadership that emphasizes integration of skills, attitudes, and experiential learning through collaborating with stakeholders.
4. To develop professionals who can conduct systematic inquiries in educational settings.
5. To build human resource capacity in education leadership and management for the 21st Century and beyond.

Programme Outcomes:

After the successful completion of programme the students will be able to:

- **PO1** - Demonstrate the ability to advocate for all stakeholders, utilizing the knowledge and tools necessary, to create and sustain vibrant educational environments at global, national and local level.

- **PO2** - Apply organizational theory, management skills, leadership strategies, and data to transform organizations.

- **PO3** - Select, interpret, and apply theory and research to address a variety of compelling problems in education sector.

- **PO4** – Identify the ability to plan and conduct research and evaluation studies with a clear purpose to improve the educational lives of others and based on findings make recommendations to improve future educational practices.

- **PO5** - Explain foundational and practical knowledge to incorporate ethical, legal, and professional behaviors to increase equitable educational opportunities and academic achievement for all students.
- **PO6:** Perceive the importance of social, environmental, human rights, ethics and other critical issues faced by humanity at the local, national and international level.
- **PO7:** Acquire job-oriented skills and entrepreneurial skills through a steady progression of internships and industry engagements.

3. Eligibility, Selection and Admission Criterion

Candidates for being eligible for admission to the three-year course, shall be required to have passed the Higher Secondary School Certificate Examination (10+2) or an equivalent qualification in any stream from any Board/ University.

3.1 Eligibility Criterion:

The student must be passed a two year Pre-University examination/ 12th / Grade 12/ HSC/A level/O level/IBDP/IBCP or equivalent qualification from any Board/ University. Lateral Entry shall be applicable for students who have pursued similar or related Programmes from any University. Eligibility Criteria shall be applicable for lateral entry.

3.2 Selection and Admission Criterion for Eligible Candidates:

The register students shall register for Aptitude Test and Interviews. Reservations as per University rules will be applicable.

The admission of students shall be based on:
- Academic and non- academic credentials till date.
- Performance in Aptitude Test [comprising of questions in Mathematics/Statistics, English, Logical Reasoning, Analytical Ability] and Performance in Personal Interview.
- The candidate has to fulfill all the prescribed admission requirements /norms of the College.
- In all matters relating to admission to the programme the decision of the Management of institute/college shall be final.
- At any time after admission, if found that a candidate has not fulfilled one or many of the requirements stipulated by the college, or submitted forged certificates, the Institute has the right to revoke the admission and will forfeit the fee paid. In addition, legal action may be taken against the candidate as decided by the Management of institute/college.

3.3 Eligibility for the award of the degree:
- A candidate shall be eligible for the award of the Degree only if he/she has undergone the prescribed course of study for a period of not less than three academic years, passed the examinations of all the Six Semesters earning 148 credits. Letter grade of at least D or above (i.e. O/ A+/A/ B+/B/C/D) in core.
- No dues to the college, Libraries etc.; and
- No disciplinary action is pending against him/her.

3.4 Faculty under which the Degree is awarded
BBA(Hons.) in Education Management programme is awarded under Faculty of Commerce.

3.5 Intake and Fees

Intake of 120 Students in the first year with an additional division of 60 students from the second year onwards. Additional 15% shall be permitted to make provision for any cancellation of Admissions. Additional admissions to the extent of 15% will be permitted for foreign students every year.
Programme Fees for each Semester - Rs. 60,000/-. The fees can be increased by 12% every year.

3.5 Attendance
- A student has to obtain a minimum of 75% cumulative attendance for the theory lectures, practical and tutorial (wherever prescribed) separately will be required out of the total number of lectures, practical and tutorials on the subject conducted in the term.
- 25% allowance in attendance is given to account for activities under NCC / NSS / Cultural / Sports / Minor Medical conditions etc.
- A student with a cumulative attendance of less than 75%, will not be permitted to appear for the end semester examination for all the courses in that semester and will be categorized as "DE", meaning Detained due to shortage of attendance. The students with the "DE" category cannot proceed to the subsequent semester.
- Such students shall register for all the courses of the semester in which DE has occurred, in the subsequent year by paying the prescribed fee.
- Additional condonation may be considered in rare and genuine cases which includes, approved leave for attending select NCC / Sports Camps, Internships, Training, cases requiring prolonged medical treatment and critical illness involving hospitalization.
- For medical cases, submission of complete medical history and records with prior information from the parent / guardian to the institute is mandatory. Such condonation is permitted only twice for a student in the entire duration of the programme.

4. Scheme of Examination

The Examination shall be divided into parts i.e. Continuous Internal Evaluation including Assignment, Projects, Seminars, Case Studies and Class Tests which will be of 40 marks and the Semester End Examinations which will be of 60 marks. The semester wise Credit Points will be varied from course to course, but the value of Credits shall be of 148 Credits. The examinations can be conducted in online/offline mode. The institute may decide the examination pattern - written, oral, practical, presentation, project etc. for any or all courses/subjects as appropriate.

The Credits are defined in terms of the learner's hours which are divided into two parts such as Actual and Notional. The value of a particular course can be measured in number of Credit Points. The value of One (01) Credit is equal to 15 Hours of learners' load. Notional learning hours include direct contact hours with teachers and trainers, time spent in self learning, preparation for assignments, carrying out assignments and assessments etc.

Scheme of Total Credits

Sr. No.	Year	Credits
1	Year 1	52
2	Year 2	56
3	Year 3	40
	Total Credits for Award of Degree	**148**

4.1 Credit Based Evaluation System Scheme of Examination

For all 6 semesters, the performance of the learners shall be evaluated into two components. The first component shall carry 40% marks which will be a Continuous Internal Evaluation while the second component shall carry 60% marks at semester end examination.

The allocation of marks for the Continuous Internal Evaluation 40% and Semester End Examination 60% are as shown below

4.2 Structure of Continuous Internal Evaluation – 40% = 40 marks

Sr. No.	Particulars	Marks
1	Class test held in the given semester	15 marks
2	Subject specific Term Work Module/assessment modes – as decided by the department in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, open book test etc. and written assignments, Case study, Projects, Posters and exhibits etc. for which the assessment is to be based on class presentations wherever applicable)	20 marks
3	Attendance & Active participation in routine class instructional deliveries (and in practical work, tutorial, field work, cultural activities etc. as the case may be)	5 marks

4.3 Structure of End Examination – 60% = 60 marks

Semester End Examination will be organized after all modules of the course are taught in the class. It will be a written examination / or as per the needs of the course a practical examination or a combination of both. This examination will be for 60 marks.

The Semester End Examinations for each course through semesters I to VI shall be conducted by the college except for the subjects with Asterix symbol (*) for which 40 marks includes test for 15marks, assignment for 20 marks and attendance & code of conduct for 05 marks and 60 marks for two assignments/assessments shall be evaluated by the subject experts at department level and the marks/grades shall be submitted to the College.

The assessment of Continuous Internal Evaluation and Semester End Examination as mentioned above for the Semesters I to VI shall be processed by the College – 'Institutions of their Learners' and issue the grade cards to them after the conversion of marks into grades as the procedure mentioned below. The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Continuous Internal Evaluation & Semester End Examination. The learner shall obtain a minimum of 40% marks (i.e. 16 out of 40) in the Continuous Internal Evaluation and 40% marks in Semester End Examination (i.e. 24 out of 60) separately, to pass the course and a minimum of Grade D in each project, wherever applicable, to pass a particular semester. A learner will be said to have passed the course if the learner passes the Continuous Internal Evaluation & Semester End Examination together.

