



# **SHRI VAISHNAV INSTITUTE OF MANAGEMENT & SCIENCE, INDORE**

**(Autonomous)**

Approved by AICTE, New Delhi and Affiliated to DAVV, Indore & RGPV, Bhopal, Madhya Pradesh, India  
UGC-NAAC Accredited 'A' Grade Institute  
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## **Department of Management (UG)**

**Session 2025 - 2026**

**Bachelor of Business Administration**

**Syllabus**

**Semester I**



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## Bachelor of Business Administration

### Programme Educational Objectives

**PEO1:** To empower students with the academic and professional advancement. The programme also helps to fulfill larger related goals.

**PEO2:** To develop higher quality, more challenging, and greater value added education.

**PEO3:** To inculcate managerial skills to excel in the competitive world.

### Programme Outcomes

On completion of the programme, students will be able to:

**PO1:** Develop a strong foundation in Business concepts enhancing critical thinking and decision making skills.

**PO2:** Compete in various business areas, through different training activities.

**PO3:** Foster leadership abilities and be prepared to face competitive edge in the job market.

**PO4:** Select from various career prospects according to the personal/ business requirements.

**PO5:** Contribute to a well rounded professional foundation for entry level managerial roles.



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Shri Vaishnav Institute of Management & Science, Indore				
Department of Management (UG)				
BBA I Semester (Course Details)				
Session July-December 2025				
S.No.	Course Type	Course Code	Subject	Total Credit
1	Core Course (Major - 1)	Not Available	Principles and Practices of Management	6
2	Minor 1	Not Available	Business Statistics	4
3	Multidisciplinary Course	Not Available	Artificial Intelligence for Everyone (Theory)	2
			Artificial Intelligence for Everyone (Practical)	1
4	Skill Enhancement Course	Not Available	Personality Development	1
			Personality Development (Practical)	2
5	Ability Enhancement Course	Not Available	Hindi Language and Sanskrit	2
6	Internship/Apprenticeship /Project Work/Community Engagement	Not Available	Project Work	2



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PART – A: Introduction		
Program: BBA      Class: I Year      Year: I      Semester: I      Session: 2025 – 26		
Subject: Principles and Practices of Management      Theory / Practical: Theory		
1	Course Code	NA
2	Course Title	Principles and Practices of Management
3	Course Type (Core Course/DSE/Minor/MD-ID/SEC/VOC)	Core Course (Major - 1)
4	Pre-Requisite (if any)	Not Required
5	Course Objectives	<ol style="list-style-type: none"><li>1. To provide students with an understanding of the global business environment and managerial functions.</li><li>2. To equip students with knowledge of planning and decision-making techniques for competitive business operations.</li><li>3. To familiarize students with various organizational structures and their significance.</li><li>4. To develop analytical skills to evaluate business strategies and improve employee performance.</li><li>5. To enable students to understand and apply management concepts in practical scenarios.</li></ol>
6	Course Outcomes (CO)	<p><b>CO1:</b> Students will be able to assess the global context for planning, coordinating, and monitoring managerial behavior.</p> <p><b>CO2:</b> Students will be able to apply planning and decision-making techniques to ensure competitiveness of businesses.</p> <p><b>CO3:</b> Students will be able to differentiate various organizational structures and explain their significance.</p> <p><b>CO4:</b> Students will be able to analyze business strategies to evaluate and improve employee performance.</p>



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		<b>CO5:</b> Students will be able to apply management concepts and practices to real-life situations.	
<b>7</b>	<b>Credit Value</b>	<b>06</b>	
<b>8</b>	<b>Total Marks</b>	<b>Max. Marks: 100</b>	<b>Min. Passing Marks: 35</b>



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PART – B: Content of the Course		
No. of Lectures per week: Theory (06 Hours per week)		
Total No. of Lectures required: T: 90 Hours		
Unit	Topics	No. of Lectures
I	<p>Management in Indian Knowledge Tradition- Management in Indian ethos, Indian models, spiritual values and management. Modern Concept of Management- Meaning, definitions, importance, and functions.</p> <p><b>Activity 1:</b> Students will be divided in groups. They will interview a manager of an organisation to collect information on his/her role as a manager and make a report on it.</p> <p><b>Activity 2:</b> Students will be divided in groups. Each group will visit a business enterprise and find out the Indian traditional values (like Dharma, Karma Yoga, and Trust) they have integrated into their management practices. The group will then submit a brief write-up on their findings.</p>	18
II	<p>Planning- Meaning, Definitions, Importance, Types and Process. Difference between Planning and Forecasting. Management by Objectives (MBO)- Meaning, Definitions, and Process. Strategies and Policies.</p> <p><b>Activity 1:</b> A classroom activity in which students will be divided in groups to prepare a plan on a given task like, plan a college event/prepare for exam/etc. The activity is followed by debriefing by the faculty on clarity of goals, missing steps, order of steps, contingency plan etc.</p> <p><b>Activity 2:</b> Students will be divided in groups. Each group will be given a task. The group members will divide the main task in sub-tasks with its respective purpose. All sub-tasks &amp; their objectives must align with the main task.</p>	18



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III	<p>Organization- Meaning, Definitions, Importance. Organizational Structures- Types, Departmentalization, Meaning and Concept. Organisational Behaviour- Indian and Western Perspectives. Authority And Responsibility- Concept and Definitions.</p> <p><b>Activity 1:</b> Students will be divided in groups. Each group will visit a business enterprise and find out the organizational structure and departments. The groups will prepare a flowchart for the same.</p> <p><b>Activity 2:</b> Students will be divided into groups. Each group has to create a poster depicting an ideal organisation depicting-structure of the organisation, behaviour with employees, team work, communication and leadership etc.</p>	18
IV	<p>Recruitment of Employees- Meaning, Sources, Selection Process, Interviews, Training, Evaluation and Placement. Training- Meaning, Types.</p> <p><b>Activity 1:</b> Students will be divided in groups. Each group will visit a business enterprise to know the recruitment &amp; selection process, followed in their organization. The groups will prepare a brief write-up on their findings.</p> <p><b>Activity 2:</b> Students will be divided in groups. They will make a poster/college based on the training methods.</p>	18
V	<p>Directing- Meaning, Definition, Objectives, and Nature. Controlling - Meaning, Definition, Types and Process.</p> <p><b>Activity 1:</b> Students will be paired in groups of 2 students each. One student will be blind-folded, the other student will give directions to complete the task. At the completion of activity, the faculty will debrief on clarity of instruction, communication method, mutual trust &amp; teamwork.</p> <p><b>Activity 2:</b> Students will be divided in groups. They will visit the previously visited organization to collect information on the control process followed by the organisation.</p>	18





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Part – C: Learning Resources
Textbooks, Reference Books, Other Resources
<b>Suggested Readings:</b> <ol style="list-style-type: none"><li>1. Awasthi, Paritosh (Dr.), Sethi, Dinesh (Dr.), Mandloi, Jagatsingh (Dr.), &amp; Dhand, Shweta, Prabandh Ke Siddhant, Madhya Pradesh Hindi Granth Academy, Bhopal (Latest Edition).</li><li>2. Dhand, Rakesh (Dr.), Yadav, Pragya (Dr.), &amp; Gautam, Rajni (Dr.), Vyavasaya Prabandh (BBA) (Pratham Varsh), Madhya Pradesh Hindi Granth Academy, Bhopal (Latest Edition).</li><li>3. Jhalani, Rajeev Kumar (Dr.), &amp; Chandel, Yogita (Dr.), Principles of Management, Devi Ahilya Prakashan, Indore (Hindi Medium) (Latest Edition).</li><li>4. Mehta, C.M. (Dr.), Business Organization, Ram Prasad and Sons, Bhopal (Hindi Medium) (Latest Edition).</li><li>5. Newman, W.H., &amp; Warren, E.K., The Process of Management: Concepts, Behaviour and Practices, Prentice-Hall India (PHI) (Latest Edition).</li><li>6. Sachdev, Rita (Dr.), Prabandh Ke Siddhant, Madhya Pradesh Hindi Granth Academy, Bhopal (Latest Edition).</li></ol>
<b>Textbooks:</b> <ol style="list-style-type: none"><li>1. Agrawal, R.D., Organization &amp; Management, McGraw Hill, New Delhi (1982).</li><li>2. Kothari, Milind (Dr.), Prabandhkiya Avdharna, Madhya Pradesh Hindi Granth Academy, Bhopal (Latest Edition).</li><li>3. Tripathi, P.C., &amp; Reddy, P.N., Principles of Management (7th Edition), Tata McGraw-Hill (TMH), New Delhi (2012).</li></ol>
<b>Reference Books:</b> <ol style="list-style-type: none"><li>1. Stoner, James A.F., &amp; Freeman, R. Edward, Management (6th Edition), Pearson Prentice Hall (Latest Edition).</li><li>2. Koontz, H., &amp; Weihrich, H., Management (International Student Edition), McGraw-Hill, Tokyo (1980).</li></ol>
<b>Suggestive Digital Platform Web Links:</b> <ul style="list-style-type: none"><li>• <a href="http://ndl.iitkgp.ac.in/he_document/e_adhyayan/eadhyayan/IN_e_A_1_M_107_P_a_P_o_M_165_166?e=0 principles%20and%20practices%20of%20management   ">http://ndl.iitkgp.ac.in/he_document/e_adhyayan/eadhyayan/IN_e_A_1_M_107_P_a_P_o_M_165_166?e=0 principles%20and%20practices%20of%20management   </a></li><li>• <a href="http://ndl.iitkgp.ac.in/he_document/libretexts/libretexts/IN_L_1_C_B_3_L_L_172_P_o_M_1197_1198?e=16 principles%20and%20practices%20of%20management   ">http://ndl.iitkgp.ac.in/he_document/libretexts/libretexts/IN_L_1_C_B_3_L_L_172_P_o_M_1197_1198?e=16 principles%20and%20practices%20of%20management   </a></li><li>• <a href="http://ndl.iitkgp.ac.in/he_document/nptel/nptel/110105146_umvuqofmio8?e=18 principles%20and%20practices%20of%20management   ">http://ndl.iitkgp.ac.in/he_document/nptel/nptel/110105146_umvuqofmio8?e=18 principles%20and%20practices%20of%20management   </a></li><li>• <a href="http://ndl.iitkgp.ac.in/he_document/openstax_cnx/openstax/IN_O_1_P_o_M_246_247?e=0 principles%20of%20management   ">http://ndl.iitkgp.ac.in/he_document/openstax_cnx/openstax/IN_O_1_P_o_M_246_247?e=0 principles%20of%20management   </a></li></ul>
<b>Suggested Equivalent Online Courses:</b> Through NPTEL, SWAYAM Portal.





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Part – D: Assessment and Evaluation		
<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE): Class Test/Assignment/Presentation As per ordinance 14 (1)		<b>Total Marks: 30</b>
<b>External Assessment:</b> End Semester Exam  <b>Time:</b> 03 Hours	Section (A): Very Short Answer Type Questions/MCQs – (06 Marks)  Section (B): Short Answer Type Questions – (40 Marks)  Section (C): Long Answer Type Questions – (24 Marks)	<b>Marks: 70</b>
<b>Total Marks</b>	<b>(Internal Assessment + External Assessment): 30+70=100</b>	
<b>Credit Value</b>	06	
<b>Minimum Passing Marks</b>	35	



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PART – A: Introduction		
Program: BBA      Class: I Year      Year: I    Semester: I      Session: 2025 – 26		
Subject: Business Statistics		Theory / Practical: Theory
1	Course Code	NA
2	Course Title	Business Statistics
3	Course Type (Core Course/DSE/Minor/MD-ID/SEC/VOC)	Minor 1
4	Pre-Requisite (if any)	Not Required
5	Course Objectives	<p>1. To develop an understanding of statistical research tools and their application in conducting systematic research and investigations.</p> <p>2. To equip students with the ability to analyze professional and technical reports and make rational, data-driven decisions.</p> <p>3. To provide knowledge of measures of central tendency and their role in effectively summarizing and interpreting data.</p> <p>4. To enable students to examine data variability using measures of dispersion</p> <p>5. To introduce methods of quantization, correlation and regression for analyzing relationships among variables, supporting effective decision-making and forecasting.</p>
6	Course Outcomes (CO)	<p><b>CO1:</b> Students will be able to understand how to perform research using statistical research tools.</p> <p><b>CO2:</b> Students will be able to equip with knowledge about analyzing professional reports and make decisions based on the reports analyzed.</p> <p><b>CO3:</b> Students will be able to illustrate measures of central tendency for summarizing the data.</p> <p><b>CO4:</b> Students will be able to examine data variability using measures of dispersion and interpret their significance in various contexts.</p>



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		<b>CO5:</b> Students will be able to learn about quantization, analysis of relationships among variables for decision making and forecasting.	
7	<b>Credit Value</b>	<b>04</b>	
8	<b>Total Marks</b>	<b>Max. Marks: 100</b>	<b>Min. Passing Marks: 35</b>



