



VIGNAN'S

FOUNDATION FOR SCIENCE, TECHNOLOGY & RESEARCH

(Deemed to be University) - Estd. u/s 3 of UGC Act 1956

R25

Academic Regulations

In Compliance with NEP 2020

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PREFACE - R25

Change is the only permanent thing. The happening of Change implies continues morphing, - iterative refinement, leading to evolution. There cannot be an end in the process of evolution, however an imagined target could be the goalpost to drive the change. The regulation R-25 could be one such stage during the saga of transition in pursuit of quality in learning.

The focal point in higher education should be learning, which should serve as foundational premise for *unlearning*, *relearning* and *continuing to learn lifelong*. This ability for the creativity towards learning has got to be seeded and allowed to be sprouted by the mentors who would provide handholding and lead the potential and untapped youngsters to be able to think, because learning should imbibe thinking - **thinking logically; thinking on how to internalise, how to imbibe and then how to invent and implement.**

The regulation R-25, is in the sequel to R-22. As focused in R-22, R-25 aims to more effectively channelize the policies brought out in National Educational Policy - NEP 2020, into practice.

The anticipated challenges in store for the future, the agenda of accomplishing Sustainable Development Goals (SDGs) and the largely unexplored hidden treasure of Indian Knowledge System (IKS), if could be modulated through the carrier framework of NEP-2020, would be impactful in bringing out an eminent thinker in every genuine learner. And realising this objective is the motivation in bringing out VIGNAN's Regulation R-25.

ACADEMIC REGULATIONS, CURRICULUM AND COURSE CONTENTS

EXECUTIVE ABSTRACT

The Academic Regulations - R25, Curriculum, and Course Structure of VFSTR Deemed-to-be University are designed in alignment with NEP-2020, emphasizing continuous learning, continuous assessment, and competency-based education. These regulations build upon the experiences gained during the implementation of R-22 since A.Y. 2022-23, which was also an exercise of inculcating and internalizing NEP-2020. Insights from R-22 have led to refinements in the curriculum, course structure, pedagogy, and assessment tools, resulting in a more mature, robust, and adaptive educational framework-R25.

The new course structure incorporates a two-module system, where Module-1 focuses on strengthening foundational knowledge and conceptual clarity, while Module-2 fosters higher-order thinking, problem-solving, and innovation. The curriculum adopts the **T-shaped learning philosophy**, balancing breadth (horizontal line) and depth (vertical line) in knowledge acquisition. The vertical line represents deep expertise in core business and management domains, while the horizontal line encourages cross-disciplinary learning and adaptability, equipping students with both strong functional foundations and diverse competencies for corporate careers, entrepreneurship, and higher studies.

Furthermore, the program ensures an integrated and rigorous learning experience across core business domains, value-based learning, skill enhancement, multidisciplinary perspectives, and discipline-specific specializations. Rather than offering superficial exposure, the curriculum is designed to provide in-depth engagement in these areas. It offers students the flexibility to choose electives not randomly from unrelated fields but from domains that complement and expand the scope of their managerial and analytical capabilities, ensuring meaningful multidisciplinary learning. This fosters a truly holistic business education that bridges theoretical insight with practical competence. In alignment with this vision, relevant concepts from the **Indian Knowledge System (IKS)** have been woven into a few courses, enriching modern scientific approaches with India's rich intellectual traditions. Additionally, all courses in the curriculum are mapped with relevant **Sustainable Development Goals (SDGs)**, reaffirming VFSTR's commitment to fulfilling the SDGs through education.

To provide greater academic flexibility, R25 introduces a provision of *Work-in-Lieu of a Course*, enabling students to substitute a conventional elective with academically recognized activities such as presenting research at reputed conferences or publishing in peer-reviewed journals. This initiative encourages students to engage with impactful scholarship and real-world business problem-solving, fostering a culture of intellectual contribution within the field of management. Additionally, experiential learning has been embedded throughout the curriculum via components such as Social Responsibility & Community Engagement, Summer Internships, Management Thesis, Design Thinking & Innovation, and project-based courses. These elements ensure students gain practical exposure, apply classroom concepts to authentic contexts, and develop professional competencies. Assessments are aligned to capture the depth and authenticity of learning through these experiences.

As part of the R-25 regulations, VFSTR pioneers a **Pre-Semester Initiative**, a first-of-its-kind approach that enables BBA students to undertake preparatory learning modules before the formal commencement of their first-year, first semester. This initiative aims to bridge knowledge gaps, strengthen foundational skills, and provide early exposure to key subject areas, ensuring students are well-prepared for advanced coursework. In brief the pre-semester creates an interface for taking up learning at higher level.

The assessment strategy is structured into six formative assessment stages (Pre-T1, T1, T2, T3, T4 & T5), ensuring a **continuous and comprehensive assessment model** that progressively aligns with revised Bloom's Taxonomy and the T-shaped learning framework, reinforcing Learning–Thinking–Understanding–Skilling–Applying–Creating at each stage. The emphasis on continuous assessment is driven by the principle of continued learning, where students are consistently engaged with concepts and skills throughout their academic journey.

The three-year BBA program follows a flexible, student-centric approach, offering multiple entry and honorable exit options. Students completing the required credits after one year will be awarded a Certificate in Business Administration. Similarly, students completing the required credits after two years will receive a Diploma in Business Administration facilitating early career opportunities while retaining the option to return and upgrade their qualifications. However, the primary focus remains on ensuring students acquire a full BBA degree. Furthermore, a provision allows eligible graduates to progress directly into the MBA program upon meeting the BBA degree requirements. In case a student opts to exit the MBA program after completing the first year of the two-year curriculum, they will be awarded a BBA

(Honours) degree, ensuring recognition of the additional academic engagement. Additionally, for students who wish to progress at a slower pace, a spill over period of up to two additional years is available for degree completion, ensuring academic flexibility without compromising learning outcomes. By integrating multidisciplinary exposure, skill-based learning, and holistic assessment, VFSTR reaffirms its commitment to developing well-rounded, future-ready professionals in accordance with NEP-2020's transformative vision.

Salient features of the regulation

- Continuous learning.
- Continuous assessment.
- T-Shaped Learning Philosophy.
- Creative Work-in-Lieu of a Course.
- Pre-Semester Initiative.
- Onward Continuation to MBA Degree.
- Multiple entry and honorable exit options.
- Sabbatical Semester Drop option to pursue innovation, incubation, entrepreneurial and advanced exploratory activities and subsequent re-entry.
- Credit earning by credit transfer.

1 INTRODUCTION

This document contains the academic regulations, scheme of assessments, curriculum, detailed syllabi, course contents with text / reference books recommended, course outcomes, skills expected to be acquired and the projects / assignments that are to be performed for each course for the conduct of 3-year BBA degree programme.

1.1 Definition

For the purpose of R25 regulation, definitions as follows shall apply:

- “**Degree**” shall refer to the BBA Degree Program.
- “**Course**” shall refer to such Course(s) for which a student shall earn Credits after due assessment as per the laid provisions. Project is also treated as a Course.
- “**Academic activities**” shall refer to the activities like Lecture-L (Physical Lecture Session), Transactions (Tutorial)-T (Participatory discussion / Self-Study / Desk Work / Quiz / Seminar Presentation, etc. activities that make the student absorb & assimilate, the delivered contents effectively) and Practical / Practice Sessions-P (includes Hands on Experience / Lab experiments / Field Studies / Case Studies etc. activities that enable the student to acquire the requisite skill).

- **“Credit”** refers to a unit of measurement assigned to courses based on the weekly instructional hours. Typically, one credit corresponds to one hour of lecture (L) or two hours of transaction (T) / practices (P) sessions per week.
- **“Continuous Assessment”** shall refer to the assessment of the student spread over the entire semester on the various constituent components of the prescribed course.
- **“Semester”** shall refer to a period covering the two assessment periods viz Formative and Summative Assessment period. A semester would generally be spread over twenty weeks.
- **“Pre-Semester”** refers to a short 5-week program held before the first-year first semester. It primarily focuses on improving students' proficiency in subjects related core, skill enhancement courses etc. to help them reach the desired academic level.
- **“Course Drop”** shall refer to a student having to undertake a ‘Repeat (R)’ of the Course(s) not being able to complete the Credit requirements of the Course(s), under the conditions stipulated in the regulation.
- **“Supplementary Examinations”** shall refer to the examination(s) conducted to allow the student to appear in the un-cleared / Incomplete (I) Semester - End summative assessment component.
- **“Blank Semester”** shall refer to a Semester in which a student either does not register for any course at the beginning of the Semester OR chooses to DROP all courses OR is so compelled to DROP all the courses, as the case may be.
- **“Semester Drop”** shall refer to availing a blank semester. However, if drop is availed to pursue a creative extension activity, then it is defined as **semester sabbatical**.
- **“Spill Over Semester”** shall refer to the additional semester(s) beyond the completion of prescribed normal semesters.
- **“AAA Section”** shall refer to the Academics, Assessment and Award Section of the Institute.
- **“Attendance”** refers to the Physical personal presence in an academic activity session.
- **“Summer Semester”** refers to a Semester that is scheduled to be held during the intervening period of Even and Odd Semester (*i.e.* Summer Vacation period).
- **“Themes”** refer to the courses offered in a particular stream other than offered by the regular departments, for example NCC, Entrepreneurship, Fitness and Living, *etc.*
- **“School”** refers to a division of institute dealing with two or more specific areas of discipline / study comprising of the departments related with exclusive emphasis on trans-disciplinary research.
- **“Department”** refers to a division of institute dealing with a specific area of discipline / study.
- **“HoD”** refers to the Head of the respective Department, where the student is enrolled for his / her Branch of Study.
- **“Center”** refers to a structured unit within the school / department established with the purpose to carry out advanced research.
- **“Grade Point”** refers to the quantification of the performance of a candidate in a particular course as defined herein.
- **“SGPA”** refers to the Semester Grade Point Average and is calculated as detailed in the regulations subsequently.
- **“CGPA”** refers to the Cumulative Grade Point Average and is calculated as detailed in the regulations subsequently.
- **“Division”** refers to the Division awarded to the student as per the mechanism detailed in the regulations subsequently.

