



**UNIVERSITY OF CALICUT**

**Abstract**

General and Academic IV-Faculty of Commerce and Management Studies -Scheme and Syllabus of BBA Honours Programme - in tune with the CUFYUGP Regulations 2024 and AICTE guidelines with effect from 2024 Admission onwards - Approved -Subject to ratification by the Academic Council- Implemented- Orders Issued

---

**G & A - IV - E**

U.O.No. 9589/2024/Admn

Dated, Calicut University.P.O, 19.06.2024

---

*Read:-*1. U.O.No. 3103/2024/Admn dated 22.02.2024

2. Item No:1 of the Minutes of the meeting of the Board of Studies in Management Studies (UG) held on 04.06.2024.
3. Item No: 3 of the Minutes of the Faculty of Commerce and Management Studies dated 14.06.2024.

**ORDER**

1. As per the U.O read as (1) above, the Regulations of the Calicut University Four Year UG Programmes (CUFYUGP Regulations 2024) for Affiliated Colleges, has been implemented with effect from 2024 admission onwards.
2. The meeting of the Board of Studies in Management Studies (UG) held on 04.06.2024 vide paper read as (2) above, approved the scheme and syllabus of the BBA Honours programme prepared in tune with the Model Curricular frame work for UG Degree in Bachelor in Business Administration (BBA) programme issued by All India Council for Technical Education (AICTE ) and CUFYUGP Regulations 2024 with effect from 2024 Admission onwards.
3. The Faculty of Commerce and Management Studies, it its meeting held on 14.06.2024 approved the minutes of the meeting of the Board of Studies in Management Studies held on 04.06.2024, vide paper read as (3) above.
4. Considering the urgency, the Vice Chancellor approved the minutes of the meeting of the Faculty of Commerce and Management Studies held on 14.06.2024 and accorded sanction on 19.06.2024 to implement the scheme and syllabus of the BBA Honours Programme prepared in tune with CUFYUGP Regulations 2024 and AICTE guidelines with effect from 2024 Admission onwards, subject to ratification by the Academic Council.
- 5.The Scheme and Syllabus of BBA Honours Programme prepared in tune with CUFYUGP Regulations 2024 and AICTE guidelines is, thus, implemented with effect from 2024 Admission onwards.
6. Orders are issued accordingly. ( Syllabus appended )

Ajayakumar T.K

Assistant Registrar

To

- 1.The Principals of all Affiliated Colleges
2. Director, SDE

Copy to: PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE II/JCE VIII/DoA/EX and EG Sections/GA I F/CHMK Library/Information Centres/SF/DF/FC

Forwarded / By Order

Section Officer

**UNIVERSITY OF CALICUT**

**BBA HONOURS**

**(MAJOR, MINOR AND GENERAL FOUNDATION COURSES)**

**SYLLABUS & MODEL QUESTION PAPERS**

**w.e.f. 2024 admission onwards**

**(CUFYUGP Regulations 2024)**

**BBA HONOURS**  
**(MAJOR, MINOR AND GENERAL FOUNDATION COURSES)**

**SYLLABUS**

## ELIGIBILITY FOR ADMISSION

Any candidate who has passed the Plus Two of the Higher Secondary Board of Kerala or that of any other University or Board of Examinations in any state recognized as equivalent to the Plus Two of the Higher Secondary Board in Kerala, with not less than 45% marks in aggregate is eligible for admission, However, SC/ST, OBC and other eligible communities shall be given relaxation as per University rules.

## MEDIUM OF INSTRUCTION

The medium of instruction and examination shall be English.

## PROGRAMME OUTCOMES (PO):

At the end of the graduate programme at Calicut University, a student would:

PO1	Knowledge Acquisition: Demonstrate a profound understanding of knowledge trends and their impact on the chosen discipline of study.
PO2	Communication, Collaboration, Inclusiveness, and Leadership: Become a team player who drives positive change through effective communication, collaborative acumen, transformative leadership, and a dedication to inclusivity.
PO3	Professional Skills: Demonstrate professional skills to navigate diverse career paths with confidence and adaptability.
PO4	Digital Intelligence: Demonstrate proficiency in varied digital and technological tools to understand and interact with the digital world, thus effectively processing complex information.
PO5	Scientific Awareness and Critical Thinking: Emerge as an innovative problem-solver and impactful mediator, applying scientific understanding and critical thinking to address challenges and advance sustainable solutions.
PO6	Human Values, Professional Ethics, and Societal and Environmental Responsibility: Become a responsible leader, characterized by an unwavering commitment to human values, ethical conduct, and a fervent dedication to the well-being of society and the environment.
PO7	Research, Innovation, and Entrepreneurship: Emerge as a researcher and entrepreneurial leader, forging collaborative partnerships with industry, academia, and communities to contribute enduring solutions for local, regional, and global development.