4.4 Question Paper Pattern

A) Written Class Test (15Marks) - 30 mins

1.	Match the Column / Fill in the Blanks/ Multiple Choice Questions (1 Marks each) (Any Six out of Eight)	06 Marks
2.	Answers the following (Attempt Any Two of the Three) (Concept based Questions) (2 Marks each)	04 Marks
3.	Answer in Brief (Attempt Any One of the Two) (5 Marks each)	05 Marks

B) Semester End Examinations – 60 Marks - 2hrs

QI	Match the Column / Fill in the Blanks/ Multiple Choice Questions/True or False (Any 10 out of 15) (1 Marks each)	10 Marks
QII A	*(Concept based Questions)* Answer in Brief (Any Three out of Five) (5 Marks each)	15 Marks
	OR	
QII B	*(Concept based Questions)* Answer in Brief (Any Three out of Five) (5 Marks each)	15 Marks
QIII A	(Application based/Scenario based Questions) Answer in Detail (Attempt Any Four of Six) (5 Marks each)	20 Marks
	OR	
QIII B	(Application based/Scenario based Questions) Answer in Detail (Attempt Any Four of Six) (5 Marks each)	20 Marks
QIV	Case Study/ Long Answer Type Question (Any One out of Two)	15 Marks

4.5 Passing Standards

Grade	Marks	Grade Points
O	80 & Above	10
A+	70 to 79.99	9
A	60 to 69.99	8
B+	55 to 59.99	7
B	50 to 54.99	6
C	45 to 49.99	5
D	40 to 44.99	4
F	Less than 40	0

- The learner shall obtain a minimum of 40% marks (i.e. 16 out of 40) in the Continuous Internal Evaluation and 40% marks in Semester End Examination (i.e. 24 Out of 60) separately, to pass the course and a minimum of Grade D in each project, wherever applicable, to pass a particular semester.
- Learners who fail to clear Class Test I or were unable to appear for Class Test I on account of Medical grounds, Bereavement of a family member, Internships/Training or Positioned at Events by the Institute can appear for Class Test II
- If a student fails in Class Test I, he/she shall have the opportunity to appear for Class Test II to improve his/her performance only once in the Semester. The re-conduct of the Class Test shall be completed before the commencement of Semester End Examinations.
- If just prior to or during the CIE a bereavement (of an immediate family member) occurs. (Note: In this case the Death Certificate of the departed and the Parent's note will have to be given to the College within 2 days of returning to College, for this clause to hold).
- A learner will be said to have passed the course if the learner passes the Continuous Internal Evaluation (CIE) and Semester End Examination.

4.6 Failure in Class Test II
Students failing to clear the Class Test II will have to submit a project on a topic approved by the subject teacher.
The allocation of marks will be as follows:
- Written Assignment – 10 marks
- Presentation- 5 marks

4.7 Eligibility for Faculty

Master 's degree with 55% marks (or an equivalent grade in a point scale wherever grading system is followed) in a relevant/allied subject OR Relevant work experience in the industry or related areas.

4. Teaching Methodology

❖ **Classroom Sessions**
- **Lectures:** Lectures shall be delivered by experienced faculties along with visiting faculties and experts from the industry in online/offline or blended mode.
- **Assignments & Projects:** Shall be assigned at regular intervals of the course. It offers an opportunity for students to meet, interact and collaborate with experienced people from the industry.
- **Knowledge Workshops and Industry Seminars:** Shall be organized at regular intervals to keep the students informed about the latest developments in the Event Industry, these workshops are uniquely designed with a focus on practical industry – relevant topics**.**
- **Simulated Events:** Shall be conducted to get the real feel of organizing and managing an event. Students are trained to make a replica of an Event and present it live in the classroom. The exercise gives the student an opportunity to identify the finer nuances of event execution thereby helping them to identify key success factors and areas of improvement.

❖ **Guest Lectures and Case Studies**
- **Guest Lecture:** Eminent people from the industry shall be invited as guest speakers to impart lessons and their rich experiences on various fields related to this industry to the students. They also focus on imparting training around management concepts that have today become essential skills to carve a niche in the industry.
- **Case Studies:** Case studies highlighting various practical and situational issues shall be regularly discussed during classroom sessions. The discussion caters towards identifying what went wrong in the case and what could have been done in a better manner, this helps train students to handle such situations in the future. The exercise also improves the analysing and analytical capabilities of our students.

❖ **Innovative & Interactive Learning Technology**
- **Educational wikis:** It keeps track of education-oriented wikis, establishes constructive interactions with them, and researches their technology, activity, culture, processes, and impact.
- **Creative Presentation Ideas:** Gone are the days when Microsoft Presentation was the only means to make academic training interactive and engaging. Enliven your material and engage the students with these simple and easy to implement methodologies:

  - **Prezi Presentation:** Prezi is a powerful communication and presentation tool that aims to replace PowerPoint presentation. Equipping students with the knowledge of this tool helps in preparing them to adapt easily to the ever-changing dynamics of the corporate world.

- **Create through Technology:**
  - **YouTube Broadcasting:** Harness the power of YouTube as an effective broadcasting medium to create and share your ideas and thoughts with diverse audiences.

  - **Communication and Collaboration:** Google Apps provides students a chance to learn how to use webmail services, calendar (shared calendaring), G-Talk (instant messaging and voice/video chat) and Drive (online document creation & sharing).

  - **Education through Blogs:** A powerful and interactive medium for learning. Ideal to educate, discuss and share innovative ideas across a large and diverse set of audiences.

❖ **Unparalleled Internships & Practical Training**
- **Internships & Practical Training:** These events act like great learning platforms giving them the live experience of managing an event.

- **In-House Events:** Students shall be provided with an opportunity to work on in-house events right from the start to finish, to provide them with hands-on experience, which helps them to gain excellent event organization skills.

6. Ad – hoc Board of Studies

Following Academicians, Faculty members & Experts have been consulted for the contents and development of the Syllabus for this course:

- Dr. (Mrs.) Ancy Jose, Director, Khandwala College
- I/C Principal, Prof. Dr. Moushumi Datta,
- CA Dr. Varsha Ainapure, M Com., FCA, Ph.D., Post – Doc (USA), Adjunct Professor, Khandwala College
- Mr. Balkishan Sharma, MBA
- Mr. Vipul Solanki, MMS
- Ms. Sneha Asar, MBA, Faculty
- Mr. Bhavin Shah, CEO, EducationWorld

Bachelor of Business Administration

(B.B.A. Hons.) in Education Management

Three Year Integrated Programme

Six Semesters

Basic Structure: Distribution of Courses

1	Core Course (CC)	2 Papers of 6 Credits Hrs. each (Total Credits Hrs. 2*6) = 12 16 Papers of 4 Credits Hrs. each (Total Credits Hrs. 16*4) =64	76
2	Discipline Specific Compulsory Course (DSC)	5 Paper of 4 Credits Hr. each (Total Credits Hr. 5*4) = 20 2Papers of 6 Credits Hr. each (Total Credits Hr. 1*6) = 6	26
3	Discipline Specific Elective Course (DSE)	1 Paper of 6 Credits Hr. each (Total Credits Hr. 1*6) = 6	6
4	Ability Enhancement Course (AEC)	3 Papers of 4 Credits Hrs. each (Total Credits Hrs. 3*4) = 12	12
5	Skill Enhancement Course (SEC)	4 Papers of 4 Credits Hr. each (Total Credits Hr. 4*4) = 16 2 Papers of 2 Credits Hr. each (Total Credits Hr. 2*2) = 4	20
6	General Elective Course (GE)	4 Papers of 2 Credits Hr. each (Total Credits Hr. 4*2) = 8	8
	Total Credits Hrs.		**148**