- **“Internship”** refers to onsite Practical Training offered by reputed companies / Institutions, in India or abroad. To be undertaken with (or seeking) prior approval of the respective HoD.
- **“Project”** refers to a course executed by a candidate on a specific research problem / product or process development at VFSTR / any organization of repute for a short duration. To be undertaken with (or seeking) prior approval of the respective HoD.
- **“Management Thesis”** refers to a course executed by a candidate on a specific research problem at VFSTR/any organisation of repute. To be undertaken with (or seeking) prior approval of the respective HoD.
- **“Credit equivalence and credit transfer committee”** refers to the committee designated to look into for credit equivalence and credit transfer.
- **“Honorable Exit Option”** refers to the Exit Options available to students, when they are unable to complete the prescribed three-year B.B.A Degree program in five successive years or would like to voluntarily exit.

1.2 Academic Administration

The academic programmes of VFSTR are governed by the rules and regulations approved by the Academic Council from time to time. The various academic activities are conducted following a fixed time schedule duly approved by the Academic Council in line with the AICTE / UGC regulations. The academic activities of VFSTR are followed meticulously as specified in the academic calendar as approved by the Academic Council. This academic calendar is shared with all the stake holders well before the beginning of the respective academic year. The curriculum and the course contents of all the programmes are discussed by the respective Board of Studies (BoS), analyzed and recommended for implementation. The Academic Council, being the highest statutory body, chaired by the Vice-Chancellor, meets four times a year and discusses, suggests and approves all the important academic matters related to curriculum and course contents in particular including the recommendations of BoS. The intended revision in regulations (R25) was accepted and recommended by the Academic Council in its 40th meeting on 22-02-2025.

1.3 Program Duration

For the BBA program the regular courses including theory, transactions, and practice sessions are offered over a period of three years in six semesters. The normal duration to complete the BBA program is three years. However, a student can avail the benefit of spill over period of 2 years, that is the maximum duration of five years can be availed by a candidate to complete the BBA programme in a slower pace if he / she desires. This flexibility caters to diverse learner needs, supporting extended degree pathways. Candidates failing to complete the requirements within this period will be considered for an honorable exit, as applicable. Honorable exit can also be exercised by a candidate voluntarily.

1.4 Courses and Credits

The term course is used in a broader sense to refer to so called papers such as ‘theory subject’, ‘laboratory/practical/practice’, internship, societal project, management thesis etc. A course can be of theoretical and/ or of practical nature, and certain number of credits are allotted to it depending on the number of hours of instruction per semester. For a course offered in a semester, one hour of lecture (L) instructions carried out in a week is considered equivalent to one credit, whereas two hours of practical (P) sessions done in a week are considered equivalent to one credit respectively. Depending on the course two hours of transaction (T) sessions may be considered equivalent to one credit. A student earns these credits when he/she successfully completes the course. Credits can also be obtained by successful completion of other recognized co-curricular and extra-curricular activities such as NCC, NSS, Yoga, Disaster management etc. The details of credits of such activities will be provided by the respective course coordinators and assessment of student performance in the activities will be carried out objectively by the constituted committees appointed by the Dean AAA. The criteria of assessment for these activities will include aspects like regular attendance in the programme and satisfactory completion of it through assessments conducted at university level or by participation / performance at university level events, state level or national level participation etc.

1.4.1 Content Delivery of a Course

Content delivery of a Course in the BBA Degree Program shall be through, either or all, of the following Methods:

- i. **Lecture** - refers to Lecture Session(s) through classroom contact session wherein students will learn by listening. Denoted by “L”.
- ii. **Tutorial** - refers to transaction(s) consisting of Participatory discussion / Self-study / Desk work / Brief presentations by students along with such other novel methods that enable a student to efficiently & effectively absorb and assimilate the contents delivered in the lecture sessions. Denoted by “T”.
- iii. **Practice** - refers to Practice / Practical sessions and it consists of Hands-on-Experience / Case Studies / Computer Simulations/ Societal Projects/ Internship/ Management thesis, that equip the students to acquire the much required skill component. Denoted by “P”.

1.5 BBA Degree

All students formally and conventionally enroll for BBA degree programme. They have to earn **120** credits for the award of degree as specified in the Curriculum. These credits are assigned towards courses such as Core Courses, Ability Enhancement Courses, Multi-Disciplinary Elective Courses, Value Added Courses, Skill Enhancement Courses, Discipline Specific Elective and various binary grade courses specified in the curriculum. However, additionally he/she can opt to earn up to 16 more credits as Add-on credits, to earn the academic benefits as specified below.

1.5.1 BBA with Minor

A candidate may earn additional 16 credits, cumulatively totalling to 120+16 credits in anyone of the other disciplines spread over third to sixth semesters to become eligible for the award of B.B.A. with Minor in XX. Annexure-2 provides the supplement regulations for the award of B.B.A. with Minor.

XX refers to name of particular specialization within a Branch discipline (E.g. Psychology / Actuarial Science / Corporate / Leadership Communication).

1.5.2 B.B.A. with Add-on Certification

If a candidate in accordance with the sections of 1.5.1 earn additional credits, but will not satisfy the completion of 16 credits, then he / she will be eligible to receive B.B.A with Add-on Certification. However, such a candidate may also avail a spill over semester to complete 16 credits.

Note: The consolidated transcript will contain the credits and grade details of all courses amounting to 120 + up to 16 credits.

1.6 Composition of an Academic year

An academic year is composed of an Odd semester (20 – 22 weeks), an Even semester (20 – 22 weeks) and a Summer semester (6 – 8 weeks). The regular semester that begins in July / August is known as odd / first semester and the one that begins in December / January is known as even / second semester (Figure 1). The instructional days for a regular semester shall be a minimum of 90 working days exclusive of days earmarked for summative assessment.

YEAR OF 12 MONTHS											
1	2	3	4	5	6	7	8	9	10	11	12
July/ Aug.	Aug./ Sept.	Sept./ Oct.	Oct./ Nov.	Nov./ Dec.	Dec./ Jan.	Jan./ Feb.	Feb./ Mar.	Mar./ Apr.	Apr./ May	May/ June	June/ July
ODD SEM/ FIRST SEM					EVEN SEM/ SECOND SEM					SUMMER SEM	

Figure 1: Distribution of semesters during an Academic Year.

1.6.1 Before the commencement of the semester, a candidate has to pay the stipulated tuition fee and submit an application detailing the courses he / she intended to register, valid for that respective Odd / Even semester. The maximum number of credits per semester will be 25 credits inclusive add-on credits. The intended semester wise coverage will be as presented in the curriculum.

1.6.2 Summer semester is a short duration semester program that will be generally conducted during the semester break between even semester and odd semester. The students having ‘R’ (Repeat grade) courses may register for the course work during this semester to get a chance for successfully completing the ‘R’ courses. In general, supplementary assessments are conducted in the later part of the summer semester. However, the courses offered in summer semester and the number of courses a student can register are subjected to academic and administrative convenience. A student may register up to a max. of 16 credits in a summer semester. A student may either go for Summer Internship or may register for ‘R’ course.

1.6.3 The Summer Semester also serves as a platform for experiential learning. As per the curriculum requirements, students must register for the 2-credit Social Responsibility and Community Engagement program (Project / Internship) during the Sandwich Summer Semester between the second and third years. Students may choose to pursue these internships or register for ‘R’ courses during the same summer semester period, as per academic regulations.

1.6.4 Exception to the routine practice of registering for ‘R’ courses in summer semester, a student can register in a course offered by a visiting expert during the summer vacation which may be equivalent to an elective. The candidates can register for such courses within the scope of 16 credits. Candidate may also avail summer semester for summer internship opportunities, which may be considered as Add-on credits.

1.7 Semester wise provisions

A student may register for a max of 25 credits per semester as prescribed or otherwise he/ she may include the Repeat courses in the event of having not successfully completed a course or courses in the earlier semester. However, a student may also opt to go in a slower pace to earn the credits less than the prescribed max of 25, including even ‘Dropping’ a semester for special reasons.

It should be clearly underscored that a candidate should on priority register for Repeat (R) credits if any, during a regular semester, within the said scope of 25 credits; in case he / she cannot be sure of completing the ‘R’ credits in Summer semester.

1.7.1 During the first three years from the date of admission to BBA., a candidate has to pay the semester / annual fees as prescribed irrespective of the less number of credits / semesters that he / she would register or even opt to Drop a semester.

1.7.2 If a candidate gets into spill over semester beyond three years up to a maximum of five years he / she has to pay semester fee proportional to the credits that he/ she registered in that spill over semester as prescribed from time to time.

1.7.3 A candidate has to pay additional fee proportional to the number of credits for registering in a summer semester as prescribed from time to time.

1.8 Pre-Semester Program

The Pre-Semester Program is an integral addition to the first-year academic structure, complementing the existing Odd, Even, and Summer semesters. Positioned before the commencement of the first regular semester, it is designed to equip newly admitted BBA students with essential academic skills and professional orientation, ensuring a smooth transition into business and management education. By addressing foundational learning gaps and strengthening core competencies, this preparatory phase enhances students’ readiness for the rigorous curriculum ahead.

Recognizing that students enter the program from diverse educational backgrounds, the Pre-Semester serves as a bridge by introducing core concepts in business mathematics, statistics, technology applications, and value-based learning. It fosters effective communication, managerial aptitude, analytical thinking, sustainable decision-making, and an awareness of the socio-economic environment in which businesses operate. This early exposure ensures students begin their BBA journey with the confidence and preparedness required for higher-level coursework and practical applications.