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PART – B: Content of the Course		
No. of Lectures per week: Theory (04 Hours per week)		
Total No. of Lectures required: T: 60 Hours		
Unit	Topics	No. of Lectures
I	<p>Introduction to Statistics- Evolution of Statistics in India, Role of Statistical Methods in Indian Agriculture, Contribution of Ancient Indian Mathematicians in Statistics. Meaning, Definition and Scope of Statistics, Statistical Investigations and Laws of Statistics.</p> <p><b>Activity 1:</b> Students will be divided into groups. They will find out examples related to limitations of statistics and make a poster/collage on it.</p> <p><b>Activity 2:</b> Students will be divided into groups. They will prepare a flow chart of the Steps of Statistical Investigation with an appropriate example.</p>	10
II	<p>Collection &amp; Presentation of Data - Collection of Data, Methods of Data Collection, Primary and Secondary Data, Presentation of Data and Frequency Distribution.</p> <p><b>Activity 1:</b> Students will be divided into groups. Each group will be given a topic on which they will prepare a Questionnaire.</p> <p><b>Activity 2:</b> Students will be divided into groups. They will be given a topic based on which they will be carrying out a survey among their classmates/college students. Students will then prepare an appropriate table and graph to represent the data collected by them.</p>	12



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III	<p>Measures of Central Tendencies – Methods of calculation of Mean, Median and Mode and its utility. Methods of Calculation of Geometric Mean and Harmonic Mean and its utility.</p> <p><b>Activity 1:</b> Students will be divided into groups. Students will record data related to any sports activity of their choice. Using the recorded data, they will calculate the mean, median, mode and geometric mean.</p> <p><b>Activity 2:</b> Students will be divided into groups. They will visit the nearest grocery market. Find out the price per kilogram if they purchase only 1 kilogram &amp; price per kilogram if they purchase 10 kilograms of any vegetable/fruit from different shopkeepers. They will then calculate the mean, median and mode of the prices.</p>	12
IV	<p>Measures of Dispersion- Standard Deviation and Mean Deviation- Meaning and Scope. Skewness – Concept and Methods.</p> <p><b>Activity 1:</b> Students will be divided into groups. Students will record data related to any sports activity of their choice. Using the recorded data, they will calculate the Standard Deviation &amp; Mean Deviation.</p> <p><b>Activity 2:</b> Students will be divided into groups. Students will create a themed collage using cut-outs to visually represent symmetric, positively skewed, and negatively skewed data distributions.</p>	13
V	<p>Correlation Analysis – Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation - Methods. Regression - Lines of Regression, Methods.</p> <p><b>Activity 1:</b> Students will be divided into groups. Students will measure their height (in cm.) and record their shoe size (in cm.). Using the collected data, they will calculate the correlation coefficient between height and shoe size.</p> <p><b>Activity 2:</b> Students will be divided into groups. Students will find out the average temperature of a city and electricity bill of any household in the city for few months. Using regression analysis, they will calculate a regression coefficient between temperature and electricity bill.</p>	13



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Part – C: Learning Resources
Textbooks, Reference Books, Other Resources
<b>Suggested Readings:</b> <ol style="list-style-type: none"><li>1. Berenson, Mark L. &amp; Levine, David M. (2022). Basic Business Statistics: Concepts and Applications. Pearson.</li><li>2. Bhardwaj, R.S. (2019). Business Stastics. Excel Books.</li><li>3. Elhance, D.N. (2018). Fundamentals of Statistics. Kitab Mahal.</li><li>4. Gupta, S.C. (2023). Fundamentals of Statistics. Himalaya Publishing House.</li><li>5. Gupta, S.P. (2023). Business Statistics. Sultan Chand &amp; Sons.</li></ol>
<b>Textbooks:</b> <ol style="list-style-type: none"><li>1. Kothari, S.L. &amp; Kothari, Milind (2021). Sankhyaki Ke Siddhant. MP Hindi Granth Academy.</li><li>2. Mehta, C.M., Dave, Dinesh, Mathur, Neha, Agrawal, Hariom &amp; Rathore, Krishngopal (2020). Sankhyaki. MP Hindi Granth Academy.</li><li>3. Mehta, C.M., Dave, Dinesh, Krishna, Gopal, Agrawal, Hariom &amp; Mathur, Neha (2022). Vyavsayik Sankhyaki. MP Hindi Granth Academy.</li><li>4. Shukla, S.M. &amp; Sahai, H.S. (2021). Business Statistics (Hindi &amp; English). Sahitya Bhawan Publications.</li></ol>
<b>Reference Books:</b> <ol style="list-style-type: none"><li>1. Tulsian, P.C. (2022). Statistical Analysis. S. Chand Publications.</li><li>2. Vohra, N.D. (2020). Business Statistics. Tata McGraw Hill.</li></ol>
<b>Suggestive Digital Platform Web Links:</b> <ul style="list-style-type: none"><li>• <a href="http://ndl.iitkgp.ac.in/he_document/openstax/IN_O_1_I_B_S_2_114_115">http://ndl.iitkgp.ac.in/he_document/openstax/IN_O_1_I_B_S_2_114_115</a></li><li>• <a href="http://ndl.iitkgp.ac.in/he_document/nptel/IN_N_1_M_18419_N_B_S_21411_21412">http://ndl.iitkgp.ac.in/he_document/nptel/IN_N_1_M_18419_N_B_S_21411_21412</a></li><li>• <a href="http://ndl.iitkgp.ac.in/he_document/dishtavo/D_D_I_S_F_H_T_A_V_O_B_O_C_B_S_I_G_C_347554921">http://ndl.iitkgp.ac.in/he_document/dishtavo/D_D_I_S_F_H_T_A_V_O_B_O_C_B_S_I_G_C_347554921</a></li><li>• <a href="http://ndl.iitkgp.ac.in/he_document/fossee/IN_R_T_C_7_B_S_F_C_D_M_b_K_B_514_515">http://ndl.iitkgp.ac.in/he_document/fossee/IN_R_T_C_7_B_S_F_C_D_M_b_K_B_514_515</a></li></ul>
<b>Suggested Equivalent Online Courses:</b> Through NPTEL, SWAYAM Portal.





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Part – D: Assessment and Evaluation		
<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE): Class Test/Assignment/Presentation As per ordinance 14 (1)		<b>Total Marks: 30</b>
<b>External Assessment:</b> End Semester Exam  <b>Time:</b> 03 Hours	Section (A): Very Short Answer Type Questions/MCQs – (06 Marks)  Section (B): Short Answer Type Questions – (40 Marks)  Section (C): Long Answer Type Questions – 24 Marks)	<b>Marks: 70</b>
<b>Total Marks</b>	<b>(Internal Assessment + External Assessment): 30+70=100</b>	
<b>Credit Value</b>	04	
<b>Minimum Passing Marks</b>	35	



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PART – A: Introduction		
Program: BBA      Class: I Year      Year: I      Semester: I      Session: 2025 – 26		
Subject: Artificial Intelligence (AI) for Everyone      Theory / Practical: Theory		
1	Course Code	NA
2	Course Title	Artificial Intelligence (AI) for Everyone
3	Course Type (Core Course/DSE/Minor/MD-ID/SEC/VOC)	MD-ID Artificial Intelligence (AI) for Everyone (Computer Science)
4	Pre-Requisite (if any)	Not Required
5	Course Objectives	<ol style="list-style-type: none"><li>1. To introduce students to the fundamentals of Artificial Intelligence.</li><li>2. To differentiate AI techniques and tools from traditional approaches.</li><li>3. To develop practical skills in using AI tools for various applications.</li><li>4. To demonstrate the applicability of AI in diverse fields such as agriculture, healthcare, and education.</li><li>5. To develop understanding of emerging AI trends, collaboration skills, career opportunities, and ethical perspectives.</li></ol>
6	Course Outcomes (CO)	<p><b>CO1:</b> Students will be able to explain the essentials of Artificial Intelligence.</p> <p><b>CO2:</b> Students will be able to differentiate between traditional approaches and AI techniques/tools.</p> <p><b>CO3:</b> Students will be able to demonstrate the use of AI tools for different purposes.</p> <p><b>CO4:</b> Students will be able to apply AI applications in fields like agriculture, healthcare, and education.</p>



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		<b>CO5:</b> Students will be able to identify AI trends, adapt skills, explore careers, and apply ethical thinking.	
7	<b>Credit Value</b>	<b>02</b>	
8	<b>Total Marks</b>	<b>Max. Marks: 100</b>	<b>Min. Passing Marks: 35</b>



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PART – B: Content of the Course		
No. of Lectures per week: Theory (02 Hours per week)		
Total No. of Lectures required: T: 30 Hours		
Unit	Topics	No. of Lectures
I	Introduction to Artificial Intelligence - What is AI? History and Evolution, Traditional AI vs. Generative AI, AI vs. Augmented Intelligence, Key milestones and Personalities (Turing, McCarthy), Overview of Generative AI. IKS: Intelligence in Indian philosophy – Nyaya Darshan.  <b>Activity:</b> Create a concept map of AI Evolution using free mind-mapping tools.	06
II	Everyday Applications of AI - AI in daily life: smart phones, online shopping, recommendation systems, AI chatbots and smart assistants, Case studies: AI in education, healthcare, agriculture. IKS: Traditional Indian expert systems (e.g., Jyotisha logic).  <b>Activity:</b> Analyse how AI tools work in Google Maps or YouTube suggestions.	06
III	Introduction to AI Tools - Applications of AI in different industries, Generative AI Tools and Applications Overview: ChatGPT, Google Bard GitHub Copilot, AI in spreadsheet, text-editor and presentation applications, AI in image, text, and code generation, Open-source tools: NumPy, Pandas (basics).  <b>Activity:</b> Hands-on demo using ChatGPT and Bard for summarizing articles.	06



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IV	<p>Ethical Use of AI - Privacy, bias, misinformation, and plagiarism risks, Overview of plagiarism checking tools (e.g., Grammarly, Turnitin), Guidelines for ethical use in academics and research.</p> <p><b>Activity:</b> Discussion on AI misuse in exams or content generation.</p>	06
V	<p>Future of AI and Human Skills - Emerging AI trends (LLMs, robotics, NLP), Human-AI collaboration and skill requirements, Careers in AI and digital economy. IKS: Long-term thinking from Indian philosophy in AI ethics.</p> <p><b>Activity:</b> Discussion or presentations on AI-driven future careers and human–AI collaboration.</p>	06



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Part – C: Learning Resources
Textbooks, Reference Books, Other Resources
<b>Suggested Reading:</b> <ol style="list-style-type: none"><li>1. Mitchell, M., Artificial Intelligence: A Guide for Thinking Humans. Farrar, Straus and Giroux, (2019).</li><li>2. Tegmark, M., Life 3.0: Being Human in the Age of Artificial Intelligence. (First Edition), Penguin Books (2017).</li></ol>
<b>Textbooks:</b> <ol style="list-style-type: none"><li>1. Goswami, Saptarsi, Das, Amit Kumar, &amp; Chakrabarti Amlan, AI For Everyone A Beginner's Handbook For Artificial Intelligence Pearson (2024).</li><li>2. Russell, S., &amp; Norvig, P., Artificial Intelligence: A Modern Approach (4th Edition). Pearson (2021).</li><li>3. Paul R. Daugherty &amp; H. James Wilson, Human + Machine: Reimagining Work in the Age of AI. Harvard Business Review Press (2018).</li></ol>
<b>Reference Books:</b> <ol style="list-style-type: none"><li>1. Ethem Alpaydin, Introduction to Machine Learning (4th Edition). MIT Press (2021).</li><li>2. Floridi, L., The Ethics of Artificial Intelligence. Oxford University Press (2021).</li></ol>
<b>Suggestive Digital Platform Web Links:</b> <ul style="list-style-type: none"><li>• <a href="https://openai.com">https://openai.com</a></li><li>• <a href="https://gemini.google.com">https://gemini.google.com</a></li><li>• <a href="https://indiaai.gov.in">https://indiaai.gov.in</a></li><li>• <a href="https://www.geeksforgeeks.org/introduction-to-artificial-intelligence/">https://www.geeksforgeeks.org/introduction-to-artificial-intelligence/</a></li><li>• <a href="https://chat.openai.com">https://chat.openai.com</a></li></ul>
<b>Suggested Equivalent Online Courses:</b> Through NPTEL, SWAYAM Portal.