Bachelor of Business Administration

(BBA Hons.) in Education Management

Under Choice Based Credit Semester System
Curriculum Framework

FIRST YEAR – Semester I

Sem	Course Code	Course	Category	Credits	Internal	External	Total Marks
I	2211UHEMGD	Growth and Development of Educational Management	CC	4	40	60	100
I	2212UHEMEP	Educational Psychology and Pedagogy	CC	4	40	60	100
I	2213UHEMEG	Educational Governance	CC	4	40	60	100
I	2214UHEMMM	Modern Management- Concepts & Skills	DSC	4	40	60	100
I	2215UHEMED	English Proficiency & Development I*	AEC	4	40	60	100
I	2216UHEMCI	Computing and Information Skills Fundamentals I*	SEC	4	40	60	100
I	2217UHEMSA 2217UHEMSP	*(Any one)* Sanskrit Soft Skills & Personality Development	GE	2	40	60	100
			Total	**26**	**280**	**420**	**700**

Semester II

Sem	Course Code	Course	Category	Credits	Internal	External	Total Marks
II	2221UHEMDE	Dimensions of Educational Management	CC	4	40	60	100
II	2222UHEMER	Managing Educational Resources	CC	4	40	60	100
II	2223UHEMCC	Corporate Communication and Public Relation	CC	4	40	60	100
II	2224UHEMOB	Organizational Behaviour & HRM	DSC	4	40	60	100
II	2225UHEMPI	Practical Training / Internship*	DSC	4	40	60	100
II	2226UHEMED	English Proficiency & Development II	AEC	4	40	60	100
II	2227UHEMES 2227UHEMNL 2227UHEMFS 2227UHEMID 2227UHEMSM	*(Any one)* Environmental Studies Nutrition & Lifestyle Basics of Financial Services Introduction to Design Overview of Sports Management	GE	2	40	60	100
			Total	**26**	**280**	**420**	**700**

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(BBA Hons.) in Education Management

Under Choice Based Credit Semester System
Curriculum Framework

SECOND YEAR – Semester III

Sem	Course Code	Course	Category	Credits	Internal	External	Total Marks
III	2331UHEMEL	Educational Leadership	CC	4	40	60	100
III	2332UHEMCM	Curriculum Management	CC	4	40	60	100
III	2333UHEMIT	ICT Integration and Innovative Practices in Education	CC	6	40	60	100
III	2334UHEMES	Marketing of Educational Services	AEC	4	40	60	100
III	2335UHEMCN	Counselling	SEC	4	40	60	100
III	2336UHEMFM	Foundations of Managerial Effectiveness	SEC	4	40	60	100
III	2337UHEMSA 2337UHEMPD	*(Any one)** Sanskrit Personality Development	GE	2	40	60	100
			Total	**28**	**280**	**420**	**700**

Semester - IV

Sem	Course Code	Course	Category	Credits	Internal	External	Total Marks
IV	2341UHEMPS	Pre School & K12 Education	CC	4	40	60	100
IV	2342UHEMHS	Higher Education & Skill Based Vocational Education	CC	6	40	60	100
IV	2343UHEMEE	Executive Education	CC	4	40	60	100
IV	2344UHEMPI	Practical Training / Internship	DSC	4	40	60	100
IV	2345UHEMEP	Entrepreneurship	DSC	4	40	60	100
IV	2346UHEMEW	Personal Effectiveness at Workplace*	SEC	2	40	60	100
IV	2347UHEMDM	Digital Marketing	SEC	4	40	60	100
			Total	**28**	**280**	**420**	**700**

Bachelor of Business Administration

(BBA Hons.) in Education Management

Under Choice Based Credit Semester System
Curriculum Framework

THIRD YEAR – Semester V

Sem	Course Code	Course	Category	Credits	Internal	External	Total Marks
V	2451UHEMEE	Economics of Education	CC	4	40	60	100
V	2452UHEMLE	Laws Relating to Education	CC	4	40	60	100
V	2453UHEMML	Mode of Learning	CC	4	40	60	100
V	2454UHEMAR	Action Research*	DSE	6	40	60	100
V	2455UHEMSA 2455UHEMYE	*(Any one)** Sanskrit Yoga and Exercise	GE	2	40	60	100
			Total	**20**	**200**	**300**	**500**

Semester VI

Sem	Course Code	Course	Category	Credits	Internal	External	Total Marks
VI	2461UHEMEV	Educational Evaluation	CC	4	40	60	100
VI	2462UHEMMD	MIS & Decision Making	CC	4	40	60	100
VI	2463UHEMIE	Inclusive Education: Gender, Disability & Marginalization	CC	4	40	60	100
VI	2464UHEMCP	Capstone Project*	DSC	6	40	60	100
VI	2465UHEMHR	Human Rights & Indian Constitution*	SEC	2	40	60	100
			Total	**20**	**200**	**300**	**500**

- CC - Core Course
- DSC - Discipline Specific Compulsory
- DSE - Discipline Specific Elective
- AECC - Ability Enhancement Compulsory Course
- SEC - Skill Enhancement Course
- GE – General Elective

*Evaluation scheme as per the courses mentioned below:

English Proficiency & Development I	CIE = 40 mks (Test = 15mks, Assignment = 20 mks, Attendance & Code of Conduct = 05 mks) SEE= 60 mks (2 assignments *30mks)
Computing and Information Skills Fundamentals I*	CIE = 40 mks (Test = 15mks, Assignment = 20 mks, Attendance & Code of Conduct = 05 mks) SEE= 60 mks (2 assignments *30mks)
(Any one)* Sanskrit Functional English	CIE = 40 mks (Test = 15mks, Assignment = 20 mks, Attendance & Code of Conduct = 05 mks) SEE= 60 mks (2 assignments *30mks)
Practical Training / Internship*	CIE= 40 mks (Draft Report) SEE = 60 mks (Final Report + Presentation + VIVA =60mks)
English Proficiency & Development II*	CIE = 40 mks (Test = 15mks, Assignment = 20 mks, Attendance & Code of Conduct = 05 mks) SEE= 60 mks (2 assignments *30mks)
(Any one)* Environmental Studies Nutrition & Lifestyle Basics of Financial Services Introduction to Design Overview of Sports Management	CIE = 40 mks (Test = 15mks, Assignment = 20 mks, Attendance & Code of Conduct = 05 mks) SEE= 60 mks (2 assignments *30mks)
Foundations of Managerial Effectiveness*	CIE = 40 mks (Test = 15mks, Assignment = 20 mks, Attendance & Code of Conduct = 05 mks) SEE= 60 mks (2 assignments *30mks)
(Any one) Sanskrit Personality Development	CIE = 40 mks (Test = 15mks, Assignment = 20 mks, Attendance & Code of Conduct = 05 mks) SEE= 60 mks (2 assignments *30mks)
Practical Training / Internship	CIE= 40 mks (Draft Report) SEE = 60 mks (Final Report + Presentation + VIVA =60mks)
Personal Effectiveness at Workplace	CIE = 40 mks (Test = 15mks, Assignment = 20 mks, Attendance & Code of Conduct = 05 mks) SEE= 60 mks (2 assignments *30mks)
Digital Marketing	CIE = 40 mks (Test = 15mks, Assignment = 20 mks, Attendance & Code of Conduct = 05 mks) SEE= 60 mks (2 assignments *30mks)
Action Research*	CIE= 40 mks (Draft Report) SEE = 60 mks (Final Report + Presentation + VIVA =60mks)
(Any one)* Sanskrit Yoga and Exercise	CIE = 40 mks (Test = 15mks, Assignment = 20 mks, Attendance & Code of Conduct = 05 mks) SEE= 60 mks (2 assignments *30mks)
Capstone Project	CIE= 40 mks (Draft Report) SEE = 60 mks (Final Report + Presentation + VIVA =60mks)
Human Rights & Indian Constitution *	CIE = 40 mks (Test = 15mks, Assignment = 20 mks, Attendance & Code of Conduct = 05 mks) SEE= 60 mks (2 assignments *30mks)

Syllabus of Courses of

Bachelor of Business Administration (BBA Hons.)
in Education Management

at Semester I

1. Growth and Development of Educational Management

Modules at a Glance

Sr. No.	Modules	No. of lectures
Module 1	Concept of Educational Management	12
Module 2	Organizational management	12
Module 3	Institutional management	12
Module 4	Resource management: human & materials	12
Module 5	Administration authorities	12
	Total	**60**

Course Objective

1. To develop an understanding of the concept of Educational Management
2. To develop an understanding of the various functions of an Educational Institution.
3. To develop an understanding of the role and functions of an Educational manager.
4. To develop an understanding of essential components of democratic classroom management
5. To develop an awareness of various structures/levels of Educational management.
6. To develop an awareness of the characteristics of quality institutions.
7. To sensitize student towards effective management of human and material resources
8. To develop appreciation of role of various administrative authorities in maintaining quality of Educational Institutions.