To achieve these objectives, the Pre-Semester Program integrates both academic and orientation components, ensuring students are familiar with institutional systems,

academic expectations, and professional conduct. The program encompasses five 1-credit courses (Table 1), each designed to provide foundational knowledge and perspectives essential for management studies.

Table 1. List of courses and credits offered during the Pre-Semester Program

Course Title	Credits
Orientation Program	1
Basic Business Mathematics and Statistics	1
IT Tools	1
Indian Knowledge System	1
Environmental Science and Sustainability	1
Total	5

The teaching-learning process in these courses is activity-based, prioritizing conceptual understanding and skill development rather than mere scoring. To align with this philosophy, the program follows an assessment structure with 100% weightage for formative assessment and no summative assessment. This ensures that learning is continuous, interactive, and application-driven, helping students internalize concepts effectively. A dedicated academic calendar shall be developed to seamlessly integrate this program into the academic structure, reinforcing continuous learning practices and preparing students for the rigors of Management studies.

2. CURRICULUM

School of Law & Management offers B.B.A. degree programme and the departments of Management Studies prescribes semester-wise curriculum encompassing different courses. Every course offered will be designated in a L-T-P-SL structure. The theory courses comprise of L (and / or T & P hours) whereas the practice courses include instructions (T) and practical sessions (P). Amalgamation of theory courses with practical sessions is predominantly seen in this curriculum. The ‘SL’ represents the expected self-learning hours (to be carried out by each student) in a particular course.

2.1 Distribution of credits

The overall distribution of credits for various categories of courses in the curriculum of BBA programmes is represented in Table (2) as given below.

Table 2: Credits Distribution for Various categories of courses

Category of Courses	Number of Credits	Percentage of Credits	AICTE Recommendation (%)
Core Courses (CC)	56	46.6	55
Discipline Specific Elective (DSE)	18	15.0	14
Ability Enhancement Courses (AEC)	08	6.7	05
Multi-Disciplinary Elective Courses (MDE)	05	4.2	05
Value Added Courses (VAC)	05	4.2	06
Open electives through MOOCS	04	3.3	-
Skill Enhancement Courses (SEC)	10	8.3	15
Projects	14	11.7	
Total	120	100%	100%

2.2 Organization of course contents

Courses offered in the program are composed of two modules, covering all the course contents required for a candidate to obtain knowledge and skill. Module-1 is divided into two units, focusing on the ‘Fundamentals and Broad Perspective’ of the course while also introducing basic applications to establish a practical context. In contrast, Module-2 is divided into three units, which encompass the extension and advanced topics of Module-1. Both modules will include a separate list of suggested transactions or practices tailored to its content. These transactions / practices are essential for validating and applying the knowledge gained during Lecture sessions.

Module-1 may be completed within 5 to 6 weeks, while Module-2 may require 9 to 10 weeks. By the end of each module a candidate must be in a position to translate his/ her L-based knowledge into P-based skill as prescribed in the curriculum. Individual formative assessment shall be in place for each module and a single semester-end summative assessment for the course composed of both the modules.

The course contents are mapped with relevant Sustainable Development Goals (SDGs), ensuring alignment with global sustainability objectives. Additionally, where authenticated information is available, Indian Knowledge System (IKS) topics are incorporated into the curriculum.

Each course must have 4 to 6 course outcomes (COs) mapped to relevant program outcomes (POs), aligning with the revised Bloom's Taxonomy levels 3, 4, 5, and 6 ensuring progressive cognitive development. Furthermore, every course has at least one mandatory textbook and two to three reference books to provide students with credible and in-depth learning resources.

2.3 Prerequisite Knowledge

Wherever prerequisite knowledge is mentioned, a student must register for the required courses covering the specified content before he/she register in a higher-level course. There are two types of prerequisites: for some courses, successful completion of the prerequisite (i.e., earning credits) is mandatory before registration in the higher-level course; for others, completion of formative assessments in the prerequisite course is sufficient, and students become eligible to register for the higher-level course as long as they do not have an 'R-grade' in the prerequisite course.

3. NATIONAL CREDIT FRAMEWORK / CHOICE BASED CREDIT SYSTEM

BBA programme comprises a set of courses - Core Courses, Ability Enhancement Courses, Multi-Disciplinary Elective Course, Value Added Courses, Skill Enhancement Courses, Discipline-Specific Elective, Open Elective. Department of Management Studies offers flexibility for students to choose courses of their choice and obtain the credits satisfying the minimum credits criterion in each category as given in Table (2).

3.1 Core Courses (CC)

Core Courses are mandatory for all students enrolled in the BBA program and are designed to provide a solid foundation in the essential domains of business and management. They cover the primary functional areas, analytical tools, decision-making frameworks, and contextual knowledge necessary to understand and manage organizations effectively. Through these courses, students gain the theoretical grounding and practical competencies required for advanced study, interdisciplinary integration, and professional success in diverse business environments.

3.2 Electives

A candidate has the flexibility to choose elective courses as part of the BBA curriculum. Electives are offered in curated pools, enabling students to either focus on a specific area of interest or diversify their learning by choosing courses across multiple pools. Elective courses in the BBA program are broadly classified as *Discipline Specific Electives (DSE)*

and *Open Electives (OE)*. Some electives may carry prerequisites, such as prior completion of a related course, demonstrated knowledge in the subject area, or approval from the department concerned.

3.2.1 Discipline Specific Electives

Discipline Specific Electives are courses designed to offer advanced or specialized knowledge within the domain of business and management. They allow students to deepen expertise in streams such as Human Resource Management, Finance, Marketing, Operations & Supply Chain Management, and Data Science & Business Analytics, among others. The list of streams is indicative and may be expanded based on emerging industry trends, institutional strengths, and student interests.

Care should be exercised while opting for Discipline Specific Electives courses and Add-On specialization courses such that a course opted as Discipline Specific Electives should not be registered as a course under Specialization and vice versa.

3.2.2 Open Electives

Open Electives are courses offered by other disciplines that students may choose to broaden their knowledge base beyond the core and specialized areas of business management. These courses are intended to promote interdisciplinary learning, enabling students to integrate perspectives and skills from diverse domains into their managerial decision-making and problem-solving.

A student's enrollment in an Open Elective course is based on individual choice, academic interest, and the order of merit, and is subject to the availability of seats (where applicable). Open Electives may be drawn from disciplines such as humanities, social sciences, commerce, law, science, technology, or other emerging fields, allowing students to tailor their academic journey to their aspirations.

Credits for Open Electives are to be earned primarily through BoS approved MOOCs offered on the SWAYAM platform, ensuring flexibility and exposure to diverse learning resources. These are treated as *floating credits* and can be accumulated at any time from the beginning of the program, but must be fully earned before the end of the sixth semester. This will promote self-learning and drive students towards innovative learning approaches. To facilitate the process of acquiring the elective credits through MOOCs, VFSTR has constituted "Online course committee" at Central level with 1-2 members represented from each of the department to guide students in selection of courses and to assist them with further steps if required until completion of the courses.

Under the “Creative Work-in-Lieu of a Course” category, students must earn up to 2 credits through notable academic and professional achievements such as research paper publications, presentations (oral/poster), and special internships. This initiative encourages creative and holistic exploration of academic and professional avenues, fostering deep exploration of specialized fields. This provision applies between the 2nd and 6th semesters. A range of 0.5 to 2 credits shall be awarded to the student’s based on the significance of contributions. Students can earn credits through a single activity or by accumulating credits from multiple activities. The exact allocation of full or partial credits depends on the student’s level of contribution and will be decided by department-level committee chaired by Head of the department.

3.3 Ability Enhancement Courses (AEC)

Ability Enhancement Courses are designed to strengthen essential competencies that support academic success and professional growth. They focus on communication skills, language proficiency, quantitative aptitude, and logical reasoning—capabilities that enhance students’ ability to engage effectively in managerial contexts. These courses also include orientation and skill development modules that promote adaptability, cultural understanding, and lifelong learning habits.

3.4 Multi-Disciplinary Elective Courses (MDE)

Multi-Disciplinary Elective Courses aim to expand students’ horizons beyond the core business curriculum. They allow exploration of subjects from diverse knowledge domains, fostering cross-disciplinary thinking and the ability to integrate concepts from multiple fields. This exposure enriches problem-solving abilities and prepares students to address complex challenges in a dynamic business environment.

3.5 Value Added Courses (VAC)

Value Added Courses complement the formal curriculum by focusing on holistic development, ethical understanding, and contextual awareness. These courses include themes such as sustainability, constitutional values, wellness, and business environment awareness. By addressing contemporary issues and personal growth areas, they prepare students to contribute responsibly to society and the workplace.

3.6 Skill Enhancement Courses (SEC)

Skill Enhancement Courses are intended to equip students with practical, industry-relevant skills that strengthen their employability and entrepreneurial capabilities. Covering areas such as digital tools, programming, analytics, design thinking, and research presentation,

these courses emphasize application-oriented learning. Many are delivered through hands-on workshops, internships, and projects to ensure readiness for real-world challenges.

3.7 Social Responsibility & Community Engagement (Internship / Project)

This component is designed to sensitize students to societal needs and challenges while developing their capacity for responsible citizenship. Through community-oriented internships or projects, students apply managerial concepts and problem-solving skills to real-life social contexts. Activities may include working with non-profit organizations, rural enterprises, environmental initiatives, or local governance bodies. The focus is on fostering empathy, ethical responsibility, teamwork, and sustainable development awareness, while enabling students to contribute meaningfully to the community.

As per the curriculum structure, students are required to complete this 2-credit program, which is normally scheduled during the summer semester. However, provisions are available for undertaking it during regular semesters, subject to academic and administrative approval, to ensure flexibility and wider participation. Depending on the mode of engagement, the activity may take the form of an *Internship*—when carried out in external organizations—or a *Project*—when executed within the campus or in collaboration with R&D organizations.