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Part – D: Assessment and Evaluation		
<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE): Class Test/Assignment/Presentation As per ordinance 14 (1)		<b>Total Marks: 30</b>
<b>External Assessment:</b> End Semester Exam  <b>Time:</b> 03 Hours	Section (A): Very Short Answer Type Questions/MCQs – (06 Marks)  Section (B): Short Answer Type Questions – (40 Marks)  Section (C): Long Answer Type Questions – (24 Marks)	<b>Marks: 70</b>
<b>Total Marks</b>	<b>(Internal Assessment + External Assessment): 30+70=100</b>	
<b>Credit Value</b>	02	
<b>Minimum Passing Marks</b>	35	



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PART – A: Introduction		
Program: BBA      Class: I Year      Year: I      Semester: I      Session: 2025 – 26		
Subject: Artificial Intelligence (AI) for Everyone      Theory / Practical: Practical		
1	Course Code	NA
2	Course Title	Artificial Intelligence (AI) for Everyone
3	Course Type (Core Course/DSE/Minor/MD-ID/SEC/VOC)	MD-ID Artificial Intelligence (AI) for Everyone (Computer Science)
4	Pre-Requisite (if any)	Not Required
5	Course Objectives	<ol style="list-style-type: none"><li>1. To provide hands-on experience in developing AI applications like chatbots.</li><li>2. To enable practical use of AI tools in everyday tasks.</li><li>3. To teach students to generate digital content using AI platforms.</li><li>4. To facilitate learning of AI tools for creating presentations and documents efficiently.</li><li>5. To create awareness of ethical AI use, including plagiarism detection.</li></ol>
6	Course Outcomes (CO)	<p><b>CO1:</b> Students will be able to develop simple chatbots using AI tools.</p> <p><b>CO2:</b> Students will be able to apply AI tools to perform daily work tasks.</p> <p><b>CO3:</b> Students will be able to generate digital content using AI applications.</p> <p><b>CO4:</b> Students will be able to create professional presentations using AI tools such as Excel, PowerPoint, and Canva.</p> <p><b>CO5:</b> Students will be able to detect plagiarism using AI-supported software tools.</p>



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7	Credit Value	01	
8	Total Marks	Max. Marks: 100	Min. Passing Marks: 35



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PART – B: Content of the Course	
No. of Lectures Practical (1 hour per week)	
Total No. of Lectures required: P: 30 Hours	
Topics	No. of Lectures
<p>Suggestive AI based Exercise for Laboratory:</p> <p>Exercise 1: Introduction to AI via ChatGPT and Gemini - Explore different prompts in ChatGPT, Gemini, Experiment with translation, explanation, and summarization.</p> <p>Exercise 2: AI in Everyday Use - Search and test: AI in Gmail, Google Photos, or Netflix, Write a short reflection on any 3 AI services you use daily.</p> <p>Exercise 3: Content Generation Tools - Use Canva AI, DALL-E, Notion AI, or similar for visual/text generation, Compare results of two tools on the same input.</p> <p>Exercise 4: AI Ethics and Plagiarism Tools - Use Quillbot / Grammarly to paraphrase, Check originality using PlagScan or Scribbr</p> <p>Exercise 5: Mini Project - Create a slide deck on AI for agriculture/education using AI tools, Present your findings in the class.</p>	30



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Part – C: Learning Resources
Textbooks, Reference Books, Other Resources
<b>Suggested Reading:</b>  1. Haenlein, M., Kaplan, A., Tan, C., Artificial Intelligence: The Insights You Need from Harvard Business Review. (2019).
<b>Textbooks:</b>  1. Poole, D., Mackworth, A., & Goebel, R., Artificial Intelligence: Foundations of Computational Agents (2nd Edition). Cambridge University Press, (2021).  2. Russell, S., & Norvig, P., Artificial Intelligence: A Modern Approach (4th Edition). Pearson (2021).
<b>Reference Books:</b>  1. Nilsson, N. J., The Quest for Artificial Intelligence. Cambridge University Press (2010).
<b>Suggestive Digital Platform Web Links:</b> <ul style="list-style-type: none"><li>• <a href="https://openai.com">https://openai.com</a></li><li>• <a href="https://gemini.google.com">https://gemini.google.com</a></li><li>• <a href="https://indiaai.gov.in">https://indiaai.gov.in</a></li><li>• <a href="https://www.geeksforgeeks.org/introduction-to-artificial-intelligence/">https://www.geeksforgeeks.org/introduction-to-artificial-intelligence/</a></li><li>• <a href="https://chat.openai.com">https://chat.openai.com</a></li></ul>
<b>Suggested Equivalent Online Courses:</b> Through NPTEL, SWAYAM Portal.



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Part D: Assessment and Evaluation	
Suggested Continuous Evaluation Method:	
External Assessment	Marks
Viva Voce on Practical (20 Marks)	100
Practical Record File (20 Marks)	
Table Work/Exercise Assigned (60 Marks)	
Total Marks: 100	





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PART – A: Introduction		
Program: BBA      Class: I Year      Year: I      Semester: I      Session: 2025 – 26		
Subject: Personality Development		Theory / Practical: Theory
1	Course Code	NA
2	Course Title	Personality Development
3	Course Type (Core Course/DSE/Minor/MD-ID/SEC/VOC)	VOC
4	Pre-Requisite (if any)	Open for all
5	Course Objectives	<p>1. To help students acquire essential life skills for personal and professional success.</p> <p>2. To enable students to recognize the significance of human values in everyday life.</p> <p>3. To develop employability skills, including problem-solving, critical thinking, and adaptability.</p> <p>4. To improve students' communication abilities—verbal, non-verbal, and written—for diverse contexts.</p> <p>5. To enable students to comprehend and leverage technology for enhancing personality and professional competencies.</p>
6	Course Outcomes (CO)	<p>CO1: Students will be able to cultivate skills necessary for leading a successful personal and professional life.</p> <p>CO2: Students will be able to recognize and apply human values in personal and social contexts.</p> <p>CO3: Students will be able to develop core skills that enhance their employability.</p> <p>CO4: Students will be able to communicate effectively in academic, professional, and social settings.</p>



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		<b>CO5:</b> Students will be able to utilize technology to support personality development and personal growth.	
7	<b>Credit Value</b>	<b>01</b>	
8	<b>Total Marks</b>	<b>Max. Marks: 100</b>	<b>Min. Passing Marks: 35</b>



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PART – B: Content of the Course		
No. of Lectures per week: Theory (01 Hour per week)		
Total No. of Lectures required: T: 15 Hours		
Unit	Topics	No. of Lectures
I	Indian Knowledge System and Personality - Personality - Meaning, characteristics and importance, Human values and personality development-Empathy, compassion, spirit of service, Components of personality development in the Indian knowledge system.  <b>Activity 1:</b> Assignment on the life sketch of any one of the great soul (Patanjali, Vedvyas, Gautam Buddha, Mahaveer Swami, Kabirdas, Gurunanakdev).  <b>Activity 2:</b> Chart making on the Components of Personality.	5
II	Personality Development - Agencies of Personality Development - Family Atmosphere- Parenting style, family values and emotional support, Peer Group-Team Spirit, Self image, Social learning, Formal Education-Scout and guide, N.S.S., N.C.C., Sports, Personal Efforts and Yoga-Self motivation, Goal, meditation and sound health.  Barriers of Personality Development.  <b>Activity 1:</b> Pictorial Presentation of various yoga mudras and reports.  <b>Activity 2:</b> Group discussion and report writing on Personality development.	5
III	Communication Skills and Personality Development - Communication Skills: Meaning, Characteristics, types, importance, Role of communication Skills in Personality Development - Stage, confidence, Body language, Voice modulation.  <b>Activity 1:</b> Pictorial report writing on any cultural or academic program held in college.  <b>Activity 2:</b> Deliver a short speech and evaluate peers on stage confidence, body language, and voice modulation.	5



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Part – C: Learning Resources
Textbooks, Reference Books, Other Resources
<b>Suggested Readings:</b> <ol style="list-style-type: none"><li>1. Andrews, Sudhir (1988). How to Succeed at Interviews. 21st (rep.) Tata McGraw-Hill, New Delhi.</li><li>2. Covey, Stephen.(1989).The 7 Habits of Highly Effective People. NY: Free Press</li><li>3. Hindle, Tim (2003).Reducing Stress. Essential Manager Series. Dk Publishing.</li></ol>
<b>Textbooks:</b> <ol style="list-style-type: none"><li>1. माडडन, स्टीट, 'व्यक्तित्व का विकास', आनंदपेपरबैतस।</li><li>2. PetesS.J.,Francis(2011).Soft Skills and Professional Communication. TataMcGraw-Hill Education, New Delhi</li><li>3. शमाड़, पी. के. (2014). <i>व्यक्तित्व विकास</i>. भारती श्री प्रकाशन।</li></ol>
<b>Reference Books:</b> <ol style="list-style-type: none"><li>1. Lucas, Stephen (2001).Art of Public speaking. Tata-Mc-GrawHill , New Delhi.</li><li>2. Smith.(2004). Body Language. Rohan Book Company, Delhi.</li></ol>
<b>Suggestive Digital Platform Web Links:</b> <ul style="list-style-type: none"><li>• Basics of Communication: <a href="https://www.glowandlovelycareers.in/en/course-detail/niit-156/basics-of-communication">https://www.glowandlovelycareers.in/en/course-detail/niit-156/basics-of-communication</a></li><li>• Social Etiquettes: <a href="https://www.glowandlovelycareers.in/en/course-detail/englishedge-904/social-etiquette">https://www.glowandlovelycareers.in/en/course-detail/englishedge-904/social-etiquette</a></li><li>• Self-Presentation:<a href="https://www.glowandlovelycareers.in/en/course-detail/niit-161/self-presentation">https://www.glowandlovelycareers.in/en/course-detail/niit-161/self-presentation</a></li></ul>
<b>Suggested Equivalent Online Courses:</b> Through NPTEL, SWAYAM Portal.



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Part – D: Assessment and Evaluation		
<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE): Class Test/Assignment/Presentation As per ordinance 14 (1)		<b>Total Marks: 30</b>
<b>External Assessment:</b> End Semester Exam  <b>Time: 02 Hours</b>	Section (A): Very Short Answer Type Questions/MCQs – (06 Marks)  Section (B): Short Answer Type Questions – (40 Marks)  Section (C): Long Answer Type Questions – (24 Marks)	<b>Marks: 70</b>
<b>Total Marks</b>	<b>(Internal Assessment + External Assessment): 30+70=100</b>	
<b>Credit Value</b>	01	
<b>Minimum Passing Marks</b>	35	



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PART – A: Introduction		
Program: BBA      Class: I Year      Year: I    Semester: I      Session: 2025 – 26		
Subject: Personality Development		Theory / Practical: Practical
1	Course Code	NA
2	Course Title	Personality Development
3	Course Type (Core Course/DSE/Minor/MD-ID/SEC/VOC)	VOC
4	Pre-Requisite (if any)	Open for all
5	Course Objectives	<p>1. To enhance students' self-awareness and build self-confidence through structured activities and reflective practices.</p> <p>2. To develop students' communication skills—including verbal, non-verbal, and written forms—and help them overcome personal barriers such as fear of failure and negative self-image.</p> <p>3. To strengthen students' public speaking abilities, including body language, stage presence, and voice modulation.</p> <p>4. To cultivate teamwork, empathy, leadership qualities, and interpersonal sensitivity for effective collaboration.</p> <p>5. To enable students to set and achieve personal and professional goals using techniques of self-motivation, time management, and self-discipline.</p>
6	Course Outcomes (CO)	<p><b>CO1:</b> Students will be able to demonstrate improved self-awareness and self-confidence through structured activities and reflective practices.</p> <p><b>CO2:</b> Students will be able to apply effective communication skills—including verbal, non-verbal, and written forms—in academic and professional contexts while overcoming barriers such as fear of failure, negative self-image, and lack of confidence.</p>



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		<p><b>CO3:</b> Students will be able to exhibit positive body language, stage presence, and voice modulation in public speaking or group interaction scenarios.</p> <p><b>CO4:</b> Students will be able to collaborate effectively in team settings, showing empathy, leadership, and interpersonal sensitivity.</p> <p><b>CO5:</b> Students will be able to set personal and professional goals, and implement techniques for self-motivation, time management, and self-discipline.</p>	
7	Credit Value	02	
8	Total Marks	Max. Marks: 100	Min. Passing Marks: 35





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PART – B: Content of the Course	
No. of Lectures per week: Practical (02 Hours per week)	
Total No. of Lectures required: P: 60 Hours	
Topics	No. of Lectures
<ol style="list-style-type: none"><li>1. Conduct a survey of a nearby Anganwadi, Government School, or Primary Health Centre and submit a report.</li><li>2. Prepare your family genealogical tree and write a report on your family traditions.</li><li>3. Conduct an educational visit to a nearby NGO, Old Age Home, Charitable Hospital, Orphanage, or Women Police Station. Observe its functioning and prepare a report.</li><li>4. Prepare a fact-based write-up on an inspiring incident of a great personality (e.g., Swami Vivekananda, Mahatma Gandhi, Vinoba Bhave, A.P.J. Abdul Kalam, Ahilya Bai Holkar, Tanya Bheel, Lata Mangeshkar).</li><li>5. Compose a human value-based story that includes meaningful conversations.</li><li>6. Educational field visit to a local place of historical significance and make a presentation.</li></ol>	60



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Part – C: Learning Resources
Textbooks, Reference Books, Other Resources
<b>Suggested Readings:</b> <ol style="list-style-type: none"><li>1. Andrews, Sudhir (1988). How to Succeed at Interviews. 21st rep. Tata McGraw-Hill, New Delhi.</li><li>2. Covey, Stephen (1989). The 7 Habits of Highly Effective People. NY: Free Press.</li></ol>
<b>Textbooks:</b> <ol style="list-style-type: none"><li>1. Hindle, Tim (2003). Reducing Stress. Essential Manager Series, DK Publishing.</li><li>2. Lucas, Stephen (2001). Art of Public Speaking. Tata McGraw-Hill, New Delhi.</li></ol>
<b>Reference Books:</b> <ol style="list-style-type: none"><li>1. Petes, S.J., Francis (2011). Soft Skills and Professional Communication. Tata McGraw-Hill Education, New Delhi.</li><li>2. Smith, B. (2004). Body Language. Rohan Book Company, Delhi.</li></ol>
<b>Suggestive Digital Platform Web Links:</b> <ul style="list-style-type: none"><li>• <a href="https://www.google.com/forms/about/">https://www.google.com/forms/about/</a></li><li>• <a href="https://www.google.com/sheets/about/">https://www.google.com/sheets/about/</a></li><li>• <a href="https://www.microsoft.com/en-us/microsoft-365/word">https://www.microsoft.com/en-us/microsoft-365/word</a></li><li>• <a href="https://www.canva.com/graphs/family-trees/">https://www.canva.com/graphs/family-trees/</a></li><li>• <a href="https://www.google.com/slides/about/">https://www.google.com/slides/about/</a></li><li>• <a href="https://www.microsoft.com/en-us/microsoft-365/powerpoint">https://www.microsoft.com/en-us/microsoft-365/powerpoint</a></li><li>• <a href="https://prezi.com/">https://prezi.com/</a></li></ul>
<b>Suggested Equivalent Online Courses:</b> Through NPTEL, SWAYAM Portal.