Course Outcome

After successful completion of the course the learner will be able to:
1. CO1: Identify the need, importance and functions of educational management. (Level: Remember)
2. CO2: Recognize ways of ensuring effective institutional discipline. (Level: Remember)
3. CO3: Explain the principles and steps of organizing curricular and cocurricular events. (Level: Understand)
4. CO4: Explain functions of NCERT and SCERT. (Level: Understand)

Detailed Syllabus

Module	Topics	No. of Lectures
1	**Concept of Educational Management**	**12**
	• Meaning, Need, Importance & Objectives of Educational Management • Functions of Educational Management Planning, Organizing, Directing, Controlling, Evaluating. • Systems Approach to Educational Management.	
2	**Organizational management**	**12**
	• Organizational Climax i) Concept and dimension ii) Characteristics of democratic institutional climate • Role of the leader in fostering democratic Institutional climate for effective performance and job satisfaction. • Effective Classroom Management. • Discipline: Ways of ensuring effective institutional discipline.	
3	**Institutional management**	**12**
	• Institutional Planning: Meaning and Importance • Staff Meeting: Types and principles of effective staff meeting • Timetable: Principles of timetable construction for curricular and 'cocurricular activities. • Event Management: Principles and Steps of organizing curricular and cocurricular events. • Maintaining institutional quality: Importance and criteria of assessing quality of educational institutions. • Institutional Network.	
4	**Resource management: human & materials**	**12**
	• Qualities of Headmaster/Principal • Skills: Interpersonal relations, Stress management and Conflict management. • Performance Appraisal: meaning and importance, criteria of performance appraisal of Teachers. • PTA: Importance and activities. • Importance of essential records (General Register, Attendance Register for Staff & students, Log Book for Teacher, Service Book and Cumulative Record Card). (Maintenance of the above-mentioned records to be observed during Internship in schools and no questions to be asked in the exam)	
5	**Administration authorities**	12

| | | ● Functions of N.C.E.R.T and S.C.E.R.T.
 ● Characteristics of National (CBSE, ICSE) and International (IB, IGCSE) Systems of Education in India
 ● AICTE, UGC Etc | |

Reference Books

1. Aggarwal J C: Educational administration management and supervision
2. Aggarwal J C: Landmarks in the history of modem education
3. Bhatnagar S S. Gupta: P K Educational Management
4. Deshmukh. A,
5. Kochhar S K: Secondary School Administration
6. S R Pandya: Administration and Management of Education
7. Sachdeva M S: A New Approach to School Organization
8. Sachdeva M S: School Organization, Administration and Management
9. Safya R N & Shaida: B D School Administration And Organization
10. Sidhu Kulbir singh: School Organization And Administration
11. L M Prasad: Principles and Practice of Management
12. Sukhia S P: Educational Administration
13. Tharayani, D K: School Management
14. Koontz, O Donnelly : Gibson Management
15. J S Walia: Foundations of school Administration And Organization

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2. Educational Psychology and Pedagogy

Modules at a Glance

Sr. No.	Modules	No. of lectures
Module 1	Nature, Growth & Development	15
Module 2	Learning	15
Module 3	Mental Processes Related to Learning & Intelligence and Creativity	15
Module 4	Personality, Mental Health, Maladjustment & Group Psychology	15
	Total	**60**

Course Objective

1. To acquire knowledge of the characteristics of growth and development during childhood and adolescence.
2. To develop an understanding of the nature, scope and methods of educational psychology.
3. To develop an understanding of the nature, concept and factors affecting learning.
4. To develop and awareness of the influence of intelligence, creativity and personality on learning.
5. To acquaint learners with the concept and process or group dynamics.

Course Outcome

After successful completion of the course the learner will be able to:

1. CO1: Describe Educational Psychology. (Level: Remember)
2. CO2: Describe methods of studying behaviour. (Level: Remember)
3. CO3: Discuss theories of learning and identify factors affecting learning.
4. CO4: Explain the concept and importance of Personality, mental health, maladjustment and group psychology. (Level: Understand)

Detailed Syllabus

Module	Topics	No. of Lectures
1	**Nature, Growth & Development**	15
	- Nature, meaning, scope and functions of Educational Psychology - Methods of Studying Behavior - Introspection, Observation and Experimental method. - Growth and Development – Meaning, stages; Mental, Emotional and Social Development during - childhood, adolescence - Individual Differences - Meaning, significance and causes	
2	**Learning**	15
	- concept, characteristics, learning process, learning curve - Theories of Learning - Trial and Error, Classical Conditioning - Transfer of Learning - Concept, types, educational implications - Factors affecting learning (only concept, educational implications). A) Attention B) Perception C) Motivation	
3	**Mental Processes Related to Learning & Intelligence and Creativity**	15
	- Thinking – concept, types - divergent, convergent, critical reflective, lateral. - Memory - Concept, types, factors affecting memory - Forgetting - Concept, types, causes, educational implications. - Concept, Gardner's Theory of Multiple Intelligence. - Emotional Intelligence - concept, educational implications - Creativity - concept, educational implications.	
4	**Personality, Mental Health, Maladjustment & Group Psychology**	15
	- Personality - Concept ; Self concept, Self Esteem; - Mental Health - Concept and importance - Maladjustment - Causes and prevention - Group Psychology : Group Dynamics - meaning, process, importance; Sociometry.	

Reference Books

1. Aggarwal J. C., Essentials of Educational Psychology, Vikas Publishing House.
2. Aggarwal J. C., (1995) Essentials of Educational Psychology, Shipra Publishers, Delhi.
3. Aggarwal J. C., (2001) Basic Ideas in Educational Psychology, Shipra Publishers, Delhi.
4. Aggarwal J. C., (2004) Psychology of Learning & Development, Shipra Publishers, Delhi.
5. Bhatia & Bhatia (1981) Textbook of Educational Psychology, Doaba House, Delhi.
6. Bhatia H. R. (1997) A Textbook of Educational Psychology, MacMillan, New Delhi.
7. Chatterjee S. K. (2000) Advanced Educational Psychology Books & Allied Pvt. Ltd. Delhi.
8. Chauhan S. S. (1990) Advanced Educational Psychology, Vikas Publication House, Delhi.
9. Cros L.D. & Crow Educational Psychology.
10. Dandekar W. N. (1995) Fundamentals of Educational Psychology, M. Prakashan, Poona
11. Lahey R.B. Graham J. E., & others (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
12. Mangal S. K. (2000) An Introduction to Psychology, Prakash Brothers, Ludhiana.
13. Mangal S. K. (1999) Essentials of Educational Psychology, Prentice Hall of India, Delhi.
14. Mangal, S.K. (2004) Educational Psychology, Tandon Publishers, Ludhiana.
15. Mangal, S. K. Educational Psychology, Tandon Publications, Ludhiana.
16. Mathur S.S. Advanced Educational Psychology.
17. Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.
18. Sharma R.N. & Sharma R.K. (2003) Advanced Educational Psychology, Atlantic Publishers and Distributors, New Delhi.
19. Sharma, P.N. & R. K. Sharma (1996) Advanced Educational Psychology, Surjeet Publications, Delhi.
20. Walia J.S. Foundations of Educational Psychology, Paul Publishers, Jalandhar.
21. Woolfolk Anita (2004) Educational Psychology, 9th Edition, Alyyn and Bacon, Boston.
22. Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.