3.8 Management Thesis

The Management Thesis is a semester-long project undertaken during the sixth semester, aimed at enabling students to conduct extensive research on a topic of managerial relevance. It provides an opportunity to apply the concepts, tools, and analytical methods learned throughout the program to investigate a specific problem or area of interest. The outcome is a structured report demonstrating the student's ability to synthesize knowledge, conduct independent inquiry, and present findings in a professional manner.

4. ATTENDANCE

It is mandatory for the student to attend the course work in each semester as per the academic schedule of that semester. VFSTR expects 100% attendance. However, the attendance in each course shall not be less than 75 % of the aggregate of all L, T, P sessions conducted in that course.

- a) The attendance calculations will be periodically reviewed at the end of every 4 weeks. The details of attendance status will be shared with the parents / guardian. The final status of attendance will be reported at end of 15th week granting the

advantage of the attendance for the 16th week for the purpose of attendance shortage calculations.

- b) The shortage of attendance may be condoned up to 10% on the ground of ill-health, social obligations, participating / representing in sports/cultural events, placement activities etc.
- c) Documentary evidence like medical reports and certificates issued by concerned bodies is to be produced on time as support for the attendance shortage due to ill-health. These cases are subjected to the scrutiny of a committee constituted for this purpose by the Vice-Chancellor. The decision of the committee shall be final.
- d) Prior approval has to be taken from the HoDs for the other types of leaves.
- e) The courses where the student shortage of attendance was not condoned shall be considered as 'Repeat' category courses and will be under 'R' grade in the student's semester transcript. Student should re-register for these courses during the summer semester or whenever the course is offered next time during regular semesters. These re-registrations are subjected to the regulations at the time of re-registration. In case of core courses, the same core has got to be re-registered. However, in case of an elective a candidate may exercise a choice of choosing different elective in place of 'R' graded elective.

The students who are put into 'R' grade will not be allowed to take up the L-based summative assessment in that semester. In case due to lack and/or delay in information, if he/she appears for the summative assessment in that course, office of AAA is empowered to cancel the attended assessments. The scores obtained either in formative or summative assessment will not be considered for grading.

5. ASSESSMENT

Teaching-Learning and Assessment should go hand in hand and complement each other. Continuous assessment plays a vital role to enable the student to get synchronized with the teaching-learning process. Assessment mechanism adopted in the institute is aimed at testing the learning outcomes in tune with the outcome based model of education. The focus, is thus on assessing whether the outcomes are realized by the end of the course.

The performance of a student in each course is assessed on a continuous basis during the semester through various in-semester and end-semester assessment models. The marks awarded through continuous assessment are referred to as Formative assessment marks. The marks awarded through end-semester tests are referred to as Summative assessment

marks (Figure 3). Both the formative and summative assessment marks are considered for awarding the final marks and the grade point in a particular course.

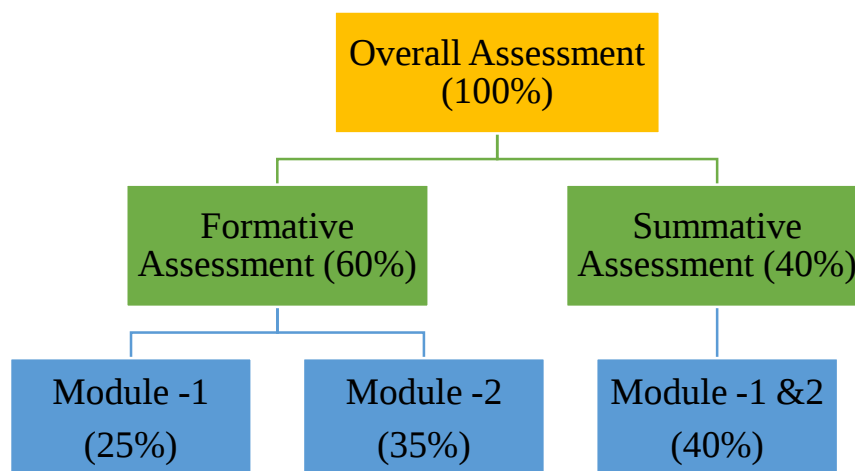


Figure 3: Categories of assessments in place for R25.

5.1 Marks distribution

For each course, the maximum sum of formative and summative assessment marks put together is 100, in the ratio of 60:40, respectively. Furthermore, the 40 marks allocated for the summative assessment maybe divided between P-based and L-based assessments in a ratio as recommended by the faculty and approved by Dean AAA.

5.2 Qualifying criteria

To be declared successful in a course, a student must secure at least a grade 5.0 in a scale of 10 based on the total maximum marks which is inclusive of formative and summative assessment. The students should also get 50% from the maximum marks allotted for formative assessment and 40% from the maximum marks allotted for summative assessment.

The hierarchy of qualifying criteria is as follows:

- i. Attendance compliance should be 75% or within condonable range; else the candidate is put into 'R' grade.
- ii. In formative assessment, a candidate should secure a minimum of 50% *i.e.* 30 marks out of 60; else the candidate is put into 'R' grade.
- iii. In summative assessment, a candidate should secure a minimum of 40% *i.e.* 16 marks out of 40; else the candidate is put into 'I' (Incomplete) grade.

- iv. Collectively the candidate should secure a min. grade of 5.0 in a scale of 10 after relative grading (section 7); else the candidate has to choose either 'R' or 'I' grade duly being counselled.

The candidates with 'R' grade should re-register for 'R' courses either in Summer semester or in a regular semester as and when the courses are offered. The candidates in 'I' grade are allowed to appear for supplementary summative assessment whenever the semester-end assessments are conducted.

To assess Binary graded courses / special projects / courses, not fitting into the categories described here, a suitable assessment procedure will be evolved in consultation with experts of that area and adjudicated by the committee constituted for that purpose. The decision given by the committee will be final. The appended assessment scheme shall be announced by the course coordinator during the commencement of course.

5.3 L-based courses integrated with P/T

5.3.1 Formative Assessment

The scheme of formative assessment is designed to promote the continuous learning. Scheme consists of assessments planned at institute level and assessment that may be scheduled by the course instructor. Institute level assessments shall be scheduled by the office of AAA. Respective Faculty Member(s) shall declare the schedule of Continuous Laboratory Assessments (CLA), Quiz, Tutorials, Assignments, Seminars, Discussions, etc. Some of the components may also however take place in an unscheduled manner like Surprise Tests. However, students shall be made aware of the assessment modalities that are going to be followed in a course by the faculty, under information to the HoD.

To monitor the progress of students, continuous assessment comprising of six targets (Pre-T1, T1, T2, T3, T4 and T5) is advocated for a maximum of 60 marks. Students in each section are randomly grouped into batches comprising of 3 to 4 members. These batches remain same for all courses and also for the P-sessions in the courses in that semester and are created in the beginning of that semester. The suggestive modality of evaluation of five targets is listed here under:

- a) **Pre-T1** shall be conducted once in module-1 and twice in module-2 by course instructor as classroom test / assignments. Assignments may cover pre-announced modular bank problems or broad concepts covered during the L-sessions, with a weightage of 10 marks.

- b) **Module -1-T1:** As outlined in Section 2.2, Module-1 is conducted over a shorter duration, emphasizing the fundamentals and broad perspectives of the course. In tune with this, the assessment could be based on Revised Bloom's Taxonomy Levels 1, 2, and 3, with an emphasis on remembering (recalling), understanding, and applying. To assess these skills, Module-1 T1 will be a paper-based, proctored test conducted for 90 minutes and graded for 30 marks. The question paper will consist of two 5-mark questions and two 10-mark questions. There will be no module bank for this module. The test will be held between the 34th and 36th days after commencement of the course, typically around the 6th week.
- c) **Module -2-T1:** T1 for module-2 commences by the announcement of module bank containing 10 problems covering the course contents of the module. Nature of problems in the module bank shall be at the level of creative / exploratory / design / thought provoking covering the complete syllabus of a module at somewhat advanced / challenging level. The purpose of creating module bank of 10 problems is to assign one problem each to 2 batches of 3 - 4 members. The purpose of assigning one problem to two batches is to create a healthy competitive spirit between the two batches. During 7th week of module-2, T1 consisting of two parts: A and B shall be conducted.
- Part A consists of one random problem from the module bank and vary from batch to batch. All the questions in the module bank shall be distributed among students and students shall know the question to be answered only on the day of test in the examination hall.
- Part B consists of one common problem at fairly application/ advanced level (**not at all prior notified**) from outside the module bank for all the students.
- T1 shall be paper based and proctored test for a period of 90 min (maximum) which shall be assessed for 20 marks.
- For the students who for justifiable reasons could not attend the classroom test on the scheduled day, a re-test maybe conducted. However, Part-B will contain a new question and Part-B will have higher weightage than part-A or full weightage could even be allotted for Part-B in such an event.
- d) **T2:** Immediately follows Module -2-T1. Students in a specified batch who now have received the same question during T1 will work further on that problem for T2.

T2 is primarily an extension of problem received in T1 for carrying out validation study: Case studies / Simulations / Experimentation. Each batch shall interact with the course instructor to finalize the nature of validation and expected to complete the exercise within 10 to 12 days after T1.

Course instructor should ensure assigning a different case study / a different scope for validation study for each batch in case the same problem is assigned to two batches.

Course instructor shall assess every student in a batch for a max. of 10 marks based on his observation, interaction and/or reviewing (based on at least two reviews).

- e) **T3:** T3 shall be conducted during the last week of each module. Student batches are expected to submit a report, clearly documenting the work executed during T2. The report should be in IEEE / APA format and additionally a voice in-built PPT should be prepared and submitted.