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Part D: Assessment and Evaluation	
Suggested Continuous Evaluation Method:	
External Assessment	Marks
Viva Voce on Practical (20 Marks)	100
Practical Record File (20 Marks)	
Table Work/Exercise Assigned (60 Marks)	
Total Marks: 100	



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PART – A: Introduction			
Program: BBA		Class: I Year	Year: I Semester: I Session: 2025 – 26
Subject: Project Work		Theory / Practical: Practical	
1	Course Code	NA	
2	Course Title	Project Work	
3	Course Type (Core Course/DSE/Minor/MD-ID/SEC/VOC)	Project Work (PW) PW/APCE	
4	Pre-Requisite (if any)	Open for all	
5	Course Objectives	<ol style="list-style-type: none"><li>1. To develop practical understanding of basic management and business concepts.</li><li>2. To enhance analytical and problem-solving skills through field or desk research.</li><li>3. To improve teamwork, communication, and presentation skills.</li><li>4. To familiarize students with local business practices and entrepreneurship.</li><li>5. To cultivate data collection, interpretation, and reporting skills.</li></ol>	
6	Course Outcomes (CO)	<p><b>CO1:</b> Students will be able to apply theoretical concepts to real-world business scenarios.</p> <p><b>CO2:</b> Students will be able to demonstrate improved research and analytical skills using surveys, interviews, or observation.</p> <p><b>CO3:</b> Students will be able to enhance team coordination and professional communication.</p> <p><b>CO4:</b> Students will be able to gain exposure to local industries, markets, and entrepreneurial challenges.</p> <p><b>CO5:</b> Students will be able to prepare structured reports and presentations effectively.</p>	
7	Credit Value	02	
8	Total Marks	Max. Marks: 100	Min. Passing Marks: 35



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PART – B: Content of the Course	
No. of Lectures per week: Theory (02 Hours per week)	
Total No. of Lectures required: P: 60 Hours	
Topics	No. of Lectures
<p>As part of the Skill Based Activity students are required to undertake Project Work. It is designed to provide practical exposure, industry orientation and application of classroom learning in real business scenarios. For this, students are required to:</p> <ol style="list-style-type: none"><li>1. Select an Industry/Organization - Identify a suitable industry or organization for undertaking the project work.</li><li>2. Observe Operations - Visit the organization to observe its operations, processes, and overall working environment.</li><li>3. Understand Organizational Structure - Interact with employees at various levels to comprehend the hierarchy and organizational structure.</li><li>4. Choose a Functional Area - Select a specific functional area (e.g. Marketing or Human Resources or Operations or Finance) for detailed study.</li><li>5. Collect and Analyze Data - Gather and analyze data related to the chosen area using both primary sources (interviews, discussions, surveys) and secondary sources (reports, websites, manuals).</li><li>6. Prepare and Present Report - Compile a comprehensive project report that includes the company profile, observations, data analysis, key learnings, and actionable recommendations.</li></ol>	<b>60</b>



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Part C: Assessment and Evaluation	
Suggested Continuous Evaluation Method:	
External Assessment	Marks
Viva Voce on Practical (20 Marks)	100
Practical Record File (20 Marks)	
Table Work/Exercise Assigned (60 Marks)	
Total Marks: 100	



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भाग - अ: परिचय		
कार्यक्रम: बी.बी.ए./बी.बी.ए. एफ. टी./बी.बी.ए. एच. ए.		
कक्षा: I वर्ष	वर्ष: I	सेमेस्टर: I
सत्र: 2025-26		
विषय: Ability Enhancement Course (AEC)		Theory / Practical: Theory
1.	Course Code	NA
2.	पाठ्यक्रम का शीर्षक	हिन्दी भाषा और संस्कृति
3.	पाठ्यक्रम का प्रकार:	Ability Enhancement Course (AEC)
4.	पूर्वापेक्षा (यदि कोई हो)	कक्षा 12वीं उत्तीर्ण किसी भी विषय समूह से प्रमाणपत्र किया हो पात्र है
5	पाठ्यक्रम के उद्देश्य	<p>1. विद्यार्थियों को भारतीय ज्ञान परंपरा और सांस्कृतिक विरासत से परिचित कराना।</p> <p>2. विद्यार्थियों को प्रमुख हिन्दी रचनाकारों और उनकी साहित्यिक कृतियों से अवगत कराना।</p> <p>3. भाषा, व्याकरण और शब्दावली की समझ विकसित करना ताकि सांस्कृतिक और साहित्यिक प्रशंसा (appreciation) हो सके।</p> <p>4. शास्त्रीय और आधुनिक ग्रंथों के माध्यम से आलोचनात्मक सोच और समझने की क्षमता बढ़ाना।</p> <p>5. संरचित भाषा अभ्यास के माध्यम से विद्यार्थियों को प्रतियोगी परीक्षाओं के लिए तैयार करना।</p>





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6	पाठ्यक्रम की उपलब्धि (CO)	<p><b>CO1:</b> विद्यार्थी भारतीय ज्ञान परम्परा से अवगत होने तथा उससे लाभान्वित होने में सक्षम होंगे।</p> <p><b>CO2:</b> विद्यार्थी हिन्दी के प्रसिद्ध रचनाकारों एवं उनकी साहित्यिक रचनाओं से परिचित होने में सक्षम होंगे।</p> <p><b>CO3:</b> विद्यार्थी भाषा, व्याकरण एवं शब्दावली का ज्ञान अर्जित कर सांस्कृतिक एवं साहित्यिक बोध विकसित करने में सक्षम होंगे।</p> <p><b>CO4:</b> विद्यार्थी शास्त्रीय एवं आधुनिक रचनाओं के माध्यम से आलोचनात्मक सोच और समझ विकसित करने में सक्षम होंगे।</p> <p><b>CO5:</b> विद्यार्थी प्रतियोगी परीक्षाओं हेतु आवश्यक भाषा और साहित्य का अभ्यास करने में सक्षम होंगे।</p>
7	क्रेडिट	02
8	कुल अंक	अधिकतम अंक: 100      न्यूनतम उत्तीर्ण अंक: 35



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भाग - ब: पाठ्यक्रम सामग्री		
प्रति सप्ताह कक्षाओं की संख्या : थ्योरी (02 घंटे प्रति सप्ताह)		
आवश्यक व्याख्यानों की कुल संख्या: थ्योरी (T): 30 घंटे		
इकाई	विषय-सूची	व्याख्यानों की संख्या
I	<ul style="list-style-type: none"> <li>भारतीय ज्ञान परम्परा: एक परिचय</li> <li>भारतीय ज्ञान परम्परा में हिन्दी भाषा</li> <li>महर्षि पाणिनि – जीवन व दर्शन</li> </ul> <p><b>गतिविधियाँ:</b></p> <ul style="list-style-type: none"> <li>भारतीय ज्ञान परम्परा पर आधारित पोस्टर सृजन</li> <li>भारतीय ज्ञान परम्परा से सम्बंधित ग्रंथों / पुस्तकों का अवलोकन</li> </ul>	6
II	<ul style="list-style-type: none"> <li>मैथिलीशरण गुप्त: परिचय पाठ – मातृभूमि (कविता)</li> <li>सूर्यकान्त त्रिपाठी 'निराला': परिचय पाठ – भारत वंदना (कविता)</li> <li>प्रेमचन्द: परिचय पाठ – शतरंज के खिलाड़ी (कहानी)</li> </ul> <p><b>गतिविधियाँ:</b></p> <ul style="list-style-type: none"> <li>कविता का सस्वर वाचन</li> <li>कहानी वाचन</li> </ul>	6
III	<ul style="list-style-type: none"> <li>वैचारिक – भारतीय भाषाओं में राम</li> <li>आचार्य रामचन्द्र शुक्ल: परिचय पाठ: उत्साह (भावमूलक निबन्ध)</li> <li>रामधारी सिंह दिनकर: परिचय पाठ: भारत एक है (संस्कृति) लेख</li> <li>शरद जोशी: परिचय पाठ: अफसर (व्यंग्य)</li> </ul>	6



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	<b>गतिविधियाँ:</b> <ul style="list-style-type: none"><li>निबन्ध लेखन का अभ्यास</li><li>भारतीय संस्कृति पर आलेख लेखन</li></ul>	
IV	<b>हिन्दी व्याकरण</b> <ul style="list-style-type: none"><li>शब्द रचना: उपसर्ग एवं प्रत्यय</li><li>शब्द प्रकार: तत्सम, तद्भव, देशज, विदेशी, संकर, नव निर्मित शब्द</li><li>पर्यायवाची, विलोमार्थी, अनेक शब्द के लिए एक शब्द</li></ul> <b>गतिविधियाँ:</b> <ul style="list-style-type: none"><li>शब्द रचना सम्बन्धी समूह चर्चा</li><li>देशज-विदेशी शब्द सूची बनाना</li></ul>	6
V	<b>हिन्दी व्याकरण</b> <ul style="list-style-type: none"><li>हिन्दी के प्रमुख विराम चिह्न</li><li>संक्षेपण बीज शब्द – धर्म, अद्वैत, भाषा, अवधारणा</li></ul> <b>गतिविधियाँ :</b> <ul style="list-style-type: none"><li>अनुच्छेद/श्रुतलेख के माध्यम से विराम-चिह्नों का अभ्यास</li><li>संक्षेपण का अभ्यास</li></ul>	6



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भाग - स: अध्ययन संसाधन
पाठ्य पुस्तकें, संदर्भ पुस्तकें और अन्य संसाधन
<b>अनुशंसित पाठ्यसामग्री:</b> <ol style="list-style-type: none"><li>1. प्रेमचन्द – मानसरोवर खण्ड - 3</li><li>2. आचार्य रामचन्द्र शुक्ल – चिन्तामणि, भाग –1</li><li>3. शरद जोशी – "कहा जाता है" (व्यंग्य संग्रह)</li><li>4. डॉ. वासुदेव नन्दन प्रसाद: आधुनिक हिन्दी व्याकरण और रचना, भारती भवन, ठाकुर बाड़ी रोड, पटना, बिहार</li></ol>
<b>पाठ्य पुस्तकें:</b> <ol style="list-style-type: none"><li>1. भारतीय ज्ञान परम्परा – विविध आयाम (संपादक: प्रो. सरोज शर्मा, शिप्रा प्रकाशन – नई दिल्ली)</li><li>2. प्राचीन भारतीय ज्ञान परम्परा (लेखक – डॉ. अच्युत कुमार रायोर, प्रकाशक – श्री साईनाथ, प्रकाशन – नागपुर)</li></ol>
<b>संदर्भ पुस्तकें:</b> <ol style="list-style-type: none"><li>1. हिन्दी ज्ञान कोश</li></ol>
<b>अनुशंसित डिजिटल प्लेटफॉर्म वेब लिंक</b> <ul style="list-style-type: none"><li>• इंटरनेट सामग्री – टैग में उल्लिखित</li></ul>



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भाग - द: अनुशंसित मूल्यांकन विधि		
केवल बाह्य मूल्यांकन		Total Marks: 100
बाह्य मूल्यांकन: अंत-सेमेस्टर परीक्षा  समय: 02 घंटे	(अ) तीन अतिलघु प्रश्न (प्रत्येक 50 शब्द) (ब) चार लघु प्रश्न (प्रत्येक 200 शब्द) (स) दो दीर्घ प्रश्न (प्रत्येक 500 शब्द)	Marks: 03×04 = 12 04×13 = 52 02×18 = 36  कुल अंक: 100
अधिकतम अंक:	बाह्य मूल्यांकन: 100	
क्रेडिट मूल्य	02	
न्यूनतम उत्तीर्ण अंक	35	



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## **Department of Management**

### **January – June 2026**

### **Bachelor of Business Administration**

### **Syllabus**

### **Semester II**



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## **Bachelor of Business Administration**

### **Programme Educational Objectives**

**PEO1:** To empower students with the academic and professional advancement. The programme also helps to fulfill larger related goals.