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3. Educational Governance

Modules at a Glance

Sr. No.	Modules	No. of lectures
Module 1	Educational Governance: Social and Legal Context	2
		2
Module 2	Governance at Institutional Level	2
		3
Module 3	Right to Education: Implications for Management of Education	2
		2
Module 4	Contemporary issues in Educational Governance	2
		3
	Total	**9**
		0

Course Objective

1. To develop an understanding of the dynamics of different regulations and acts pertaining to Education.
2. To sensitize the students to the role and responsibilities of Institutional Leaders.
3. To acquaint the students with respect to the implications of the RTE in management of education.
4. To enable students to appreciate the emerging trends in Educational Management.

Course Outcome

After successful completion of the course the learner will be able to:

1. CO1: Explain the role of accreditation bodies in education. (Level: Remember)
2. CO2: Identify advisory and regulatory bodies in education. (Level: Understand)
3. CO3: Explain the role and responsibilities of head of the institutions. (Level: Understand)
4. CO4: Describe the contemporary issues in educational governance. (Level: Understand)

Detailed Syllabus

Module	Topics	No. of Lectures
1	**Educational Governance: Social and Legal Context**	**22**
	● Acts and Regulations (Special Reference to RTI and RTE) ● Educational Legislation, analysis of policy and implementation ● Advisory and Regulatory Bodies in education (State and Nation level) ● Role of accreditation bodies in Education	
2	**Governance at Institutional Level**	**23**
	● Role and Responsibilities of Heads of the Institutions ● Defining the role of different stakeholders in Education ● Supervision for Institutional Development ● Comparison of Indian educational institutions with the other countries' like Japan, U.S.A., U.K. with respect to models of governance.	
3	**Right to Education: Implications for Management of Education**	**22**
	● Management of Education: Changing Scenario after RTE ● Fundamental Right to Education in India: An Overview ● Dynamics of Implementation of RTE ● RTE: Challenges and Prospects in India	
4	**Contemporary issues in Educational Governance**	**23**
	● Understanding the Social and Economic context of Indian Education ● Organisational Leadership: Inclusion of the Educationally Marginalised ● Responding to diversity through Inclusive Education ● Understanding and Managing Self: Life Skills Perspective	

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4.Modern Management - Concepts & Skills

Modules at a Glance

Sr. No.	Modules	No. of lectures
Module 1	Introduction	15
Module 2	Planning and Decision Making	15
Module 3	Organizing	15
Module 4	Leadership, Motivation and Controlling	15
	Total	**60**

Course Objective

1. To identify the key competencies needed to be an effective manager.

   To provide the students with the capability to apply theoretical knowledge in simulated and real-life settings.

2. To develop the students' ability to work in teams.

Course Outcome

After successful completion of the course the learner will be able to:

1. CO1: Describe current trends and challenges in global business management. (Level: Remember)
2. CO2: Describe the work of major contributors to the field of management. (Level: Remember)
3. CO3: Explain the process and techniques of individual and group decision-making. (Level: Remember)
4. CO4: Identify common organizational structures and the advantages and disadvantages of each. (Level: Remember)
5. CO5: Recognize the importance of employee motivation and how to promote it. (Level: Understand)
6. CO6: Explain the methods and need for control & decision making within an organization. (Level: Understand)
7. CO7: Identify the process of management's four functions: planning, organizing, leading, and controlling. (Level: Understand)

Detailed Syllabus

Module	Topics	No. of Lectures
1	**Introduction**	15
	- Introduction to Modern Management: Concepts and skills. - Modern Management challenges: Managers, Society and Sustainability, Management and Diversity, Management in Global Arena	
2	**Planning and Decision Making**	15
	- Plans and Planning tools: Planning skills, Planning challenges. - Making Decisions: Decision Making skills, Practical challenges. - Strategic Planning: Strategies, Tactics and Competitive dynamics.	
3	**Organising**	15
	- Organising: Fundamentals of organising, Practical challenges. - Responsibility, Authority and Delegation: Responsibility and delegation skills. - Changing organisations - Stress, Conflict and Virtuality.	
4	**Leadership, Motivation and Controlling**	15
	- Influencing: Influencing and Communication skills. - Leadership: Leadership skills, Practical challenges. - Motivation: Motivation skills, Practical challenges. - Group and Teams: Team skills, Practical challenges. - Managing Organisational Culture: Organisational Cultural skills, Practical skills. - Controlling: Controlling, Information and Technology, Controlling skills, Challenges. - Production and Control: Production skills, Continual skills, Challenges.	

Reference Books

1. Principles and Practices of Management by DrKiranNerkar and Dr Vilas Chopde
2. Principles of Management – Davar, Essentials of Management – Koontz &Weihrich
3. Strategic Management – V S P Rao& V Hari Krishna
4. The Leader Within – DreaZigarmi, Michael O'Connor, Ken Blenchard, Carl Edeburn
5. Management – a competency building approach – HeilReigel / Jackson/ Slocum
6. Leadership – Rudolph Guliani.
7. Modern Management: Concepts and Skills, by Samuel C. Certo, S. Trevis Certo

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5. English Proficiency & Development I

Course Objectives

The aim of this course is to help students become familiar with nuances of grammar, and build confidence in them that grammar is 'learnable'. The course also helps the learners become aware of language, its dependence on grammar and the variety it exhibits. This course will be offered under four headings as given below:

a. Grammar
b. Listening and Speaking
c. Basics of Reading
d. Basics of Writing

Course Outcome

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

1. CO1: Identify deviant use of English both in written and spoken forms. (Level: Remember)
2. CO2: Recognize the errors of usage and correct them. (Level: Remember)
3. CO3: Recognize their own ability to improve their own competence in using the language. (Level: Understand)
4. CO4: Use language for speaking with confidence in an intelligible and acceptable manner. (Level: Apply)
5. CO5: Develop an interest in reading. (Level: Apply)

Detailed Syllabus

1. Major basic grammatical categories
2. Notion of correctness and attitude to error correction
3. Importance of listening skills
4. Problems of listening to unfamiliar dialects
5. Aspects of pronunciation and fluency in speaking
6. Intelligibility in speaking
7. Introduction to reading skills
8. Introducing different types of texts – narrative, descriptive, extrapolative
9. Introduction to writing skills
10. Aspects of cohesion and coherence
11. Expanding a given sentence without affecting the structure
12. Reorganizing jumbled sentences into a coherent paragraph
13. Drafting different types of letters (personal notes, notices, complaints, appreciation, conveying sympathies etc.)

Reference Books:

1. Acevedo and Gower M (1999) Reading and Writing Skills. London, Longman
2. Deuter, M et.al. (2015). Oxford Advanced Learner's Dictionary of English (Ninth Edition). New Delhi, OUP
3. Eastwood, John (2008). Oxford Practice Grammar. Oxford, OUP
4. Hadefield, Chris and J Hadefield (2008). Reading Games. London, Longman
5. Hedge, T (2005). Writing. Oxford, OUP
6. Jolly, David (1984). Writing Tasks: Stuidents' Book. Cambridge, CUP
7. Klippel and Swan (1984). Keep Talking. Oxford, OUP
8. Saraswati, V (2005). Organized Writing 1. Hyderabad, Orient Blackswan
9. Swan, Michael. (1980). Practical English Usage. Oxford, OUP

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6.Computing and Information Skills Fundamentals I

Modules at a Glance

Sr. No.	Modules	No. of Lectures
Module 1	Basics of Microsoft Word	12
Module 2	Basics of Microsoft Excel	12
Module 3	Creating Presentations	12
Module 4	Using Cloud	12
	Total	**60**