The report and presentation shall be assessed by the course instructor for 10 marks for every student. In certain cases, a course instructor can call for a physical presentation also by a batch.

- f) **T4:** T4 is a comprehensive test covering contents of both the modules conducted for 30 min. comprising of 40 multiple choice questions (MCQs) covering the holistic content of both the modules. T4 shall be evaluated for a max. of 20 marks @ $\frac{1}{2}$ mark for each question. T4 will be conducted in ON-LINE mode.

When the test is administered online, every student receives the questions in shuffled sequence and also the choices in shuffled sequence. Therefore, the choice like both 'a' & 'b' above. Neither 'a' nor 'b', all the three a, b, c will not be set.

- g) **T5:** T5 assessment is based on Practice or Tutorial assignments. Implementation, Report presentation and Discussion shall happen in a continuous mode throughout the module period. At least 4 such continuous lab practice assessments (CLPA) / assignments per module shall be conducted by course instructor. The marks will be @ 5 marks per assignment.
- h) The scores of the targets are to be normally announced within three working days on completion of the assessment and the performance is to be discussed in the class.
- i) The total marks for module-1 is 50 – Pre-T1 (10), T1 (30) and T5 (10)
- j) The total marks for module-2 is 70 - Pre-T1 (10), T1 (20), T2 (5), T3 (5), T4 (10) and T5 (20).

- k) The total marks from formative assessments for both modules will be added up to 120. These absolute scores will first be scaled down to a max. of 60 marks. The lead instructor, in consultation with the HoD, will review the scaled-down marks and determine a suitable mapping. The finalized mapping approach must be shared with Dean AAA for documentation.
- l) The marks scored in Module-1 should be entered / submitted latest by 7th week and of Module-2 latest by 16th week of the semester. The consolidated score (max. of 120), after scaling down and suitable mapping to a maximum of 60 marks, must be submitted by the 18th week to facilitate the declaration of the formative 'R'-grade before the commencement of the L-based summative assessment.
- m) A candidate placed under 'R' will not be permitted to take up the L-based summative assessment.

5.3.2 Summative Assessment

Summative assessment activities including timetables, question paper model, duration of the examinations will be informed to the students well before the commencement of the examinations in the form of circulars from Dean-AAA's office.

- a. Unless specified otherwise one of the following formats may be used for summative assessment for L-based courses integrated with T/P.
 - i. 15 (P) + 25 (L) marks format (L+P or L+T+P courses).
 - ii. 20 (P) + 20 (L) marks format
 - iii. 40 marks format (L+T courses).
- b. **If summative assessment is in two parts format:**
 - i. Part-I will be the assessment of the capstone project, which is pre-assigned during the module-2 period, or will be the exploratory review assessment of all lab practice assignments. This summative assessment activity may be completed during the 15th week after the start of the semester, at the end of the formative assessment.
 - ii. Part-II will be based on a written examination for a max. marks of 60, as in c & d below, which is **scaled down** to 25.
 - iii. A candidate should attend both the parts of summative assessments; else he will be put into I grade.
- c. For each L-based course integrated with T/P, the summative assessment shall be conducted by the Institute for a duration of 150 min. and for a maximum of 60

marks. Contents for summative assessment shall cover the breadth and depth of the complete syllabus that is mentioned in the two modules of a course.

- d. The question paper for end-semester theory examination consists of two parts as given in Table (3).

Table 3: L-based Summative Assessment Question Paper Pattern.

Part No.	No. of Questions	Marks for each Question	Marks	Choice
A	4	8	32	No
B	2	14	28	No
Total Marks			60	

- e. The questions will be comprehensive covering the entire course syllabus and any single question should not necessarily be limited to any particular unit / module.
- f. These marks are suitably mapped down to a score of 40.
- g. Total marks of summative assessment will be for a max. of 40 irrespective of format of evaluation.
- h. The award of 'I' grade is solely based on marks scored in summative assessment out of 40, if he/she does not score a min. 16 out of 40 (40%).

5.4 P-based Courses

The detailed information regarding activity formats, batch formations, practice schedules, and related instructions will be displayed or communicated to students in the first week of the semester, enabling them to be well-prepared for the practice sessions. Copies of the activity manual will be made available to students along with the schedule. The manual will include guidelines for each activity, step-by-step procedures for conducting exercises or simulations, formats for report preparation, expected learning outcomes for each activity, and a set of short questions designed to promote critical understanding and application of concepts.

5.4.1 Formative Assessment

During practice sessions, a brief viva-voce is conducted for each student on the activity he/she is carrying out on that day. Some of the parameters that could be included in the Continuous Lab Practice Assessment (CLPA) are given in Table (4). The set of parameters may slightly differ from one course to the other, and will be announced before the

commencement of the practice session. These parameters are assessed for each laboratory session.

Table 4: Suggested parameters for Lab Practice Assessment (CLPA)

S. No	Component	Marks
1	Report of about 1 page on proposed activity/project layout and relevant background before the start of the session	4
2	Viva and interaction to evaluate understanding of concepts	4
3	Execution of the activity including data or information collection	4
4	Analysis of collected data/information and interpretation of findings	4
5	Finalized report submitted in the next week	4
Total		20

Each practice session is assessed for a total of 20 marks. The cumulative scores from all sessions will be *suitably mapped down* to a max. of 60 marks, with Module-1 contributing 25 marks and Module-2 contributing 35 marks toward the consolidated formative assessment.

5.4.2 Summative Assessment

End semester examination for each practical course is conducted jointly by two examiners. The end-semester assessment for each practical course is conducted jointly by two examiners. The panel of examiners is constituted by the respective School Dean. The internal examiner is the faculty member who has conducted all practical sessions and associated activities throughout the semester. The external examiner is nominated from within the department and is familiar with the course's practical components but has not been directly involved in its delivery. The scheme of assessment may vary depending on the nature of the course, which shall be shared with student by the course faculty. The summative assessment will be conducted for a max. marks of 40. The general scheme of assessment is given in Table (5).

Table 5: Suggested end-semester summative assessment pattern for P-based courses.

Component	Marks		
	Examiner 1	Examiner 2	Total
Activity write-up, including objectives, methodology, and expected outcomes	4	4	08
Execution of activity and data collection	4	4	08
Processing and organization of collected data	4	4	08
Analysis of results and Interpretation	4	4	08
Viva Voce	0	8	08
Total Marks	16	24	40

5.5 Assessment and Grading of MOOCs based elective

Whenever a candidate opts for a course through MOOCS offered via Swayam platform, he / she has to learn and undergo assessment as per norms set by VFSTR for such MOOCs Courses. Upon the declaration of the result, that the candidate has successfully completed the course, the candidate is said to have earned the credits under credit equivalence and credit transfer.

5.6 Social Responsibility & Community Engagement (Internship / Project)

Social Responsibility & Community Engagement (Internship / Project) is undertaken during the second and third years of the program, with each activity carrying 2 credits. These engagements are designed to foster social awareness, community participation, and the application of managerial skills to address real-world challenges. Students are strongly encouraged to convert the outcomes of their work into publishable material—such as articles in peer-reviewed journals, presentations at reputable conferences, or high-quality case studies. Notably, such outputs may also contribute towards fulfilling the *Creative Work-in-Lieu of a Course* credit requirements of the program, thereby providing both academic recognition and professional visibility.

Heads of Department will identify and appoint faculty mentors to guide students in setting clear, achievable objectives and milestones, and in documenting their work to publication standards. The Social Responsibility & Community Engagement is normally undertaken during the summer semester in collaboration with an NGO or community organization, under the joint supervision of the host organization's personnel and an internal faculty

member. When undertaken in external organizations, the engagement will be treated as an *Internship*, and when conducted within the campus or in partnership with R&D or institutional projects, it will be treated as a *Project*.

5.6.1 Formative Assessment

The progress of Internship / Project work is reviewed by the Internship Review Committee (IRC), and marks for formative assessment are awarded based on these reviews. The IRC comprises the Head of Department or their nominee (Chairperson) and the internal faculty supervisor. Reviews may be conducted at the place of internship, at the university, or in blended mode, depending on the arrangement with the host organization. The assessment will be carried in a systematic modular way wherein one review is conducted during module-1 and two reviews during module-2 period. The detailed assessment guidelines and scheme are to be announced along with the assessment schedule as mentioned in the Table (6).

Table- 6: Scheme of Assessment for Social Responsibility & Community Engagement (Internship/Project)

Module	Review	Max. Marks
Module -1	First review	20
Module -2	Second review	20
	Third review	20
Total		60

5.6.2. Summative Assessment

Summative assessment for the Social Responsibility & Community Engagement (Internship / Project) will be carried out jointly by two examiners (both from VFSTR) — one serving as the internal examiner (faculty supervisor) and the other as the HoD's nominee. The examiners will be appointed by the Head of the Department from an approved panel. The scheme of assessment will be report (14 marks), presentation (14 marks) and overall impression (12 marks) respectively. The final assessment will normally take place during the end of eighth week of the internship/project, after submission of a comprehensive report covering the scope of work undertaken, methods adopted, and results achieved. The assessment will be conducted through a formal presentation by the student before the committee.

5.7 Management Thesis

Management Thesis is usually done by an individual student during the VI semester, under the guidance of a faculty member. Every student, in consultation with the guide, should define the thesis topic and also the probable procedure of carrying it out and submit the same to a committee consisting of 2 to 3 faculty members appointed by Head of the Department. This is to avoid the repetition and also to come up with a roadmap for completion of the thesis within the time stipulated. The student is encouraged to select topics related to contemporary management practices. The student is expected to carry out and present a survey of literature on the topic, work out a research framework and its implementation through Introduction, literature review, methodology, data and results analysis, discussions and conclusions. The entire process of student allocation to respective guides etc., is to be completed by the end of V semester, so that student can start of their thesis work immediately after V semester.