**PEO2:** To develop higher quality, more challenging, and greater value added education.

**PEO3:** To inculcate managerial skills to excel in the competitive world.

### **Programme Outcomes**

On completion of the programme, students will be able to:

**PO1:** Develop a strong foundation in Business concepts enhancing critical thinking and decision making skills.

**PO2:** Compete in various business areas, through different training activities.

**PO3:** Foster leadership abilities and be prepared to face competitive edge in the job market.

**PO4:** Select from various career prospects according to the personal/ business requirements.

**PO5:** Contribute to a well rounded professional foundation for entry level managerial roles.





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Shri Vaishnav Institute of Management & Science, Indore				
Department of Management (UG)				
BBA II Semester (Course Details)				
January – June 2026				
S.No.	Course Type	Course Code	Subject	Total Credit
1	Major - II (Core Course)	BBA - 201	Business Communication	6
2	Major – III (Core Course)	BBA – 202	Business Economics	6
3	Minor – II	BBA – 203	Financial Accounting	4
4	Value Added Course	VAC – 201	भारत बोध (Understanding India)	2



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PART – A: Introduction		
<b>Program: BBA    Class: I Year    Year: I    Semester: II    January – June 2026</b>		
<b>Subject: Business Administration</b>		<b>Theory / Practical: Theory</b>
<b>1</b>	<b>Course Code</b>	BBA – 201
<b>2</b>	<b>Course Title</b>	<b>Business Communication</b>
<b>3</b>	<b>Course Type (Core Course/DSE/Minor/MD-ID/SEC/VOC)</b>	Major - II (Core Course)
<b>4</b>	<b>Pre-Requisite (if any)</b>	Not Required
<b>5</b>	<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To understand the business communication process.</li><li>2. To develop verbal and non-verbal communication skills in business arena.</li><li>3. To understand written business communication approaches/methods.</li><li>4. To be aware role of information and digital technology in modern business communication.</li><li>5. To Sensitize students on business communication as per various concepts.</li></ol>
<b>6</b>	<b>Course Outcomes (COs)</b>	<p><b>On completion of the course, learners will be able to:</b></p> <p><b>CO1:</b> Understand the complete business communication process and its importance in organisational effectiveness.</p> <p><b>CO2:</b> Demonstrate appropriate verbal and non-verbal communication skills required in professional business settings.</p> <p><b>CO3:</b> Draft clear, concise, and well-structured written business documents using suitable formats and methods.</p> <p><b>CO4:</b> Apply information and digital communication tools effectively for modern business communication tasks.</p> <p><b>CO5:</b> Interpret and use various business communication concepts to respond ethically and</p>



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		professionally in different business situations.	
7	Credit Value	06	
8	Total Marks	Max. Marks: 100	Min. Passing Marks: 35



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PART – B: Content of the Course		
No. of Lectures per week: Theory (06 Hours per week)		
Total No. of Lectures required: T: 90 Hours		
Unit	Topics	No. of Lectures
I	<p>Indian Traditions and Communication- Meaning and Fundamental Principles of Communication in Indian traditions. Oral, Written and Symbolic Communication in the Guru-Shishya Tradition Communication in the Vedic Tradition, Levels of Communication and Symbolic communication Forms and features of Indian business letter writing.</p> <p><b>Activity 1:</b> Students will be divided in groups of 5 students each to present an act on "Communication in the Guru-Shishya tradition" for example an act on gurukul system.</p> <p><b>Activity 2:</b> A classroom activity in which a student will convey a message through pictures, colours or symbols those other students will interpret.</p>	18
II	<p>Modern Communication - Meaning, Definitions, Nature, Importance and Types. Barriers to Communication Meaning, Types - Linguistic Barriers, Psychological Barriers, Other Barriers - Cultural, Physical and Organizational Barriers.</p> <p><b>Activity 1:</b> Groups of students will identify a workplace communication barrier and present solutions to resolve it effectively.</p> <p><b>Activity 2:</b> Students in groups will prepare a chart/model to present a theory of communication.</p>	18



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III	<p>Written and Oral Communication- Business Correspondence Meaning, Features and Format. Types of Business Letters Inquiry, Complaint, Credit, Order, Reply Letters, and Circulars. Oral Communication Meaning and Types. Non-Verbal Communication- Body Language, Sign Language and Para language.</p> <p><b>Activity 1:</b> Groups will draft handwritten letters, including an inquiry, order, complaint and circular letter, to understand formal communication.</p> <p><b>Activity 2:</b> Groups will pass/send a message using only gestures and body language, then compare the final interpretation with the original message.</p>	18
IV	<p>Various Concepts of Communication - The Process of Report Writing, Communication of Notice, Preparation of Agenda and Minutes. Management Information System- Meaning Objectives, Process and Types, Functions of MIS.</p> <p><b>Activity 1:</b> Students in groups will draft Notices, Agendas, and Minutes on the situations given by the instructor in appropriate format.</p> <p><b>Activity 2:</b> Students will be divided in groups. Each group has to develop a single Management Information System on topic/situation given by the faculty, like-employee attendance system, security check at entrance gate, etc.</p>	18
V	<p>Modern Forms of Communication - Email, Video Conferencing, Social Media, Communication Systems in Global Business, Types of Information Technology and their Utility in Business Communication.</p> <p><b>Activity 1:</b> Groups will convey the same message using different modes (in-person, video, text) to understand their effectiveness in communication.</p> <p><b>Activity 2:</b> Students working in a group will draft clear and professional emails for assigned workplace scenarios.</p>	18



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Part – C: Learning Resources
Textbooks, Reference Books, Other Resources
<b>Suggested Readings:</b> <ol style="list-style-type: none"><li>1. Agrawal, Praveen Kumar (Dr.), &amp; Mishra, Avineesh Kumar (Dr.), Communication Skills, Sahitya Bhawan, Agra (Hindi Medium) (Latest Edition).</li><li>2. Gopalaswamy, Ramesh, Ace of Soft Skills: Attitude, Communication and Etiquette for Success, Pearson India, Noida (Latest Edition).</li><li>3. Jain, S.C. (Dr.), Vyaavasaayik Gathan Avam Sampreshan (Dasham Sanskaran), Madhya Pradesh Hindi Granth Academy, Bhopal (Latest Edition).</li><li>4. Mehta, D., &amp; Mehta, N.K., A Handbook of Communication Skills &amp; Practices, Radha Publications, New Delhi (Latest Edition).</li></ol>
<b>Textbooks:</b> <ol style="list-style-type: none"><li>1. Murphy, A., &amp; Peck, Charles E., Effective Business Communication, Tata McGraw Hill, New Delhi (Latest Edition).</li><li>2. Rao, N., &amp; Das, R.P., Communication Skills, Himalaya Publishing House, Mumbai (Latest Edition).</li><li>3. Sinha, K.K., Business Communication, Galgotia Publishing House, New Delhi (Latest Edition).</li></ol>
<b>Reference Books:</b> <ol style="list-style-type: none"><li>1. Verma, Rajesh (Dr.), Tiwari, Sanjay (Dr.), Dand, Rakesh (Dr.), Pandey, Sanjay (Dr.), Patel, Vipul (Dr.), &amp; Maheshwari, Sanjay, Vyaavasaayik Sangathan Avam Sanchar, Madhya Pradesh Hindi Granth Academy, Bhopal (Latest Edition).</li></ol>
<b>Suggestive Digital Platform Web Links:</b> <p><a href="http://ndl.iitkgp.ac.in/he_document/dishtvo/dishtavo/D%20DISFHTAV%20OBOABCC_1819646805?c=]business%20communication">http://ndl.iitkgp.ac.in/he_document/dishtvo/dishtavo/D DISFHTAV OBOABCC_1819646805?c=]business%20communication</a></p> <p><a href="http://ndl.iitkgp.ac.in/he_document/libretexts/libretexts/IN_LIB13_M_731_BCSfM_10643_10644?e=13 business%20communication">http://ndl.iitkgp.ac.in/he_document/libretexts/libretexts/IN LIB13 M 731 BCSfM 10643 10644?e=13 business%20communication</a></p> <p><a href="http://ndl.iitkgp.ac.in/he_document/inflibnet_epgp/inflibnet_epgp/IN_I_e_P_PIM_30733_POBC_31227_312282e-6_business%20communication">http://ndl.iitkgp.ac.in/he_document/inflibnet epgp/inflibnet epgp/IN I e P PIM 30733 POBC 31227 312282e-6 business%20communication</a></p> <p><a href="http://ndl.iitkgp.ac.in/he_document/e_adhyayan/eadhyayan/IN_e_A_IM_107_BC_125_126?e=1_business%20communication">http://ndl.iitkgp.ac.in/he_document/e adhyayan/eadhyayan/IN e A IM 107 BC 125 126?e=1 business%20communication</a></p>
<b>Suggested Equivalent Online Courses:</b> Through NPTEL, SWAYAM Portal.



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Part – D: Assessment and Evaluation		
<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE): Class Test/Assignment/Presentation As per Ordinance 14 (1)		<b>Total Marks: 30</b>
<b>External Assessment:</b> End Semester Exam  <b>Time: 03 Hours</b>	Section (A): Very Short Answer Type Questions/MCQs – (06 Marks)  Section (B): Short Answer Type Questions – (40 Marks)  Section (C): Long Answer Type Questions – (24 Marks)	<b>Marks: 70</b>
<b>Total Marks</b>	<b>(Internal Assessment + External Assessment): 30+70=100</b>	
<b>Credit Value</b>	06	
<b>Minimum Passing Marks</b>	35	





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PART – A: Introduction		
Program: BBA    Class: I Year    Year: I    Semester: II    January – June 2026		
Subject: Business Administration		Theory / Practical: Theory
1	Course Code	BBA - 202
2	Course Title	Business Economics
3	Course Type (Core Course/DSE/Minor/MD-ID/SEC/VOC)	Major - III (Core Course)
4	Pre-Requisite (if any)	Not Required
5	Course Objectives	<p>1. To provide an understanding of basic economic concepts and Kautilya's ideas.</p> <p>2. To equip students with the scope of managerial economics for decision-making.</p> <p>3. To enable understanding of inductive and deductive methods of economic study and their relevance.</p> <p>4. To develop knowledge of the law of demand and its use in forecasting.</p> <p>5. To familiarize students with market structures and pricing differences.</p>
6	Course Outcomes (COs)	<p><b>On completion of the course, learners will be able to:</b></p> <p><b>CO1:</b> Understand the foundational concepts of economics and analyze the contribution of Kautilya to Indian economic thought.</p> <p><b>CO2:</b> Explain the nature and scope of managerial economics and assess its role in effective business decision-making.</p> <p><b>CO3:</b> Differentiate between inductive and deductive methods of economic study and evaluate their merits, limitations, and practical relevance.</p> <p><b>CO4:</b> Analyze the law of demand, its influencing factors, types, and exceptions, and apply the</p>



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		concept in demand measurement forecasting.  <b>CO5:</b> Identify different market structures and evaluate how pricing and firm equilibrium vary under perfect, imperfect, and monopoly conditions.
<b>7</b>	<b>Credit Value</b>	<b>06</b>
<b>8</b>	<b>Total Marks</b>	<b>Max. Marks: 100      Min. Passing Marks: 35</b>



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PART – B: Content of the Course		
No. of Lectures per week: Theory (06 Hours per week)		
Total No. of Lectures Required: T: 90 Hours		
Unit	Topics	No. of Lectures
I	<p>Meaning, Definitions, Nature, and Scope of Economics. Contribution of Kautilya in Indian Economic Thought.</p> <p><b>Activity 1:</b> Students, in groups, will create a poster or collage highlighting the main economic principles and managerial ideas of Kautilya. This activity will help students visually connect with economic and managerial concepts.</p> <p><b>Activity 2:</b> Students will prepare and submit a write-up on various definitions of economics.</p>	14
II	<p>Managerial Economics - Meaning and Definitions, Characteristics, Functions and Importance. Role of Business Economics in Business Decision Making. Functions and Responsibilities of a Business Economist.</p> <p><b>Activity 1:</b> Students, in small groups, will receive a word-search puzzle containing 8-10 key managerial economics terms. They will solve the puzzle and then each group will define the terms and explain how they apply to business decision-making.</p> <p><b>Activity 2:</b> Students, in small groups, will pick a familiar local business (local food stall, cafe, mobile shop etc.) and discuss what it sells, why people buy from it, how prices are set, and its likely costs. Students will present their ideas in class.</p>	18
III	<p>Methods of Economic Study - Approaches to Economic Study: Inductive and Deductive Methods. Inductive Method: Meaning, Nature, History, Merits and Demerits. Deductive Method: Meaning, History, Nature, Merits and Demerits. Difference and Utility of both methods.</p> <p><b>Activity 1:</b> Students will work in small groups to create a collage or mind map that compares the Inductive and Deductive methods, focusing on their key features, differences, and applications in economics. Each group will present their work in class, followed by a short discussion on the real-world applications of each method.</p> <p><b>Activity 2:</b> Students in groups will discuss real-life examples of the inductive and deductive methods based on observation. For the inductive method, they might explore how a shopkeeper notices higher ice cream sales on hot days. For the deductive</p>	20