Course Objectives

1. To learn basic to more advanced Excel concepts and learn database package that is Microsoft Access, which are very useful tools for business operations.
2. To make students understand the basics of creating presentations.
3. To give hands-on-training on latest MS-Office Software

Course Outcome

After successful completion of the course the learner will be able to:

CO1: Explain the basic functions of MS Excel. (Level: Remember)

CO2: Apply conceptual learning skills in today's business environment. (Level: Apply)

CO3: Prepare the document and develop presentations tailored to the specific needs of any business scenario. (Level: Apply)

Detailed Syllabus

Module	Topics	No. of Lectures
1	**Basics of Microsoft Word**	12
	Learn Word: Creating/Saving of Document Editing and Formatting Features, Designing a title page, Preparing Index, Use of SmartArt, Bookmark and Hyperlink. Mail Merge Feature.	
2	**Basics of Microsoft Excel**	12
	- Concept of Workbook, Worksheet, Cell - Entering, Editing, Deleting data into cell. Fill command, Series command, Custom list, Cell command - Consolidation of Worksheets. - Selecting, Inserting, and Deleting cells, Rows, Columns, Ranges, Cell formatting. - Relative reference Absolute reference. Sorting and Filter - Formulas, Operators, Precedence of operators - Important shortcuts - Financial Functions - Statistical Functions - Advanced Statistical Functions - String Functions - Logical FunctionsDate Functions - Advanced Filter - Introduction to Conditional Formatting - Simple DashBoard - Pivot table using slicer and time line - Working with VLookup( ) and HLookup( ) - Index and Match Functions - Data validation - WhatIF analysis (Goal Seek and Data Table) - Data Analysis Toolpack (correlation, Descriptive statistics, Histogram, Moving Average) - RealStats and Solver - Flash fill, Subtotal, Freezing Panes	
3	**Creating Presentations**	12
	Presentation Software - Microsoft Power Point, Prezi, Creating a presentation with slides with a script. Presenting in different views, Inserting Pictures, Videos, Creating animation effects, Slide Transitions, Timed Presentations.	

4	**Using Cloud**	12
	- Google form creation and data processing - Google Sheets - Using cloud services for maintaining data, spreadsheets and documents	

Reference Books:

1. John Walkenbach, Microsoft Excel 2013, John Wiley & Sons
2. MS excel 2010 Data analysis and Business Modeling, Wayne L. Winston
   Curtis D.Frye, Microsoft Access 2010, Microsoft Press, Eastern Economy Edition
3. Information Technology for Management, 6TH ED (With CD) By Efraim Turban, Dorothy Leidner, Ephraim Mclean, James Wetherbe (Ch1, Ch2)
4. Microsoft Office Professional 2013 Step by Step By Beth Melton, Mark Dodge, Echo Swinford, Andrew Couch

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8.Sanskrit

Module at a Glance

Sr. No.	Modules	No. of Lectures
Module 1	Structure of Language	2
Module 2	Nouns and various cases	2
Module 3	Ten conjugations	2
Module 4	Voices	2
Module 5	Causal	2
Module 6	Absolute Locative	2
Module 7	Frequentatives	2
Module 8	Desideratives	2
Module 9	Sandhis	2
Module 10	Compounds	3
Module 11	Gerunds	3
Module 12	Infinitives	3
Module 13	History of Sanskrit Literature	3
	Total	**30**

Course Objective

- To build the vocabulary of students by equipping them in etymological aspects as per the text

Course Outcome

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

- CO1: Explain the complex Vedic language and literature. (Level: Remember)

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8. Soft Skills & Personality Development

Module at a Glance

Sr. No.	Modules	No. of Lectures
Module 1	Self-Analysis and Goal Setting	6
Module 2	Attitude and Creativity	6
Module 3	Motivation and Leadership	6
Module 4	Decision Making	6
Module 5	Stress Management	6
	Total	30

Course Objective

- To become self-confident individuals by mastering inter-personal skills.

Course Outcome

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

- CO1: Explain the concept of decision making (Level: Remember)
- CO2: Discuss the types of decision-making styles. (Level: Understand)
- CO3: Develop effective communication skills (spoken and written). (Level: Create)

Detailed Syllabus

Modules	Topics	No. of Lectures
Module 1	**Self-Analysis and Goal Setting**	6
	- Analyse your personality and ambitions, and figure out how these features can help you find jobs that are perfectly suited for you - How to start the Goal Setting process. - How to set a 10-20 year plan consisting of smaller goals that will help you achieve your lifetime goals. - How to set a 5 year, 1 year, 6 month and a 1 month plan to achieve the smaller goals. - How to easily incorporate your goals into your daily activities. - How to make your goals positive and inspirational. - How to be clear and precise about what you want to achieve. - How to create SMART goals. - Goal setting metrics that will keep you focused when motivation is low.	
Module 2	**Attitude and Creativity**	6
	- Values and Attitudes - Personality traits and its effect on our attitudes - Problem solving tools: - Problem Identification: SWOT Analysis, Pareto Principle - Problem Solving: Problem re-statement (5-Whys) - Brainstorming - Decision making tools - Understanding the process of creativity and problem solving - Role of creativity and innovation in problem solving - Attitude that kill creative ideas - Removing barriers and blocks to finding the best solution - Looking at problem solving in 2 steps: problem identification and problem solving - What is attitude and importance of positivity? - How can we change our attitude and be more positive	
Module 3	**Motivation and Leadership**	6
	- Understand how to build a team - Leadership Styles - Characteristics of groups and teams	

	• Tuckman's theory of group formation • How to identify team roles • Building a balanced team to achieve objectives • Theories of Motivation • Sources of Challenges • Coping with Challenges • Factors affecting motivation levels in the workplace • How our individual differences affect motivation in the workplace • Impact on organisational performance when motivation levels are low and what to do about it • Motivational models and how to us them to improve performance • Use employee engagement to increase motivation levels • Understand how to develop and maintain effective working relationships	
Module 4	**Decision Making**	6
	• Introduction to Decision Making • Steps of Decision Making • Decision Making Style	
Module 5	**Stress Management**	6
	• Introduction to Stress • Sources of stress • Impact of stress • Coping Mechanisms • Stress Reduction Techniques	

Reference Books:

Wentz, F., 2012. *Soft skills training*. [Charleston, SC]: [CreateSpace].

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1. Dimensions of Educational Management

Modules at a Glance

Sr. No.	Modules	No. of lectures
Module 1	Educational management at the national level	20
Module 2	Educational management at the State level	20
Module 3	Decentralised management	20
	Total	**60**

Course Objective

1. To understand the fundamentals of educational management at national and state level.

Course Outcome

After successful completion of the course the learner will be able to:
1. CO1: Explain the process of policy formulation and policy planning. (Level: Remember)
2. CO2: Describe the role of national bodies in educational management. (Level: Understand)
3. CO3: Discuss the concept of Decentralized planning. (Level: Understand)

Detailed Syllabus

Module	Topics	No. of Lectures
1	**Educational management at the national level**	**20**
	● Policy Formulation and Policy Planning ● Organizational Structure ● Role of National Bodies ● Coordination, Networking, Partnership and Linkages	
2	**Educational management at the State level**	**20**
	● Policy Planning in Educational Management ● Organizational Structure .and Policy Implementation ● Centre-State. Relations ● Coordination, Linkages, Cooperation and Networking	
3	**Decentralized management**	**20**
	● Decentralized Planning ● District and Sub-District Management ● Role of Local Self-Bodies, VEC and Gram Panchayats ● Community Participation	

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2. Managing Educational Resources

Modules at a Glance

Sr. No.	Modules	No. of lectures
Module 1	Management of Curriculum	12
Module 2	Management of Financial Resources	12
Module 3	Management of Human and Administrative Resources	12
Module 4	Management of Infrastructure	12
Module 5	Total Quality Management	12
	Total	**60**

Course Objective

1. To get learners acquainted with the management of educational resources.

Course Outcome

After successful completion of the course the learner will be able to:

1. CO1: Explain the academic resources, curricular and co-curricular programmes. (Level: Remember)
2. CO2: Describe the importance and scope of educational finance. (Level: Remember)
3. CO3: Explain the utilization of infrastructural resources. (Level: Understand)
4. CO4: Apply the strategies of quality improvement in the system. (Level: Apply)

Detailed Syllabus

Module	Topics	No. of Lectures
1	**Management of Curriculum**	**12**
	Classroom Management (Instructional Management Curriculum Transaction Management of Evaluation Management of Academic Resources Management of Curricular & Co-curricular Programmes & Activities	
2	**Management of Financial Resources**	**12**
	Educational Finance: meaning Importance and Scope Cost and Budgeting Accounting and Auditing Resource Mobilization	
3	**Management of Human and Administrative Resources**	**12**
	Management of Student Support System Management of Administrative Resources Management of Human Resources	
4	**Management of Infrastructure**	**12**
	Concept, Importance, Need Management of Physical Resources Utilization of Infrastructural Resources	
5	**Total Quality Management**	12
	Quality Control, Quality Assurance and Indicators Tool of Management Strategies for Quality Improvement Role of different Agencies Quality concerns and issues for research	

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3. Corporate Communication and Public Relations

Modules at a Glance

Sr. No.	Modules	No. of lectures
Module 1	Foundation of Corporate Communication	15
Module 2	Understanding Public Relations	15
Module 3	Functions of Corporate Communication and Public Relations	15
Module 4	Emerging Technology in Corporate Communication and Public Relations	15
	Total	**60**

Course Objectives
1. To enable students, understand the foundations of corporate communication.
2. To help students interpret ethics and laws in corporate communication.
3. To understand the functions of corporate communication and public relations.

Course Outcomes
After successful completion of the course the learner will be able to:

1. CO1: Explain the key concepts in Corporate Communication. (Level: Remember)
2. CO2: Discuss the strategies and tools to build and manage public relations activities. (Level: Understand)
3. CO3: Discuss the major emerging technology in corporate communication and public relations. (Level: Understand)

Detailed Syllabus

Module	Topics	No. of Lectures
1	**Foundation of Corporate Communication**	7
	• Corporate Communication: Scope and Relevance, Introduction, Meaning, Scope, Corporate Communication in India, Need/Relevance of Corporate Communication in Contemporary Scenario. • Keys Concept in Corporate Communication Corporate Identity: Meaning and Features. • Corporate Image: Meaning, Factors Influencing Corporate Image. • Corporate Reputation: Meaning, Advantages of Good Corporate Reputation. • Ethics and Law in Corporate Communication: Importance of Ethics in Corporate Communication, Corporate Communication and Professional Code of Ethics. • Mass Media Laws: Defamation, Invasion of Privacy, Copyright Act, Digital Piracy, RTI.	
2	**Understanding Public Relations**	7
	• Fundamental of Public Relations: Introduction, Meaning, Essentials of Public Relations, Objectives of Public Relations, Scope of Public Relations, Significance of Public Relations in Business. • Emergence of Public Relations: Tracing Growth of Public Relations, Public Relations in India, Reasons for Emerging International Public Relations. • Public Relations Environment: Introduction, Social and Cultural Issues, Economic Issues, Political Issues, Legal Issues. • Theories used in Public Relations: Systems Theory, Situational Theory, Social Exchange Theory, Diffusion Theory.	
3	**Functions of Corporate Communication and Public Relations**	8
	• Media Relations: Introduction, Importance of Media Relations, Sources of Media Information, Building Effective Media Relations, Principles of Good Media Relations. • Employee Communication: Introduction, Sources of Employee Communications, Organizing Employee Communications, Benefits of Good Employee Communications, Steps in Implementing an Effective Employee Communications Programme, Role of Management in Employee Communications. • Crisis Communication: Introduction, Impact of Crisis, Role of Communication in Crisis, Guidelines for Handling Crisis, Trust Building. • Financial Communication: Introduction, Tracing the Growth of Financial Communication in India, Audiences for Financial Communication, Financial Advertising.	

4	**Emerging Technology in Corporate Communication and Public Relations**	8
	• Contribution of Technology to Corporate Communication: Introduction, Today's Communication Technology, Importance of Technology to Corporate Communication, Functions of Communication Technology in Corporate Communication, Types of Communication Technology, New Media: Web Conferencing, Really Simple Syndication (RSS). • Information Technology in Corporate Communication: Introduction, E-media Relations, E-internal Communication, E-brand Identity and Company Reputation. • Corporate Blogging: Introduction, Defining Corporate Blogging, Characteristics of a Blog, Types of Corporate Blogs, Role of Corporate Blogs, Making a Business Blog.	

Reference Books

1. The Public Relations Handbook, 2nd ed. (2001) by Alison Theaker, Routledge.
2. Global Public Relations: Spanning Borders, Spanning Cultures by Alan R. Freitag.
3. Public Relations and Social Theory: Key Figures and Concepts (2007) by Oyvind Ihlen, Routledge Communication Series.
4. Broom, G., Casey, S., & Ritchey, J. (2000). Toward a concept and theory of organization–public relationships.
5. Public relations as relationship management: A relational approach to public relations (pp. 3–22). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

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4. Organizational Behaviour & HRM

Modules at a Glance

Sr. No.	Modules	No. of lectures
Module 1	Introduction	12
Module 2	Job Design & Analysis	12
Module 3	Performance Appraisal & Career Planning	12
Module 4	Participative management & Industrial Relations	12
Module 5	Concept & Theory of OB	12
	Total	**60**

Course Objectives

1. To enable the students to understand the HR Management and system at various levels in general and in certain specific industries or organizations.
2. To help the students focus on and analyse the issues and strategies required to select and develop manpower resources
3. To develop relevant skills necessary for application in HR related issues
4. To enable the students to integrate the understanding of various HR concepts along with the domain concept in order to take correct business decisions

Course Outcome

After successful completion of the course the learner will be able to:

1. CO1: Explain the concept of human resource management and its relevance in organizations. (Level: Remember)
2. CO2: Discuss the necessary skill set for application of various HR issues. (Level: Understand)
3. CO3: Explain the strategic issues and strategies required to select and develop manpower resources. (Level: Understand)
4. CO4: Describe the HR concepts to take correct business decisions. (Level: Understand)

Detailed Syllabus

Module	Topics	No. of Lectures
1	**Introduction**	12
	Introduction to HRM Definition, features, scope/Functions of HRM. Evolution of HRM/ Trends in HRM Difference between HRM and PM Challenges Before the HR Manager Role of the HR manager Traits/Characteristics of the workforce, Personnel Philosophy Personnel Manual Human Resource Planning: Definition of HRP Process of HRP along with brief coverage of personnel demand and supply Forecasting techniques Factors affecting HRP HRIS VRS, outsourcing, pink slip/ termination/ retrenchment/downsizing/ separation Contracting and subcontracting Promotions and transfers.	
2	**Job Design & Analysis**	12
	Job analysis, Job Design and Job evaluation Job analysis- definition, method of collecting job data, merits and demerits/ limitations Job design definition, factors affecting job design , approaches to job design Job evaluation- definition, methods of job evaluation, process of job evaluation Recruitment, selection and Induction: Recruitment- Definition, sources of recruitment, merits and demerits Selection- definition process of selection, types of selection tests, types of interviews Induction/orientation- definition, methods, process Placement Training and Development Definition if training and development Methods of training Managers Process/ Procedure of conducting training programs How to evaluate effectiveness of training program Advantages of T & D	
3	**Performance Appraisal & Career Planning**	12
	Performance Appraisal – Definition, Methods of appraisal for managers – traditional and modern, Process/procedure of conducting performance appraisal, Advantages of performance appraisal, Limitations of performance appraisal Compensation management, Definition of compensation Components of salary/ salary slip Fringe benefits- definition and types Performance linked incentives/incentives definition, advantages and disadvantages. Career planning and Development, Definition of career planning and career development Process /procedure Career stages/career life cycle and how to handle personnel at each stage Essentials to make career planning successful Career counseling Employee Retention techniques Succession planning	
4	**Participative management & Industrial Relations**	12
	Definition of participative management, Levels of participation, Trends in Participative management, Factors important for effective participative management, Forms of participation, Participation through quality circles, Empowered teams Industrial relations,	

		Definition of industrial relations, Features of industrial relations, Importance of industrial relations, Approaches to industrial relations, Parties to industrial relations, Trade Unions, Definition of a trade union, Features of a trade union, Trade Union movement in India, Trends in TU.	
5	**Concept & Theory of OB**		12
		Concept and nature of Organizational behaviour; Contributing disciplines to the field of O.B.; O.B. Models; Need to understand human behaviour; Challenges and Opportunities.	