5.7.1. Formative Assessment

The progress of project is reviewed twice in a module by the “Project Review Committee” and formative assessment marks are awarded based on these reviews. The Project review committee consists of

- a. Head of Department or his / her nominee – Chair person
- b. A senior faculty member identified by the HoD – member
- c. Project supervisor – member

Review schedules of PRC are to be announced by the department immediately after the commencement of class work. The review presentations are open to all the students of that section and attendance is compulsory. The first review should be of 15 minutes / batch; the remaining reviews should be around 30 minutes / batch. Before every review the batches should submit their PPT along with a brief report of not exceeding two page. It is to be expected by the committee that student communicates/publishes research article based on the project work prior to graduation. The following aspects may be considered by the committee for assessment presented in Table (7).

Table 7 – Schedule and Suggested Parameters to be Considered for Formative Assessment.

Module	Schedule	Review	Points to be considered	Max. Marks
Module -1	4 th week	First review	• Identification of specific area out of broad areas. • Identification of outcomes in line with programme objectives • Feasibility of contributing to the attainment of outcomes • Awareness on components mentioned in Project Experience Information sheet	20
Module – 2	12 th week	Second review	• Acquisition / learning of the tool required • Readiness of the layout of the project report • Progress review as per mechanism/ schedule identified • Individual student contribution in above activities	20
	16 th week	Third review	• Presentation of results and conclusions • Meeting of objectives defined in first review • Submission of draft report • Understanding by individual students on the overall project • Individual student contribution • Progress of project as per schedule	20

5.7.2. Summative Assessment

At the end of the semester, during 18th to 20th week of the semester the summative assessment will be conducted in two phases.

Phase–I (during 18th -19th week): This is an evaluation for a max of 20 marks. A committee of two members comprising of HoD's nominee and Guide will assess the project work which will involve going through the project report (6 marks), project presentation (7 marks) and demonstration of the project (7 marks).

Phase–II (during 20th week): A final presentation and defense assessment for a max. of 20 marks will be carried out by one-man committee composed of an external expert who is chosen by the Dean AAA from a panel of examiners suggested by the HoD. The format for evaluation will involve going through the project report's quality (6 marks), presentation (6 marks) and interaction and defense (8 marks).

The qualifying marks will be finalized considering the marks scored in both the phases (I & II) of summative assessment.

In case the candidate is placed in 'I' grade, he/she has to appear for both Phase-I and Phase-II assessments, which will be held within the 15 days after declaration of results. In the consecutive assessment also if the candidate fails to secure min. required score then he/ she will be placed in 'R' grade.

5.8 Binary graded courses

Binary graded courses aim to simplify the grading process and encourage students to focus on learning and achieving the mastery rather than the pursuit of specific grades. Students will enroll in these 1-credit courses. Unlike traditional grading systems, binary graded courses offer only two possible outcomes i.e., Pass grade / R-grade. To obtain Pass grade, a candidate should maintain 75% of attendance and secure a minimum of 50% score (i.e. 50 marks out of 100) in each course; else the candidate shall be placed into 'R'-grade. There shall not be any summative assessment activity for Binary graded courses.

5.8.1 Formative assessment

The assessment will be carried in a systematic way wherein two reviews per module shall be conducted as mentioned in the Table (8).

Table 8: Schedule for formative assessment

Module	Activity	Formative assessment marks
Module -1	Activity - 1	20
	Activity - 2	20
Module -2	Activity - 1	30
	Activity - 2	30

5.9 Pre-Semester Courses

The pre-semester program is a structured five-week initiative designed to assess and strengthen students' foundational skills before the commencement of regular coursework. This program consists of three binary-graded courses and two additional gradial category courses. All courses under this program will have 100% weightage assigned towards formative assessment, ensuring continuous engagement and skill development without summative assessments. To secure a passing grade, students must maintain a minimum of 75% attendance in each course and obtain at least 50% in the assessment. Those unable to meet either criterion will be assigned an R-grade and must complete the course on a priority basis, either with the immediate subsequent batch or within the first academic year. The assessment will be carried in a systematic way as mentioned in the Table (8).

5.10 Creative Work-in-Lieu of a Courses / Research Presentation and Publication:

The "Creative Work-in-Lieu of a Course" initiative aims to foster a culture of *creative exploration, holistic learning, and deep engagement* with academic and professional pursuits. By integrating diverse activities such as research, innovation, and advanced internships, this program empowers students to achieve excellence beyond traditional coursework. The structured assessment ensures that each contribution is recognized fairly, promoting a transformative educational experience that aligns with global academic and industry standards. This provision applies between the 2nd and 6th semesters. Credits for various academic activities shall be awarded based on individual contributions ranging from 0.5 to 2 credits. For each category of achievement, credits may be awarded as specified in Table (9).

Table 9: Credit Allocation for Different Achievement Categories

Categories	First Author / Sole Author	Co-Author (Max. 4 students)
Research Papers in ABDC / Scopus / Web of Science indexed journals – A & B category	3	2.5
Research Papers in ABDC / Scopus / Web of Science indexed journals – C category	2	1.5
Paper / Poster Presentations & Working Models in the top 100 NIRF rankings institutes (excluding VFSTR)	1	0.5
Prizes - Paper / Poster Presentations & Working Models in the top 100 NIRF rankings institutes (excluding VFSTR)	2	1
Special Internships (e.g., in top-tier corporate houses, international organizations, or reputed policy think tanks)	2	0

In the case of paper publications, credits shall be granted only for papers published online or with volume and page numbers. Students must submit the manuscript's initial version, review reports, responses, and the final published version for credit defense.

If credits fall short, the deficit can be addressed by reading advanced research papers under a mentor's guidance, with individual assessments conducted by the mentor. Manuscripts under review may also be considered for credit allocation. Students unable to publish by the end of 2(2) must earn credits through advanced-level NPTEL courses in 3(2).

Collaborative publications involving students from different departments are treated as sole authorship, with equal credits awarded to contributors. Surplus credits beyond the 2-credit limit are categorized as Add-on Credits.

Ethical practices must be upheld in all activities, and any shortcuts or unethical behaviour are strictly prohibited. A committee, chaired by the Head of the Department and comprising four members— the School Dean, counsellor, one senior faculty member, and a representative from the Board of Research & Development (BoR)— shall oversee students' academic achievements to finalize and authorize credit transfer details and communicate them to the Office of Dean AAA.

6. SEMESTER-END ASSESSMENT ACTIVITIES

- 6.1 Setting of semester-end summative assessment question papers will be coordinated by the lead instructor assigned for a particular course. Two sets of question papers will be submitted latest by 12th week of the semester.
- 6.2 There shall be 'Summative Assessment Question Paper Scrutiny Committee' which would be constituted with external experts. Experts are empowered to modify / rephrase the questions to maintain a high standard of the semester-end assessment. The review should be completed by the 14th week of the semester. The review process will be coordinated by a committee of School Dean, HoDs and external experts.
- 6.3 The question wise marks scored in the summative assessment out of a total of 60 will be made available online within two weeks from the last date of examination and would be kept active for 24 hours. Latest by the end of 48 hours from the instant of notification any candidate can submit an appeal online providing question wise claim.
- 6.4 Claims for re-assessment on P-based courses are not allowed.
- 6.5 The appeals will be attended within next three working days. Fees for appeal, as decided from time to time, has to be remitted online along with the appeal.
- 6.6 Final results and grades will be computed as explained in the next section.
- 6.7 Final results and grades shall be announced within four weeks of completion of the last examination of the summative assessment (within two weeks from the last date of appeal). Grades are published on the University website, and also informed to the parents and students through SMS.

6.8 Provisional Grade cards will be issued within two weeks after the announcement of grades. Grade card will contain three parts. Part 1: Details of successfully completed courses. Part 2: Details of 'I' grade courses. Part 3: Details of 'R' grade courses.

7. GRADING POLICY

To ensure fair and context-sensitive assessment of student performance, a **Bilateral Relative Grading System** shall be adopted for all credit-based courses. This system permits the possibility of upward scaling, downward scaling, or retention of absolute scores, based on a holistic analysis of marks distribution, course complexity, assessment design, and class performance. The decision regarding the direction and extent of scaling shall be made by a committee duly appointed by the Honorable Vice-Chancellor. The grading for each course shall be finalized by the committee, ensuring that the influence of outlier scored is minimized while accurately representing the performance of the major cohort. This method supports equitable grade interpretation across diverse course deliveries and upholds the integrity of the assessment process.

8 COMPUTATION OF GRADING

8.1 Formative assessment decides the list of 'R'- candidates. Therefore, these candidates will not be considered for grading computation. Summative assessments decide the list of 'I' candidates. Therefore, these candidates will not be considered for grading computation.

8.2 The candidates who have successfully completed both formative and summative assessments will be considered for computation of relative grading.

8.3 Threshold value (**Th**) for relative grading in each course is arrived after studying the marks distribution in that course by a committee constituted by office of Dean AAA. The threshold value is decided by the upper bound marks of the major chunk of the class keeping the top outlier scores away from consideration (the least upper bound). The threshold value will be slightly greater than upper bound marks or may be equal to the upper bound marks.

8.4 The total marks (**m**) = marks scored in the formative assessment + marks scored in the summative assessment is transformed into relative grade expressed accurate to two decimal places as follows:

$$\text{Relative grade point (P)} = (m/Th) \times 10 \text{ [and limited to 10]}$$

8.5 If students require course wise percentage equivalence, then the calculation will be based on the following

Course wise percentage equivalence = (m/Th) X100

[truncated to two-digit integer and limited to 100]

8.6 After relative grading, a student is assigned a 'Letter Grade (G)' for each course as per Table (10). The grade and the corresponding letter grade represent the outcomes and assessments of a student's performance in a course.