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	<p>method, they could consider how a company increases prices based on the theory that higher prices can lead to higher profit. Each group will share their findings and understand how these methods work in real-life situations.</p>	
IV	<p>Law of Demand - Meaning, factors affecting demand. Types of demand, law of demand and exceptions, measurement of demand. Demand forecasting.</p> <p><b>Activity 1:</b> In small groups, students will choose a local product (such as cold drinks, t-shirts, or mobile phones) and discuss the factors that increase or decrease its demand (such as price, income, or weather). They will also identify the type of demand it represents – such as complementary or substitute. Each group will present their conclusions briefly in class.</p> <p><b>Activity 2:</b> In small groups, students will choose an advertisement (from TV, social media, or print) and analyze how it affects demand (based on factors like price, income, brand, or weather). They will also identify the type of demand it represents – such as necessary, complementary, or substitute. Each group will present their conclusions briefly in class.</p>	19
V	<p>Concept of Market - Meaning, Definitions, Classification, Perfect Competition, Imperfect Competition, and Monopoly Concept Pricing, and Firm Equilibrium.</p> <p><b>Activity 1:</b> The faculty will present a list of various products and services (such as railway services, vegetable markets, mobile networks, school books). Students will match them with the appropriate market structures- perfect competition, imperfect competition or monopoly and briefly explain the basis for their selection. The objective of this activity is to teach students to identify different market structures through real-life examples.</p> <p><b>Activity 2:</b> Students, in groups, will observe a local market (such as a vegetable market, mobile store or online platform) and record the type of competition present - perfect, imperfect, or monopoly. They will analyze aspects like pricing, the number of buyers and sellers, and the nature of the product, and share their observations in class.</p>	19



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Part – C: Learning Resources
Textbooks, Reference Books, Other Resources
<b>Suggested Readings:</b> <ol style="list-style-type: none"><li>1. Adhikary, M. Business Economics, Excel Books, New Delhi (2019).</li><li>2. Chopra, O. P. Managerial Economics, TMH, New Delhi (1985).</li><li>3. Dewett, K. K. &amp; Chand, Adarsh Modern Economic Theory, Shyamlal Charitable Trust, New Delhi (2017).</li><li>4. Ghosh, Geetika &amp; Roy Choudhury, P. Managerial Economics, Tata McGraw Hill, New Delhi (2022).</li><li>5. Kothari, Milind (Dr.) Prabandhakiya Arthashastra, Madhya Pradesh Hindi Granth Academy, Bhopal (2021).</li></ol>
<b>Textbooks:</b> <ol style="list-style-type: none"><li>1. Koutsoyiannis, A. Modern Micro Economics. Macmillan, New York (1979).</li><li>2. Mehta, C. M. (Dr.) Micro Economics, Ram Prasad &amp; Sons, Bhopal (2021).</li><li>3. Pant, J. C. (Dr.) &amp; Mishra, J. P. (Dr.) Micro Economics, Sahitya Bhawan, Agra (2020).</li><li>4. Shrivastava, V. P. (Dr.) Macro Economics (Pratham Varsh), Madhya Pradesh Hindi Granth Academy, Bhopal (2021).</li><li>5. Sinha, V. C. Principles of Economics, Sahitya Bhawan, Agra (2022).</li></ol>
<b>Reference Books:</b> <ol style="list-style-type: none"><li>1. Tiwari, Ritu (Dr.) Bhartiya Arthvayavastha (Pratham Varsh), Madhya Pradesh Hindi Granth Academy, Bhopal (2020).</li><li>2. Tiwari, Ritu (Dr.) Vyashti Arthashastra (Pratham Varsh), Madhya Pradesh Hindi Granth Academy, Bhopal (2020).</li></ol>
<b>Suggestive Digital Platform Web Links:</b> <p><a href="http://ndl.iitkgp.ac.in/he_document/inflibnet_epgp/inflibnet_epgp/IN_L_e_P_P_1_B_E_4_723_4724?c=0[business%20economics]">http://ndl.iitkgp.ac.in/he_document/inflibnet_epgp/inflibnet_epgp/IN_L_e_P_P_1_B_E_4_723_4724?c=0[business%20economics]</a>   <a href="https://dishtavo.dhe.goa.gov.in/qdata/Economics/ECC103/Mod%202/02_Notes.pdf">https://dishtavo.dhe.goa.gov.in/qdata/Economics/ECC103/Mod%202/02_Notes.pdf</a> <a href="https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000023MA/P001405/M022214/ET/1504609898Module-18.pdf">https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000023MA/P001405/M022214/ET/1504609898Module-18.pdf</a> <a href="http://ndl.iitkgp.ac.in/he_document/ekumbh/ekumbh/426?e=0 managerial%20economics">http://ndl.iitkgp.ac.in/he_document/ekumbh/ekumbh/426?e=0 managerial%20economics</a>  </p>
<b>Suggested Equivalent Online Courses:</b> Through NPTEL, SWAYAM Portal.



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Part – D: Assessment and Evaluation		
<b>Internal Assessment:</b> Continuous Comprehensive Evaluation (CCE): Class Test/Assignment/Presentation As per Ordinance Number 14 (1)		<b>Total Marks: 30</b>
<b>External Assessment:</b> End Semester Exams  <b>Time:</b> 03 Hours	Section (A): Very Short Answer Type Questions/MCQs-(06 Marks)  Section: (B) Short Answer Type Questions- (40 Marks)  Section: (C) Long Answer Type Question- (24 Marks)	<b>Marks: 70</b>
<b>Total Marks</b>	<b>(Internal Assessment + External Assessment): 30+70=100</b>	
<b>Credit Value</b>	06	
<b>Minimum Passing Marks</b>	35	





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PART – A: Introduction		
Program: BBA    Class: I Year    Year: I    Semester: II    January – June 2026		
Subject: Business Administration		Theory / Practical: Theory
1	Course Code	BBA - 203
2	Course Title	Financial Accounting
3	Course Type (Major Course/Elective/Generic Elective/ Minor/Vocational/....)	Minor - II
4	Pre-Requisite (if any)	Not Required
5	Course Objectives	<ol style="list-style-type: none"><li>1. To develop a foundational understanding of bookkeeping principles and accounting concepts.</li><li>2. To familiarize students with the use and application of accounting software in business operations.</li><li>3. To equip students with the skills required to perform practical accounting tasks for business units.</li><li>4. To enable students to prepare and interpret Bank Reconciliation Statements and apply the principles of royalty accounting.</li><li>5. To enhance students' ability to analyze and interpret financial data for informed decision-making.</li></ol>
6	Course Outcomes (COs)	<p><b>On completion of the course, learners will be able to:</b></p> <p><b>CO1:</b> Understand fundamental concepts of bookkeeping and accounting with clarity.</p> <p><b>CO2:</b> Operate and apply accounting software in basic business transactions.</p> <p><b>CO3:</b> Perform essential accounting tasks required in a business unit.</p> <p><b>CO4:</b> Prepare, analyze, and interpret Bank Reconciliation Statements and apply the principles</p>





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		of royalty accounting.  <b>CO5:</b> Analyze and interpret financial data to support business decision-making.
<b>7</b>	<b>Credit Value</b>	<b>04</b>
<b>8</b>	<b>Total Marks</b>	<b>Max. Marks: 30+70    Min. Passing Marks: 35</b>



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PART – B: Content of the Course		
No. of Lectures per week: Theory (04 hours per week)		
Total No. of Lectures required: T: 60 Hours		
Unit	Topics	No. of Hours
I	<p>Introduction to Accounting -Accounting and its place in business and its relationship with other financial areas, Double Entry System. Book Keeping- Meaning, advantages, concepts, and conventions. Difference between Financial Accounting, Cost Accounting, and Management Accounting. Accounting Practices: Traditional Indian Accounting Practices: Ancient Accounting System -Mahajani Method (Ancient form of Double Entry System).</p> <p><b>Activity 1:</b> Students will be working in a group. They will be provided with a list of financial transactions. Students will be required to prepare a report showing that after each transaction the Accounting Equation (Assets = Liabilities + Capital) holds good.(Assignment)</p> <p><b>Activity 2:</b> Students will be working in a group. Students will visit any local shop/business of their choice and observe its working. They will make a list of accounts (categorized under the heads Assets, Liabilities, Incomes &amp; Expenses) that they think the shop/business must be maintaining in its books of accounts.</p>	8
II	<p>Type of books of accounts and their preparation - Journal, Ledger, Trial balance. Computerized Accounting software -Cloud books. Wave, Tally.</p> <p><b>Activity 1:</b> Students will be working in a group. They will be provided with a list of financial transactions. Students will be required to pass journal entries, post transactions in ledgers, balance the ledgers, and finally prepare a Trial Balance.</p> <p><b>Activity 2:</b> Students will be working in a group. They will be required to make a flowchart depicting the steps involved in recording a transaction in Tally, including a sample transaction (e.g., Sales or Purchase entry).</p>	13
III	<p>Preparation of Final Account - Trading Account, Profit &amp; Loss Account, Balance Sheet.</p> <p><b>Activity 1:</b> Students will be working in a group. They will be preparing a Trading Account, Profit &amp; Loss Account and Balance Sheet using the Trial Balance made by them in Unit-2.</p>	13



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	<b>Activity 2:</b> Students will be working in a group. They will create a personal balance sheet for their family by listing assets (house, car, cash, jewellery, etc.) and liabilities (loans, credit card debt, etc.). They will then calculate their family's net worth using the formula: $\text{Net Worth} = \text{Total Assets} - \text{Total Liabilities}$ .	
<b>IV</b>	Bank Reconciliation Statement, Royalty Accounts.  <b>Activity 1:</b> Students will be working in a group. They will make a poster or collage depicting the reasons for difference between Cash Book and Bank Passbook.  <b>Activity 2:</b> Students will be working in a group. They will create a poster or collage illustrating different types of royalties.	<b>13</b>
<b>V</b>	Branch Accounts. Depreciation Accounting - Fixed Installment Method and Written Down Value Method.  <b>Activity 1:</b> Students will be working in a group. One student will act as the Head Office (HO) and other students as Branch Managers. The HO provides each branch with an imaginary initial stock, cash balance and records all transactions. Each branch will conduct a few imaginary transactions and record them. At end Branch Accounts will be prepared.  <b>Activity 2:</b> Students will be working in a group. They identify any one household asset (that is expected to last more than a year) with its purchase price. They will estimate the useful life of the asset and determine the depreciation percentage by dividing 100 by the useful life. Using this percentage, they will calculate depreciation using Diminishing Balance Method for few years	<b>13</b>