## PROGRAMME SPECIFIC OUTCOMES (PSO):

At the end of the BBA Honours programme at Calicut University, a student would:

PSO1	Demonstrate professional development on fundamentals of management and personal development through engagement in real world business scenario
PSO2	Exhibit critical thinking and managerial competencies through effective communication, teamwork, problem solving, decision making, ICT and project management skills.
PSO3	Create innovative systems and best practices in both domestic and global areas of work that are replicable and feasible.
PSO4	Emerge as intrapreneur/entrepreneur leveraging on opportunities with relevant traits of a visionary leader

**BBA HONOURS PROGRAMME  
COURSE STRUCTURE**

Semester	Course Code	Course Title	Total Hours/week			Credits	Marks		
			T	P	Total		I	E	Total
1	BBA1CJ101	Core Course 1 Foundations in Business Decision	4	0	4	4	30	70	100
	BBA1CJ102 / BBA1MN101	Core Course 2 Marketing Management	4	0	4	4	30	70	100
	BBA1CJ103 / BBA1MN102	Core Course 3 Communicating with Financial Data	4	0	4	4	30	70	100
	BBA1FM105	MDC/MDE-1 Creativity, Innovation & Business Development	3	0	3	3	25	50	75
	BBA1FS111	Skill Enhancement Course 1 Digital Marketing for Business	3	0	3	3	25	50	75
	ENG1FA 101(3)	Ability Enhancement Course 1 – English	2	2	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	3	0	3	0	0	0	0
	<b>Total</b>			<b>25</b>	<b>21</b>			<b>525</b>	
2	BBA2CJ101	Core Course 4 Business Economics	4	0	4	4	30	70	100
	BBA2CJ102 / BBA2MN101	Core Course 5 Financial Management	4	0	4	4	30	70	100

	BBA2CJ103 / BBA2MN102	Core Course 6 Foundations for Business Analytics	4	0	4	4	30	70	100
	BBA2FS112	Skill Enhancement Course 2 Spreadsheet Modelling for Business	2	2	4	3	25	50	75
	ENG2FA 103(3)	Ability Enhancement Course 3– English	2	2	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	3	0	3	0	0	0	0
		<b>Total</b>			<b>23</b>	<b>18</b>			<b>450</b>
3	BBA3CJ201	Core Course 7 Domestic Logistic Management	4	0	4	4	30	70	100
	BBA3CJ202	Core Course 8 Business & Corporate Regulations	4	0	4	4	30	70	100
	BBA3CJ203/ BBA3MN201	Core Course 9 Human Resource Management	4	0	4	4	30	70	100
	BBA3CJ204 / BBA3MN202	Core Course 10 Strategic Cost Analysis	4	0	4	4	30	70	100
	BBA3FS113	Skill Enhancement Course 3 Skills for Employability	2	2	4	3	25	50	75
		MDC/MDE 2 – (E/AL) KS	3	0	3	3	25	50	75
		<b>Total</b>			<b>23</b>	<b>22</b>			<b>550</b>
4	BBA4CJ205	Core Course 11 Decision Science	4	0	4	4	30	70	100
	BBA4CJ206	Core Course 12 Organization Behaviour	3	2	5	4	30	70	100
	BBA4CJ207	Core Course 13 Entrepreneurship Essentials	3	2	5	4	30	70	100
	BBA4CJ208	Core Course 14 Corporate Governance & Ethics	4	0	4	4	30	70	100
	BBA4FV 108	Value-Added Course 1 Innovation & Business Dynamics	3	0	3	3	25	50	75
	ENG4FV 109(3)	Value-Added Course 2 – English	3	0	3	3	25	50	75
		<b>Total</b>			<b>24</b>	<b>22</b>			<b>550</b>