Table 10: Grading information

Relative Grading Range (P)	Category	Grade (G)
≥ 9.50	Outstanding	O
≥ 9.00 to 9.49	Excellent	S
≥ 8.00 to 8.99	Very good	A+
≥ 7.00 to 7.99	Good	A
≥ 6.00 to 6.99	Fair	B
≥ 5.00 to 5.99	Marginal	C
Transitional Grade	Repeat	R
Transitional Grade	Incomplete	I

9. SUPPLEMENTARY EXAMINATIONS

9.1 The supplementary examinations shall be conducted once in summer semester. Notifications will be released by the examination section informing the students about registration procedures, details of fee and timetables. Apart from these examinations the students who have courses with 'I'-grade can also write the supplementary examinations along with regular semester-end examinations of that academic (Odd / Even) semester.

9.2 Whenever a candidate clears courses with 'I' grade in a supplementary examination that are conducted during a regular semester, the Threshold value for computing his / her grade will be obtained from the same batch in which he / she had completed his/her formative assessment.

9.3 Whenever a candidate clears courses with 'R' / 'I' grade in a summer semester, the Threshold value for computing his / her grade will be carry forwarded from the preceding Odd / Even semester for the respective courses.

9.4 Whenever a candidate clears courses with a 'R' grade in a regular semester along with his/ her junior batch then for this candidate the Threshold value will be corresponding to his/her junior batch for computing grade.

9.5 The results of summative assessment of Project / Internship will be announced only if the candidate successfully earns all the credits in courses registered during the program. If the candidate is with 'R' / 'I' graded courses the results will be kept under '**Announced Later (L)**' status and will be announced only after candidate clears these courses.

10. GRADE POINT AVERAGE

The Academic Performance of a student in every semester is indicated by the Semester Grade Point Average (SGPA) and finally by Cumulative Grade Point Average (CGPA).

10.1 SGPA

The Semester Grade Point Average (SGPA) shall be computed using the formula given below:

$$SGPA = \frac{\sum_{i=1}^n C_i P_i}{\sum_{i=1}^n C_i}$$

Where

n = number of courses a student successfully completed in the semester under consideration

P_i = Grade points secured for the ith course registered in the semester under consideration.

C_i = the number of credits assigned to ith course registered in the semester under consideration

10.2 CGPA

The Cumulative Grade Point Average (CGPA) shall be computed after successful completion of the programme. The CGPA shall be expressed in different flavours to reflect BBA of 120 credits.

Accordingly, the computations will be as below:

$$CGPA = \frac{\sum_{j=1}^m C_j P_j}{\sum_{j=1}^m C_j}$$

Where

m = total number of courses prescribed for the completion of the programme

P_j = grade points secured for the jth course.

C_j = the number of credits assigned to jth course

11. AWARD OF CLASS

The students who have become eligible for award of degree shall be classified based on their CGPA secured, as per the Table (11) given below:

Table 11: Class/ Division information.

Sl. No.	CGPA	Class / Division
1	8.0 and above	First Class with Distinction
2	6.5 and above but less than 8.0	First Class
3	6.0 and above but less than 6.5	Second Class
4	5.0 and above but less than 6.0	Pass class
5	Less than 5.0	No class

- a) For the purpose of rewarding the accomplisners with ranks and awards, toppers in each branch discipline are identified, based on their academic performance (CGPA).
- b) In addition, the ‘Chairman’s gold medal’ and other ‘Endowment Awards’ are awarded to the ‘outstanding students’ based on the overall performance which includes academic, co-curricular and extra-curricular activities, campus placements and competitive examinations. A committee appointed by the Vice-Chancellor will recommend the eligible student for the award, selected from the nominations received from the departments.
- c) In addition, the institution may recognize exceptional performance such as music, dance, sports etc. and display of exceptional bravery from time to time.
- d) Only such candidates who complete 120 credits in the first 6 successive semesters shall be eligible to receive awards/ ranks.
- e) The candidates availing spill over semesters will not be eligible for the award of merit scholarships.

12. AWARD OF DEGREE

On successful completion of prescribed requirements of the programme, the degree shall be conferred during the convocation of the VFSTR.

For the conferment of degree, the student has to fulfill the following requirements:

- a) a bonafide student and undergone the course work of not less than four academic years and not more than seven academic years from the date of joining.
- b) successfully completed all the courses as prescribed in the respective curriculum.

- c) acquired a minimum eligible credits i.e. 120 credits for the award of BBA degree.
- d) obtained no due certificates as prescribed by VFSTR.
- e) no in-disciplinary proceedings pending against him / her.

Consequent upon being convinced, following an enquiry, the Academic council may resolve to withdraw the degree / diploma / any other certification provided by the institute. The aggrieved may however prefer for a review of such decision by the Academic Council, citing cogent reasons for review or go in for an appeal to the, Executive council of the institute.

13 LATERAL ENTRY AND LATERAL EXIT OPTIONS

13.1 Honorable exit with suitable Certification or Diploma

In line with NEP-2020, the BBA program provides honourable multiple exit opportunities for candidates at defined stages of their academic journey. A candidate who has earned a minimum of 40 credits and has successfully completed all requirements up to the end of the first year (second semester) will be awarded an **Undergraduate Certificate in Management**. Similarly, a candidate who chooses to exit after the second year (fourth semester) and has earned a minimum of 80 credits will be awarded an **Undergraduate Diploma in Management**. All candidates exiting under these provisions will be issued semester-wise transcripts and a consolidated transcript.

A candidate who has exited may seek re-entry to complete the BBA degree by surrendering the Undergraduate Certificate in Management or Undergraduate Diploma in Management previously awarded. Such re-entry requests will be scrutinized by a committee constituted by the Vice-Chancellor, which will recommend a suitable plan of action. The maximum duration to complete the BBA program shall be limited to the prescribed period for the degree, and any extension beyond this limit will require the approval of the Academic Council, if the candidate submits an appeal for such an extension.

13.2 Inter- Institutional Credit Transfer

Students pursuing an undergraduate programme in other recognized Higher Education Institute (HEI) could be admitted into VFSTR without appearing for the entrance exam to continue their studies, subject to the approval by a committee constituted by Vice-Chancellor. In this case, the student shall furnish the transcripts or grade cards, syllabus copies, educational certificates, and other relevant documents while applying for admission.

The committee constituted by Vice-Chancellor, will establish the equivalency based on the marks / credits obtained in the courses in the previous institute by following the Inter-Institutional Credit Transfer policy.

13.3 Volunteer ‘Drop’ with Sabbatical Semester option

A candidate may exercise his option to voluntarily exit from BBA. programme temporarily for a semester during the programme, by registering for a ‘DROP option’ in the beginning of the semester. The DROP can be exercised to take up special Internship / Innovation / Exploratory / Entrepreneurship / Advanced research / Start-up and such related activities. Under such circumstances a candidate can normally avail DROP over two successive semesters. Such ‘Drop’ semester will be identified as Sabbatical semesters.

Such a candidate has to pay the regular semester fee if such a Drop option is utilized during the first 6 semesters of BBA., and has to pay a nominal semester maintenance fee during the spill over period, if a candidate has not yet completed the credit requirements.

Upon returning from such a temporary exit, a candidate may continue his BBA. studies utilizing the provision of spill over period. A candidate may also submit a claim for Credit equivalence for the activities undertaken during the sabbatical period. The equivalence committee would evaluate and assess the academic equivalence of the work carried out and would recommend the credit equivalence and credit transfer to be granted together with the grades that could be attributed, if applicable. However, the max. duration of programme should be limited to seven years and further extension beyond the stipulated max. duration of study has to be approved by Academic Council, if the candidate appeals for an extension.

13.4 Volunteer ‘Drop’ with Semester Drop option

A candidate may exercise his option to voluntarily exit from BBA. programme temporarily for a semester during the BBA. programme, by registering for a ‘DROP option’ in the beginning of the semester to meet the family / personal exigencies. All the norms as mentioned in the section (13.3) shall be applicable for the candidates utilizing semester drop option.

13.5 Onward Continuation to MBA Degree

A provision has been made for the onward continuation to the MBA program for candidates who wish to extend their studies after successfully completing the BBA degree requirements. This progression is purely based on merit and shall not be construed as an obligation or automatic entitlement. Candidates are advised to refer to the MBA regulations

and course structure for complete details of the program, including the credit framework and distribution across the four semesters. During such onward continuation, if a candidate chooses to exit at the end of the first year of two years MBA Program, he/she will be eligible to receive BBA (Honors) Degree. The MBA program regulations and curriculum in effect at the time the onward continuation option from the BBA program shall apply to candidates who choose to continue from BBA to MBA.

14. PROVISION FOR PURSUING TWO ACADEMIC PROGRAMS SIMULTANEOUSLY

In line with NEP-2020, R-25 regulations at VFSTR allow BBA students to enroll in two academic programs simultaneously without compromising the requirements of their primary degree. This provision is subject to UGC and AICTE approvals. It enables academically proficient students to pursue an additional degree, diploma, or certification while fulfilling the credit and course requirements of their BBA curriculum. The regulations ensure scheduling flexibility and academic monitoring to help students effectively balance both programs. To maintain the academic integrity of the primary degree, students must meet the eligibility criteria specified in the regulations and demonstrate consistent performance. A candidate who desires to avail the benefit of pursuing two academic programs cannot register for Add-on courses. By utilizing this opportunity, students can gain interdisciplinary expertise, enhance their career prospects, and align their education with evolving industry and research demands.

15. INTERPRETATION OF RULES

- a) The academic rules and regulations should be read as a whole for the purpose of any interpretation.
- b) For the matter(s) NOT covered herein above or for unforeseen circumstances, but arising during the course of the implementation of the above regulations. The Vice-Chancellor shall be authorized to remove the difficulties and decide upon the matters. The same shall be reported in the next meeting of Academic Council for ratification and subsequently informed to Executive Council.
- c) The Institution may change or amend the academic rules and regulations or curriculum at any time, and the changes or amendments made shall be applicable to all the students with effect from the dates, notified by the Institution.