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Part – C: Learning Resources
Textbooks, Reference Books, Other Resources
<b>Suggested Readings:</b> <ol style="list-style-type: none"><li>1. Anthony. R.N. and Reece, J.S., Accounting Principles, Richard D Irwin, Homewood, IL (2020).</li><li>2. Batliboi, J.R., Double-Entry Book Keeping: A Complete Treatise on the Fundamentals of Accounting Written Specifically for Indian Students and Businessmen, Standard Accountancy Publications, Mumbai (2021).</li><li>3. Dhand. Rakesh (Dr.), Avasthi, Paritosh (Dr.), Tiwari, Sanjay (Dr.), Pandey, Sanjay (Dr.), and Talreja, Jitendra (Dr.), Lekhankan Ke Adharbhoot Siddhant, Madhya Pradesh Hindi Granth Academy, Bhopal (2023).</li><li>4. Jain, P.K. (Dr.), Soni, M.L. (Dr.), and Soni, Ashok, Vitiya Lekhankan, Madhya Pradesh Hindi Granth Academy, Bhopal (2022).</li><li>5. Mangal, Ramesh (Dr.) and Verma, Rajesh (Dr.), Vitiya Lekhankan, Madhya Pradesh Hindi Granth Academy, Bhopal (2021).</li><li>6. Gupta, R.L., Advanced Accounting, Sultan Chand &amp; Sons, New Delhi (2023).</li></ol>
<b>Textbooks:</b> <ol style="list-style-type: none"><li>1. Shukla, M.C. and Grewal, T.S., Financial Accounting, S Chand Publishing, New Delhi (2019).</li><li>2. Shukla, S.M. (Dr.), Financial Accounting (Hindi and English Medium), Sahitya Bhavan Publications, Agra (2023).</li></ol>
<b>Reference Books:</b> <ol style="list-style-type: none"><li>1. Mukherjee, Hanif, Financial Accounting, Tata McGraw Hill, New Delhi (2023).</li></ol>
<b>Suggestive digital platforms weblinks:</b> <ul style="list-style-type: none"><li>• <a href="http://ndl.iitkgp.ac.in/he_document/openstax/IN_O_1_P_o_A_V_1_F_A_272_273">http://ndl.iitkgp.ac.in/he_document/openstax/IN_O_1_P_o_A_V_1_F_A_272_273</a></li><li>• <a href="http://ndl.iitkgp.ac.in/he_document/swayam_ugc_moocs/IN_S_U_M_1_U_C_1_7_F_a_1956_1957">http://ndl.iitkgp.ac.in/he_document/swayam_ugc_moocs/IN_S_U_M_1_U_C_1_7_F_a_1956_1957</a></li><li>• <a href="http://ndl.iitkgp.ac.in/he_document/dishtvo/dishtavo/D_D_1_S_F_H_T_A_V_O_B_O_C_A_1_C_1_R_A_890125439?e=0/royalty%20account   ">http://ndl.iitkgp.ac.in/he_document/dishtvo/dishtavo/D_D_1_S_F_H_T_A_V_O_B_O_C_A_1_C_1_R_A_890125439?e=0/royalty%20account   </a></li><li>• <a href="http://ndl.iitkgp.ac.in/he_document/nptel/nptel/110101131_1kws14muzrlfijbndntplb9hcy15jc87?e=9/financial%20accounting   ">http://ndl.iitkgp.ac.in/he_document/nptel/nptel/110101131_1kws14muzrlfijbndntplb9hcy15jc87?e=9/financial%20accounting   </a></li></ul>
<b>Suggested equivalent online courses:</b> Through NPTEL and SWAYAM portal.



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Part – D: Assessment and Evaluation		
<b>Internal Assessment</b>  Continuous Comprehensive Evaluation (CCE): Class Test/Assignment/Presentation As per ordinance 14 (1)		<b>Total Marks: 30</b>
<b>External Assessment:</b> End Semester Exam  <b>Time:</b> 03 Hours	Section (A): Very Short Answer Type Questions/MCQs – (06 Marks)  Section (B): Short Answer Type Questions – (40 Marks)  Section (C): Long Answer Type Questions – (24 Marks)	<b>Marks: 70</b>
<b>Total Marks</b>	<b>(Internal Assessment + External Assessment): 30+70=100</b>	
<b>Credit Value</b>	04	
<b>Minimum Passing Marks</b>	35	



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PART – A: Introduction			
<b>Program: B.Sc/BCA/BBA /BBA FT/BBA HA</b>			
<b>Class: I Year</b>		<b>Year: I</b>	<b>Semester: II</b>
<b>Subject: Value Added Course (VAC)</b>		<b>January – June 2026</b>	
		<b>Theory / Practical: Theory</b>	
1	Course Code	VAC - 201	
2	Course Title	भारत बोध (Understanding India)	
3	Course Type (Core Course/DSE/Minor/MD-ID/SEC/VOC)	VAC	
4	Pre-Requisite (if any)	Class 12 <sup>th</sup> Pass	
5	Course Objectives	<p>1. To develop a fundamental understanding of India's historical, cultural, and Constitutional Nature (Sanvidhanik Swaroop).</p> <p>2. To develop awareness among students towards the Indian education system, the tradition of knowledge, and national values.</p> <p>3. To help students understand the India's independence movement, democratic development, and global role.</p> <p>4. To make students responsible citizens by providing knowledge of the rights and duties enshrined in the Constitution.</p>	
6	Course Outcomes (COs)	<p><b>On completion of the course, learners will be able to:</b></p> <p><b>CO1:</b> Develop a fundamental understanding of India's historical, cultural, and social diversity.</p> <p><b>CO2:</b> Develop awareness towards the Indian knowledge tradition and national values.</p> <p><b>CO3:</b> Understand the India's independence movement, development journey, and global role.</p> <p><b>CO4:</b> Become responsible citizens by acquiring knowledge of the rights and duties enshrined in the Constitution.</p>	
7	Credit Value	02	
8	Total Marks	Max. Marks: 100	Min. Passing Marks: 35





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PART – B: Content of the Course		
No. of Lectures per week: <b>Theory (02 Hours per week)</b>		
Total No. of Lectures Required: T: 30 Hours		
Unit	Topics	No. of Lectures
I	<p><b>Indian History and Cultural Heritage</b> Characteristics of the Sindhu, Vedic, and Classical periods Indian concepts of co-existence and diversity Cultural Symbols: Religious architecture, music, dance and folk traditions Modern relevance of texts such as “Vasudhaiva Kutumbakam” and “Sarve Bhavantu Sukhinah”</p> <p><b>Activity:</b> The program "Dialogue with the People"-discussion and note-taking about traditional lifestyle-values and knowledge from an elder of the family or community</p> <p><b>Assignment Topic:</b> Write a short essay (about 500 words) with pictures on any cultural heritage/festival/folk art of your village or town.</p>	06
II	<p><b>Indian Constitution and Civic Duties</b> The Vedic Concept of State Duties (Vedic Rajdharma ) and the modern Constitution Fundamental Rights and Duties: Dharma-Kartavya-Naitikta Youth citizens and their democratic participation Role of Education to Nation-Building</p> <p><b>Activity:</b> “Public Policy Dialogue” – Organizing a Mock Constituent Assembly among students, where the fundamental values of India are presented and discussed.</p> <p><b>Assignment Topic 1:</b> Analyze any one fundamental right and its related duty from a Vedic/classical perspective.</p> <p><b>Assignment Topic 2:</b> Write an essay (400 words) on the role of youth in Indian democracy, from the perspective of “From Swaraj to Suraj”.</p>	06





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<p style="text-align: center;"><b>III</b></p>	<p><b>Indian Knowledge Tradition and Educational Perspective</b> Sources of Indian knowledge: Vedas, Upanishads, Philosophy, Smriti, Folk literature Gurukul Tradition: Student-centered learning, oral tradition, and memory-based learning Purpose of Education: Self-realization (Atmokarsha) and social welfare (Lokasangraha) Role of the Teacher: “Acharya Devo Bhava”- character building and contribution to social reconstruction</p> <p><b>Activity 1:</b> Knowledge-sharing session: Demonstration of traditional teaching methods (dialogue, memorization-based learning).</p> <p><b>Activity 2:</b> Recreation of Shlokas and meaning - based discussion - Especially from Shikshavalli and Bhagavad Gita etc.</p> <p><b>Assignment Topic 1:</b> Explain the objectives of Indian education based on any Vedic hymn or Upanishadic statement.</p> <p><b>Assignment Topic 2:</b> Write a short essay on examples of Guru–Shishya tradition or life values observed in your school, village, or family.</p>	<p style="text-align: center;"><b>06</b></p>
<p style="text-align: center;"><b>IV</b></p>	<p><b>India’s Philosophy of Life and the Concept of a Sustainable Future</b> Indian Life Perspective: Purusharth Chatushtaya, Ashrama system, Duty-Based Ethics Harmony with Nature: Yagya, Panchamahabhutas, ecological cycle and environmental balance Indian Economic Thought: Arthashastra, Swadeshi, labour culture, and public sector enterprises Indian Concept of Sustainable development and environmental balance</p> <p><b>Activity 1:</b> Poster or slogan writing on “Simple Living, High Thinking”</p> <p><b>Activity 2:</b> Group presentation on Indian environmental traditions (yagya, tree worship, river, festivals, etc.)</p> <p><b>Assignment 1:</b> Panchamahabhutas and Indian life perspective</p> <p><b>Assignment 2:</b> Journey from ‘Swadeshi’ to ‘Atmanirbhar Bharat’ (Self-reliant India)</p>	<p style="text-align: center;"><b>06</b></p>



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V	<p><b>Contemporary India and Global Role</b> Role of Religious, Cultural, and Intellectual Leadership in the Indian independence movement India's contributions: Space science, Yoga, diplomacy, peace philosophy Atmanirbhar Bharat: Integration of tradition and innovation India's soft power in the global context and its role in a multipolar world</p> <p><b>Activity 1:</b> Student presentation on policy alternatives (Indian Model vs Western Model)</p> <p><b>Activity 2:</b> Essay writing on the theme "<i>India @ 2047</i>"</p> <p><b>Assignment 1:</b> Global India and Possibilities of Cultural Leadership</p> <p><b>Assignment 2:</b> Technology and Ethics: Exploring the Indian Model of Integration</p>	06
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## Part – C: Learning Resources

### Textbooks, Reference Books, Other Resources

#### Suggested Readings:

1. Katdre, Indumati – Bharatiya Shiksha: Sankalpna evam Swaroop/ Punarsrijan, Prakashan Seva trust, Ahmedabad
2. Kumar, Krishan – Prachin Bharatiya Shiksha Paddhati, Shri Saraswati Sadan, Delhi
3. Saluja, Chand Kiran (2023) – Shiksha: Bharatiya Pariprekshya Sanskrit Samvardhan Pratishthan, New Delhi
4. Kapoor, Kapil & Singh, Avdhesh Kumar (Editor), (2005) – **Indian Knowledge Systems** (Khand 1-2) Indian Institution of Advance Study, Shimla; D.K. Printworld, New Delhi

#### Textbooks:

1. Swaroop, Devendra – Sanskriti: Ek Naam – Roop, Anek Pratiman Pratibha Prakashan, New Delhi
2. Swaroop, Devendra (Editor), (2010) – Rashtriya Shiksha Andolan ka Itihas (Hindi Sanskaran) Prabhat Pratisthan, New Delhi
3. Agrawal, Vasudev Sharan (Editor), (2023) – Rashtra, Dharma aur Sanskriti (Nibandh Sanchayan). Prabhat Prakashan, New Delhi

#### Reference Books:

1. Mishra, Rameshwar Pankaj (2024) – Advitiya samajshastra, Prabhat Prakashan, New Delhi
2. Pandey, Om Prakash (Editor) (2023) – Bharat Vaibhav, Rashtriya Pustak Nyas (NBT) , New Delhi
3. Subbarayappa, B.V. – Bhartiya Vigyan Parampara, Rashtriya Pustak Nyas (NBT) , New Delhi

#### Suggestive Digital Platform Web Links:

- <https://www.youtube.com/watch?v=VUOyldPx8h4>
- <https://www.youtube.com/watch?v=1livkUGjeFA&list=PLfGFNxUDX0eholQwKZ2ekqaxY3PDtoDq-&index=4>
- <https://www.youtube.com/watch?v=SuMnvLxc9ic>
- <https://www.youtube.com/watch?v=iPuRqFlmoSc>
- [https://www.youtube.com/watch?v=YZQeUq5d48Q&list=PL\\_a1TI5CC9RG8wPaNNDok6VjSdhe0K3HE&index=6](https://www.youtube.com/watch?v=YZQeUq5d48Q&list=PL_a1TI5CC9RG8wPaNNDok6VjSdhe0K3HE&index=6)
- [https://www.youtube.com/watch?v=9PLs\\_N6WbxE](https://www.youtube.com/watch?v=9PLs_N6WbxE)



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<b>Part – D: Assessment and Evaluation</b>		
<b>Only External Assessment</b>		<b>Total Marks: 100</b>
<b>External Assessment End Semester Exams</b>	(A) Five Short Answer Type Questions  (B) Five Long Answer Type Questions	<b>Total Marks: 100</b>
<b>Time: 02 Hours</b>		
<b>Total Marks</b>	100	
<b>Credit Value</b>	02	
<b>Minimum Passing Marks</b>	35	