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5. Practical Training/Internship

Goals:
1. To enable students to make a carefully guided transition into the world of work.
2. To create an interface between learning and practice.
3. To provide students with an environment that facilitates knowledge building and enhancing skills/competencies.
4. To provide opportunities for experiential learning in varied areas of their disciplines and enhance their professional growth
5. To enable students to identify their own strengths and skills needing improvement and upgrade them in line with their career goals.
6. To enable students to strengthen their commitment towards becoming responsible, well trained, ethical professionals.

Objectives:
Internship is introduced with a cohesive plan of action to realise the following learning outcomes:
After going through the Internship the student will be able to :
- Facilitate cross- disciplinary learning and development of new skills.
- Integrate knowledge obtained through in-class teaching with a hands-on approach and become familiar with Professional Practices and the world of work
- Pursue responsible roles in an organization
- Develop a road map for future career

Duration:
Each student shall undergo an Internship of few weeks approx. in relevant industry or any other business. The objective of this training is to make the students acquainted with the industrial / business working environment.

Report:
After completion of the training they will have to submit a training report.

Marks & Evaluation:
It will be evaluated by the examiner. It is to be submitted on or before the date fixed by the Institute. The students will also have to submit a performance certificate from the company where he/she undertook the training/internship. This report will also be considered while evaluating the training report by examiners. Alternatively, if it is not possible to do an industrial internship the students will prepare a project report on a topic assigned to him/ her by the Institute. This allows students to undertake experiential learning by working with organisations/ in the industry to critically examine a major aspect of their operation.

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5. English Proficiency & Development II

Course Objectives

The course has a focus on helping learners develop their skills of Reading, Writing
and communication skills. It builds their competence further in Reading and Writing to
facilitate their academic pursuits. Further, it also builds their ability to communicate effectively
with a wider range of people especially for professional purposes. The learner is made aware
of all aspects of effective communication and skills required for acquiring as well as conveying
information. The course will be offered under four headings as given below:

a. Advanced Reading

b. Advanced Writing

c. Principles of communication and communicative competence

d. Cross Cultural Communication

Course Outcome

After successful completion of the course the learner will be able to:

1. CO1: Explain longer pieces of discourse independently. (Level: Remember)
2. CO2: Read and re-narrate a piece of text either orally or in writing. (Level: Remember)
3. CO3: Contrast two texts for evaluating them. (Level: Understand)
4. CO4: Summarize a text for the benefit of peers orally or in writing. (Level: Understand)
5. CO5: Identify and overcome barriers of communication. (Level: Remember)
6. CO6: Explain and appreciate the social norms of communication. (Level: Understand)

Detailed Syllabus

1. Reading texts of different genres and of varying length
2. Different strategies of comprehension
3. Reading and interpreting non-linguistic texts
4. Reading and understanding incomplete texts (Cloze of varying lengths and gaps; distorted texts.)
5. Analysing a topic for an essay or a report
6. Editing the drafts arrived at and preparing the final draft
7. Re-draft a piece of text with a different perspective (Manipulation exercise)
8. Summarise a piece of prose or poetry
9. Using phrases, idioms and punctuation appropriately
10. Introduction to communication – principles and process
11. Types of communication – verbal and non-verbal
12. Identifying and overcoming problems of communication
13. Communicative competence
14. Cross-cultural communication

Reference Books:

1. Bailey, Stephen (2003). Academic Writing. London and New York, Routledge.
2. Department of English, Delhi University (2006). Fluency in English Part II. New Delhi, OUP
3. Grellet, F (1981). Developing Reading Skills: A Practical Guide to Reading Skills. New York, CUP
4. Hedge, T. (2005). Writing. London, OUP
5. Kumar, S and Pushp Lata (2015). Communication Skills. New Delhi, OUP
6. Lazar, G. (2010). Literature and Language Teaching. Cambridge, CUP
7. Nuttall, C (1996). Teaching Reading Skills in a Foreign Language. London, Macmillan
8. Raman, Meenakshi and Sangeeta Sharma (2011). Technical Communication:
9. Principles and Practice. New Delhi, OUP

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7. Environmental Studies

Modules at a Glance

Sr. No.	Modules	No. of lectures
Module 1	Components of Environment	6
Module 2	Energy, Resource Conservation and Pollution	6
Module 3	Climate Change and Health management	6
Module 4	Environmental Management	6
Module 5	Practical Exercises	6
	Total	**30**

Course Objectives

1. To create awareness among the students about the environment with respect to its processes, damages and effects of human intervention. It also aims at explaining the ways in which the environment can be managed so that it can be saved from the wrath of human beings.

Course Outcomes

After successful completion of the course the learner will be able to:

1. CO1: Define the basic concepts of Environmental Science. (Level: Remember)
2. CO2: Describe the types of Resources and Pollution. (Level: Remember)
3. CO3: Explain health risks with climate change. (Level: Understand)

Detailed Syllabus

Module	Topics	No. of Lectures
1	**Components of Environment**	6
	- Definition, Nature and Scope of environmental science. - Components of environment: Atmosphere, Biosphere, Lithosphere, Hydrosphere. - Man-Environment relationship and Concept of carrying capacity. - Biogeochemical cycle: Carbon, Nitrogen, Phosphorus, Water, Energy flow.	
2	**Energy, Resource Conservation and Pollution**	6
	- Energy: Definition, Sources - Renewable and non-renewable, Sun as a source of energy. - Energy use patterns and Future needs, Energy conservation policies. - Resources: Definition and Types, Conservation of resources with examples. - Pollution: Definition, Types, Effects and Management, Plastic pollution.	
3	**Climate Change and health management**	6
	- Climate Change: Meaning, Impacts, Examples, Associated health risks and solutions, Examples. - Climate Change and Ecological imbalance, Effects. - Policies related to climate change, Health management in India.	
4	**Environmental Management**	6
	- Concept of sustainable development and its application. - Meaning and Process of Environmental Impact assessment. - ISO: Standards related to environmental management: ISO 14000 and ISO 14001. - Waste management: Meaning, Problems and Case studies of Indian metro cities: Mumbai, Pune, Bangalore, Delhi, Chennai.	
5	**Practical Exercises**	6
	- Project work. - Environmental Diary: Based on observation. - Field survey report: Visits to NGOs, Sanctuaries/National Parks, Ecotourism. - Tree counting and mapping mentally.	

Reference Books

1. Singh, Y.K. (2006): Environmental Science, New Age International, New Delhi.
2. Kumar, A. (2008): A Textbook of Environmental Science, APH Publishing Corporation, New Delhi.
3. Chauhan, B. S. (2008): University Science Press, New Delhi.

4. Folio, W. (2016): Climate change and health: Improving resilience and reducing risks, Springer, Portugal.

5. Levy, B. (2015): Climate change and public health, Oxford University Press, London.

6. Mareddy, A. (2017): Environmental impact assessment: Theory and practice, BS Publications, United States.