- d) Procedure and explanation to any section can be floated by the office of Dean AAA as applicable from time to time with due approval by the Chairman of Academic Council.

BBA

R25 C25 - COURSE STRUCTURE

Pre - Semester

Course Code	Title of the course	L	T	P	SL	C	Course type
25BB101	Orientation session	0	2	0	0	1	AEC (Binary)
25BB102	Basic Business Mathematics and Statistics	0	2	0	0	1	CC
25BB103	IT Too1s	0	0	2	0	1	SEC
25BB104	Indian Knowledge System	0	2	0	0	1	MDE (Binary)
25BB105	Environmental Science and Sustainability	0	2	0	0	1	VAC (Binary)
Sub-Total		0	08	02	0	05	
Total		10			0	05	

I Year I Semester

Course Code	Course Title	L	T	P	SL	C	Course Category
25BB106	Principles and Practices of Management	2	2	0	2	3	CC
25BB107	Business English Communication	0	2	2	0	2	AEC
25BB108	Financial Accounting	2	2	2	2	4	CC
25BB109	Business Mathematics	1	2	0	1	2	CC
25BB110	Business Statistics	2	2	2	2	4	CC
25BB111	Micro Economics	2	2	0	2	3	CC
25BB133	Physical Fitness	0	0	2	0	1	VAC (Binary)
25BB120	Yoga	0	2	0	0		
25BB121	Sports						
25BB122	NCC						
25BB123	NSS						
25BB124	Disaster Management	0	2	0	0	1	AEC (Binary)
25BB125	Sanskrit-I						
25BB126	Hindi – I						
25BB127	German-I						
25BB128	French-I						
Sub-Total		09	14	08	09	20	
Total		31			09	20	

I Year II Semester

Course Code	Course Title	L	T	P	SL	C	Course Category
25BB112	Business Communication	1	0	2	1	2	AEC
25BB113	Macro Economics	1	2	0	1	2	CC
25BB114	Cost Accountancy	1	2	0	1	2	CC
25BB115	Financial Management	2	2	0	2	3	CC
25BB116	Business Econometrics	1	0	2	1	2	MDE
25BB117	Human Resources Management	2	2	0	2	3	CC
25BB118	Marketing Management	2	2	0	2	3	CC
25BB119	Basic Coding and Programming Skills	0	2	2	0	2	SEC
25BB129	Sanskrit-II	0	2	0	0	1	AEC (Binary)
25BB130	Hindi – II						
25BB131	German-II						
25BB132	French-II						
Sub-Total		10	14	06	10	20	
Total		30			10	20	

Summer semester

Course Code	Course Title	L	T	P	SL	C	Course Category
25BB201	Social Responsibility & Community Engagement (Internship / Project)	0	0	4	0	2	Project

II YEAR I SEMESTER

Course Code	Course Title	L	T	P	SL	C	Course Category
25BB202	Business Law	1	2	0	1	2	CC
25BB203	Operations Management	2	2	0	2	3	CC
25BB204	Management Information System	2	2	0	2	3	CC
25BB205	Entrepreneurship and Start- up Ecosystem	1	2	0	1	2	CC
25BB206	Business Research Methods	2	0	2	2	3	CC
25BB207	Business Environment	1	2	0	1	2	VAC
25BB208	International Business	1	2	0	1	2	CC
25BB209	R Basics	0	0	2	0	1	SEC
25BB210	Design Thinking and Innovation	0	2	0	0	1	SEC
Sub-Total		10	14	04	10	19	
Total		28			10	19	

II YEAR II SEMESTER

Course Code	Course Title	L	T	P	SL	C	Course Category
	Discipline Specific Elective-1					3	DSE
	Discipline Specific Elective-2					3	DSE
	Discipline Specific Elective-3					3	DSE
25BB211	Business Values & Ethics	1	2	0	1	2	CC
25BB212	Basic Business Analytics	1	0	2	1	2	SEC
25BB213	Data Visualization	0	0	4	0	2	SEC
25BB214	Research Presentation and Publication						Work-in-lieu
25BB215	Python Basics	0	0	2	0	1	SEC
25BB216	Power BI Basics						
25BB217	Strategic Management	2	2	0	2	3	CC
25BB218	Indian Constitution	0	2	0	0	1	VAC (Binary)
Sub-Total						20	
Total						20	

Summer Semester

Course Code	Course Title	L	T	P	SL	C	Course Category
25BB301	Summer Internship	0	0	4	0	2	Project

III Year I Semester

Course Code	Course Title	L	T	P	SL	C	Course Category
25BB302	Project Management	2	2	0	2	3	CC
25BB303	Corporate Governance and Law	2	2	0	2	3	CC
	Discipline Specific Elective-4					3	DSE
	Discipline Specific Elective-5					3	DSE
	Discipline Specific Elective-6					3	DSE
25BB304	Quantitative Aptitude & Logical Reasoning	0	2	0	0	1	AEC
25BB305	Startup Skills Development						
25BB306	Media Literacy and Critical Thinking	1	2	0	1	2	MDE
Sub-Total						18	
Total						18	

Note: Discipline Elective in Finance/Marketing/ HR/ Data Science and Business Analytics / Operations and Supply Chain Management.

III Year II Semester

Course Code	Course Title	L	T	P	SL	C	Course Category
	MOOCs/Open Elective					4	OE/ MOOC
25BB307	Management Thesis	0	2	18	0	10	Project
Total						14	

Total Credits: 120 Credits

LIST OF DISCIPLINE SPECIFIC ELECTIVE(S)

HRM – Elective Courses

Course Code	Course Title	L	T	P	SL	C
25BB801	Human Resource Planning	2	2	0	2	3
25BB802	Recruitment and Selection	2	2	0	2	3
25BB803	Learning and Development	2	2	0	2	3
25BB804	Performance Management	2	2	0	2	3
25BB805	Organization Development and Change	2	2	0	2	3
25BB806	Industrial Relations and Labor Laws	2	2	0	2	3
25BB807	Compensation Management	2	2	0	2	3
25BB808	Employee Life Cycle Management	2	2	0	2	3
25BB809	HR Analytics	2	0	2	2	3

Finance – Elective Courses

Course Code	Course Title	L	T	P	SL	C
25BB810	Fundamentals of Investment	2	2	0	2	3
25BB811	Banking and Financial Services	2	2	0	2	3
25BB812	Financial Planning	2	2	0	2	3
25BB813	Project Finance	2	2	0	2	3
25BB814	Management Accounting	2	2	0	2	3
25BB815	Financial Analytics	2	0	2	2	3
25BB816	Corporate Valuation and Restructuring	2	2	0	2	3
25BB817	Taxation	2	2	0	2	3

Marketing – Elective Courses

Course Code	Course Title	L	T	P	SL	C
25BB818	Marketing Research	2	2	0	2	3
25BB819	Product Management	2	2	0	2	3
25BB820	Consumer Behavior	2	2	0	2	3
25BB821	Integrated Marketing Communication	2	2	0	2	3
25BB822	Customer Relationship Management	2	2	0	2	3
25BB823	Marketing Analytics	2	0	2	2	3
25BB824	Transnational & Cross cultural Marketing	2	2	0	2	3
25BB825	Sales Management	2	2	0	2	3
25BB826	Retail Marketing	2	2	0	2	3
25BB827	Digital Marketing	2	0	2	2	3
25BB828	Rural Marketing	2	2	0	2	3

Operations and Supply Chain Management – Elective Courses

Course Code	Course Title	L	T	P	SL	C
25BB829	Supply Chain Management	2	2	0	2	3
25BB830	Service Management	2	2	0	2	3
25BB831	Operations Research	2	0	2	2	3
25BB832	World-class Manufacturing	2	2	0	2	3
25BB833	Productivity Improvement and Cost Control	2	2	0	2	3
25BB834	Warehouse Management	2	2	0	2	3
25BB835	Inventory Management	2	0	2	2	3
25BB836	E-Business	2	2	0	2	3
25BB837	Total Quality Management	2	2	0	2	3
25BB838	Management Decision Models	2	2	0	2	3

Data Science and Business Analytics – Elective Courses

Course Code	Course Title	L	T	P	SL	C
25BB838	Data Science for Business Decisions	2	0	2	2	3
25BB839	Predictive Analytics	2	0	2	2	3
25BB840	Python for Data Analytics	2	0	2	2	3
25BB841	Data Mining for Business Insights	2	0	2	2	3
25BB842	Advanced Data Visualization using Tableau	2	0	2	2	3
25BB843	Web Analytics	2	0	2	2	3
25BB844	Machine Learning	2	0	2	2	3

Note: Each elective may be offered with at least minimum 20 students.

ANNEXURE- II
ADD-ON COURSES (BASKET)

Psychology	Course Title	L	T	P	SL	C
25BB951	Principles of Psychology	2	2	2	2	4
25BB952	Social Psychology	2	2	2	2	4
25BB953	Personality Psychology					
25BB954	Psychometric Assessment	2	2	2	2	4
25BB955	Counselling Psychology	2	2	2	2	4
25BB956	Positive Psychology Wellbeing					
Actuarial Science	Course Title	L	T	P	SL	C
25BB957	Principles and Practice of Insurance	2	2	2	2	4
25BB958	Financial Mathematics for Project Appraisal and Term Structures	2	2	2	2	4
25BB959	Actuarial Techniques for Life Contingencies and Pension Systems	2	2	2	2	4
25BB960	Risk Models	2	2	2	2	4
Corporate/ Leadership Communication	Course Title	L	T	P	SL	C
25BB961	Presentation Skills	2	2	2	2	4
25BB962	Effective Writing	2	2	2	2	4
25BB963	Rhetoric Business Communication	2	2	2	2	4
25BB964	Perception Management	2	2	2	2	4