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भाग अ : परिचय		
कार्यक्रम : बी.एस सी./बी.सी.ए/बी.बी.ए./बी.बी.ए. एफ. टी./बी.बी.ए. एच.ए.		
कक्षा : I वर्ष	वर्ष: I	सेमेस्टर: II
		जनवरी – जून 2026
विषय: Value Added Course (VAC)		Theory/ Practical: Theory
1.	पाठ्यक्रम कोड	VAC - 201
2.	पाठ्यक्रम शीर्षक	भारत बोध (Understanding India)
3.	पाठ्यक्रम प्रकार (कोर कोर्स/वोकेशनल) डीएसई/ माइनर /एमडी-आईडी/एसई सी/वीओसी)	VAC
4.	पूर्वापेक्षा (यदि कोई हो)	कक्षा 12 वी उत्तीर्ण
5.	पाठ्यक्रम का उद्देश्य	<ol style="list-style-type: none"> <li>1. भारत के ऐतिहासिक, सांस्कृतिक और सवैधानिक स्वरूप की मूलभूत समझ विकसित करना।</li> <li>2. भारत शिक्षा पद्धति, ज्ञान परंपरा और राष्ट्रीय मूल्यों के प्रति छात्रों में संवेदनशीलता उत्पन्न करना।</li> <li>3. भारत की स्वतंत्रता संग्राम, लोकतांत्रिक विकास और वैश्विक भूमिका को समझने में सहायता करना।</li> <li>4. संविधान में निहित दायित्वों एवं अधिकारों की जानकारी देकर छात्रों को जिम्मेदार नागरिक बनाना।</li> </ol>
6.	पाठ्यक्रम अध्ययन की उपलब्धियां (कोर्स लर्निंग आउटकम)	<ol style="list-style-type: none"> <li>1. विद्यार्थी भारत की ऐतिहासिक,सांस्कृतिक और सामाजिक विविधता की मूलभूत समझ विकसित कर सकेंगे।</li> <li>2. विद्यार्थी भारतीय ज्ञान परंपरा और राष्ट्रीय मूल्यों के प्रति संवेदनशीलता विकसित कर सकेंगे।</li> <li>3. विद्यार्थी भारत के स्वतंत्रता संग्राम, विकास यात्रा और वैश्विक भूमिका को समझ सकेंगे।</li> <li>4. विद्यार्थी संविधान में निहित अधिकारों एवं कर्तव्यों का ज्ञान प्राप्त कर जिम्मेदार नागरिक बन सकेंगे।</li> </ol>
7.	क्रेडिट मान	02
8.	कुल अंक	अधिकतम अंक: 100
		न्यूनतम अंक: 35



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भाग ब-पाठ्यक्रम सामग्री		
प्रति सप्ताह कक्षाओं की संख्या: थ्योरी (2 घंटे प्रति सप्ताह)		
आवश्यक व्याख्यानों की कुल संख्या : थ्योरी (T) 30 घंटे		
ईकाई	विषय	व्याख्यानों की संख्या
I	<p><b>भारतीय इतिहास और सांस्कृतिक विरासत</b></p> <ul style="list-style-type: none"> <li>सिन्धु, वैदिक, और शास्त्रीय काल की विशेषताएँ</li> <li>सह-अस्तित्व और बहुलता की भारतीय अवधारणा</li> <li>सांस्कृतिक प्रतीक : धर्म स्थापत्य, संगीत, नाट्य, लोकाचार</li> <li>'वसुधैव कुटुम्बकम्', 'सर्वे भवन्तु सुखिनः' जैसे सूत्रों की आधुनिक प्रासंगिकता</li> </ul> <p><b>गतिविधियाँ :</b></p> <ul style="list-style-type: none"> <li>'लोक से संवाद' कार्यक्रम-परिवार या समुदाय के किसी बुजुर्ग से पारंपरिक जीवन-मूल्य एवं ज्ञान पर चर्चा, और उसका लेखा-जोखा।</li> </ul> <p><b>असाइनमेंट विषय:</b></p> <ul style="list-style-type: none"> <li>अपने गाँव या नगर की किसी स्थानीय सांस्कृतिक धरोहर/पर्व/लोककलाओं का लघु लेख चित्रों सहित तैयार करें (500 शब्द)।</li> </ul>	06
II	<p><b>भारतीय संविधान और नागरिक दायित्व</b></p> <ul style="list-style-type: none"> <li>वैदिक राजधर्म और आधुनिक संविधान</li> <li>मूल अधिकार और कर्तव्य : धर्म-कर्तव्य – नैतिकता</li> <li>युवा नागरिक और लोकतांत्रिक भागीदारी</li> <li>शिक्षा का राष्ट्रनिर्माण में योगदान</li> </ul> <p><b>गतिविधियाँ:</b></p> <ul style="list-style-type: none"> <li>'जननीति संवाद'-छात्रों के बीच मॉक संविधान सभा या युवा संसद का आयोजन, जिसमें भारत के मूल मूल्य प्रस्तुत करें।</li> </ul> <p><b>असाइनमेंट विषय:</b></p> <ul style="list-style-type: none"> <li>किसी एक मौलिक अधिकार और उससे जुड़े कर्तव्य का वैदिक/शास्त्रीय दृष्टिकोण से वि लेखन करें।</li> <li>भारतीय लोकतंत्र में युवाओं की भूमिका पर 'स्वराज से सुराज तक' दृष्टिकोण में निबंध (400 शब्द)</li> </ul>	06



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III	<p>भारतीय ज्ञान परंपरा और शिक्षा दृष्टिकोण</p> <ul style="list-style-type: none"><li>● भारतीय ज्ञान के स्रोत : वेद, उपनिषद, दर्शन, स्मृति, लोक साहित्य</li><li>● गुरुकुल परंपरा: शिष्य-केंद्रित शिक्षण, वाचिक परंपरा और स्मृति आधारित अधिगम</li><li>● शिक्षा का उद्देश्य : आत्मोत्कर्ष एवं लोकसंग्रह</li><li>● शिक्षक की भूमिका 'आचार्य देवो भवः' चरित्र निर्माण, सामाजिक पुनर्निर्माण में योगदान</li></ul> <p>गतिविधियाँ:</p> <ul style="list-style-type: none"><li>● ज्ञानवार्ता गोष्ठी-शास्त्रीय शिक्षा पर आधारित शिक्षण पद्धति (उदाहरण: संवाद, स्मृति आधारित अभ्यास) का डेमो प्रस्तुत करना।</li><li>● श्लोक-गायन और उसका अर्थार्थ संवाद-विशेष रूप से शिक्षावल्ली (तैत्तिरीयोपनिषद), गीता आदि से।</li></ul> <p>असाइनमेंट विषय:</p> <ul style="list-style-type: none"><li>● किसी वैदिक ऋचा या उपनिषद वाक्य के आधार पर भारतीय शिक्षा के उद्देश्य का विवेचन करें।</li><li>● अपने विद्यालय/ग्राम/परिवार में देखे गए गुरु-शिष्य परंपरा या जीवन-परमार्थ के उदाहरण पर लघु लेख।</li></ul>	06
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IV	<p><b>भारत का जीवन – दर्शन और सतत भविष्य की अवधारणा</b></p> <ul style="list-style-type: none"><li>● भारतीय जीवन –दृष्टि: पुरुषार्थ चतुष्टय, आश्रम व्यवस्था और कर्तव्य आधारित नैतिकता</li><li>● प्रकृति के साथ सामंजस्य: यज्ञ, पंचमहाभूत ऋतुचक्र और पर्यावरण संतुलन</li><li>● भारतीय अर्थदर्शन: अर्थशास्त्र , स्वदेशी , श्रम–संस्कृति और लोक–उद्यम</li><li>● सतत विकास और पर्यावरणीय न्याय की भारतीय अवधारणा</li></ul> <p><b>गतिविधियाँ:</b></p> <ul style="list-style-type: none"><li>● 'सादा जीवन उच्च विचार' विषय पर पोस्टर या स्लोगन लेखन</li><li>● भारतीय पर्यावरणीय परंपराओं (जैसे यज्ञ, वृक्ष–पूजन, नदी महोत्सव आदि) पर समूह प्रस्तुति</li></ul> <p><b>असाइनमेंट विषय:</b></p> <ul style="list-style-type: none"><li>● पंचमहाभूत और भारतीय जीवन–दृष्टि</li><li>● स्वदेशी से 'आत्मनिर्भर भारत' तक की यात्रा</li></ul>	06
V	<p><b>समकालीन भारत और वैश्विक भूमिका</b></p> <ul style="list-style-type: none"><li>● स्वतंत्रता संग्राम में धार्मिक, सांस्कृतिक और बौद्धिक नेतृत्व की भूमिका</li><li>● भारत का योगदान: अंतरिक्ष विज्ञान, योग, कूटनीति, शांति दर्शन</li><li>● 'आत्मनिर्भर भारत' परंपरा और नवाचार का समन्वय</li><li>● वैश्विक परिप्रेक्ष्य में भारत 'सॉफ्ट पावर', बहुध्रुवीय विश्व में भूमिका</li></ul> <p><b>गतिविधियाँ:</b></p> <ul style="list-style-type: none"><li>● छात्रों द्वारा नीति – विकल्प प्रस्तुत करना (Indian Model vs Western Model)</li><li>● "भारत @ 2047" विषय पर निबंध</li></ul> <p><b>असाइनमेंट विषय:</b></p> <ul style="list-style-type: none"><li>● "ग्लोबल भारत और सांस्कृतिक नेतृत्व की संभावना"</li><li>● "तकनीक और नैतिकता : भारतीय समन्वय की खोज"</li></ul>	06



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भाग-स: अध्ययन संसाधन
पाठ्यपुस्तकें, संदर्भ पुस्तकें, अन्य संसाधन
<p><b>अनुशंसित पाठ्यसामग्री</b></p> <ol style="list-style-type: none"> <li>काटदरे, इंदुमति। भारतीय शिक्षा : संकल्पना एवं स्वरूप/ पुनरुत्थान प्रकाशन सेवा ट्रस्ट, अहमदाबाद।</li> <li>कुमार, कृष्ण। प्राचीन भारतीय शिक्षा पद्धति। श्री सरस्वती सदन, दिल्ली।</li> <li>सलूजा, चंद किरण (2023)। शिक्षा: भारतीय परिप्रेक्ष्य। संस्कृत संवर्धन प्रतिष्ठान, नई दिल्ली।</li> <li>कपूर, कपिल एवं सिंह, अवधेश कुमार(संपादक)। (2005)। Indian Knowledge Systems (खंड 1-2)। इंडियन इंस्टिट्यूट ऑफ एडवांस्ड स्टडी, शिमला; डी.के. प्रिंटवर्ल्ड, नई दिल्ली।</li> </ol>
<p><b>पाठ्यपुस्तकें:</b></p> <ol style="list-style-type: none"> <li>स्वरूप, देवेद्र। संस्कृति एक: नाम-रूप अनेक प्रतिभा प्रकाशन, नई दिल्ली।</li> <li>स्वरूप, देवेद्र। (संपादक)। (2010)। राष्ट्रीय शिक्षा आंदोलन का इतिहास (हिंदी संस्करण)। प्रभात प्रतिष्ठान, नई दिल्ली।</li> <li>अग्रवाल, वासुदेव शरण (संपादक)। (2023)। राष्ट्र, धर्म और संस्कृति (निबंध संचयन)। प्रभात प्रकाशन, नई दिल्ली।</li> </ol>
<p><b>संदर्भपुस्तकें:</b></p> <ol style="list-style-type: none"> <li>मिश्र, रामेश्वर 'पंकज' (2024)। अद्वितीय समाजशास्त्र। प्रभात प्रकाशन, नई दिल्ली।</li> <li>पाण्डेय, ओम प्रकाश (संपादक)। (2023)। भारत वैभव। राष्ट्रीय पुस्तक न्यास (एनबीटी), नई दिल्ली।</li> <li>सुब्बारायप्पा, बी.वी.। भारतीय विज्ञान परंपरा। राष्ट्रीय पुस्तक न्यास (एनबीटी), नई दिल्ली।</li> </ol>
<p><b>अनुशंसित डिजिटल प्लेटफॉर्म वेब लिंक:</b></p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=VUOyldPx8h4">https://www.youtube.com/watch?v=VUOyldPx8h4</a></li> <li><a href="https://www.youtube.com/watch?v=1livkUGjeFA&amp;list=PLfGFNxUDX0eholQwKZ2ekqaxY3PDtoDq-&amp;index=4">https://www.youtube.com/watch?v=1livkUGjeFA&amp;list=PLfGFNxUDX0eholQwKZ2ekqaxY3PDtoDq-&amp;index=4</a></li> <li><a href="https://www.youtube.com/watch?v=SuMnvLxc9ic">https://www.youtube.com/watch?v=SuMnvLxc9ic</a></li> <li><a href="https://www.youtube.com/watch?v=iPuRqFlmoSc">https://www.youtube.com/watch?v=iPuRqFlmoSc</a></li> <li><a href="https://www.youtube.com/watch?v=YZQeUq5d48Q&amp;list=PL_a1TI5CC9RG8wPaNNDOk6VjSdhe0K3HE&amp;index=6">https://www.youtube.com/watch?v=YZQeUq5d48Q&amp;list=PL_a1TI5CC9RG8wPaNNDOk6VjSdhe0K3HE&amp;index=6</a></li> <li><a href="https://www.youtube.com/watch?v=9PLs_N6WbxE">https://www.youtube.com/watch?v=9PLs_N6WbxE</a></li> </ul>



# SHRI VAISHNAV INSTITUTE OF MANAGEMENT & SCIENCE, INDORE

(Autonomous)

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भाग—द: आकलन एवं मूल्यांकन		
केवल बाह्य मूल्यांकन		कुल अंक: 100
बाह्य मूल्यांकन अंतिम सेमेस्टर परीक्षा  समय: 02 घंटे	(अ) पांच लघु प्रश्न (ब) पांच दीर्घ उत्तरीय प्रश्न	कुल अंक: 100
अधिकतम अंक	100	
क्रेडिट मान	02	
न्यूनतम उत्तीर्ण अंक	35	