5	BBA5CJ301	Core Course 15 Operations Management	4	0	4	4	30	70	100
	BBA5CJ302	Core Course 16 Behavioral Finance	4	0	4	4	30	70	100
	BBA5CJ303	Core Course 17 Business Research Methods	4	0	4	4	30	70	100
		Elective Course 1	4	0	4	4	30	70	100
		Elective Course 2	4	0	4	4	30	70	100
	BBA5FS114	Skill Enhancement Course 4 – Communicating with AI	3	0	3	3	25	50	75
	BBA5FS115	Skill Enhancement Course: - Internship-1	0	0	0	4	100		100
		Audit Course- 1	0	0	0	0	0	0	0
		<b>Total</b>			<b>23</b>	<b>27</b>			<b>675</b>
6	BBA6CJ304 / BBA8MN304	Core Course 18 Networking in Business	3	2	5	4	30	70	100
	BBA6CJ305 / BBA8MN305	Core Course 19 Total Quality Management	4	0	4	4	30	70	100
		Elective Course 3	4	0	4	4	30	70	100
		Elective Course 4	4	0	4	4	30	70	100
	BBA6FV110	Value-Added Course 3 Business Environment	3	0	3	3	25	50	75
	BBA6FS116	Skill Enhancement Course: - Project-1	4	0	4	4	30	70	100
		Audit Course- 2	0	0	0	0	0	0	0
			<b>Total</b>			<b>24</b>	<b>23</b>		
<b>Total Credits for Three Years</b>						<b>133</b>			<b>3325</b>
7	BBA7CJ401	Core Course 20 Strategic Management	3	2	5	4	30	70	100
	BBA7CJ402	Core Course 21 Data Analysis Tools for Social Scientists	3	2	5	4	30	70	100
	BBA7EJ401	Elective Course 5 Advanced Human Resource Management	3	2	5	4	30	70	100
	BBA7EJ402	Elective Course 6 International Finance	3	2	5	4	30	70	100

BBA7EJ403	Elective Course 7 (in Honours with Research programme) International Marketing	3	2	5	4	30	70	100
BBA7OE401	Open Elective (in Honours programme) Hospitality Management	3	2	5	4	30	70	100
BBA7FS117	Skill Enhancement Course: - Internship – 2	0	0	0	4	100		100
	<b>Total</b>			<b>25</b>	<b>24</b>			<b>600</b>
BBA8EJ404	Elective Course 8 (in Honours programme) Start-Up Management	4	0	4	4	30	70	100
BBA8EJ405	Elective Course 9 (in Honours programme) Entrepreneurial Capital Management	4	0	4	4	30	70	100
BBA8EJ406	Elective Course 10 (in Honours programme) Advertising & Branding	4	0	4	4	30	70	100
BBA8FS118	Skill Enhancement Course: - Project -2 (in Honours programme)	8	0	8	8	60	140	200
BBA8FS119	Skill Enhancement Course: - Research Project (in Honours with Research programme)	20		20	20	150	350	500
	<b>Total</b>			<b>20</b>	<b>20</b>			<b>500</b>
<b>Total Credits for Four Years</b>						<b>177</b>		<b>4425</b>

**Note (1):** Core Courses 2, 5, & 9 can be offered to students of other Major disciplines as Minor courses of Group 1, and Core courses 3, 6 & 10 can be offered to them as Minor courses of Group 2. Core Courses 18, & 19 can be offered to eighth semester students of other Major disciplines as Minor courses.

### **Audit Courses**

There are four mandatory Audit Courses or zero-credit courses that the students must attend in different semesters. Two of them are Ability Enhancement Courses offered by Additional Languages in the first and second semesters. The other two are Discipline Specific Elective courses in the fifth and sixth semesters. Students need to complete 75% attendance in Ability Enhancement Courses offered by Additional Languages in the first and second semesters, but need not appear for the internal and external evaluation of these courses. Discipline Specific Elective courses in the fifth and sixth semesters are not meant for class room study. The students can choose any course in management discipline and attend these courses online in platforms like SWAYAM, MOOC etc.



### CREDIT DISTRIBUTION

Semester	Major Core Courses	Major DSE	General Foundation Courses					Total
			AEC	MDC/ MDE	VAC	SEC	Internship/ Project	
1	4+4+4		3	3		3	-	21
2	4+4+4		3			3	-	18
3	4+4+4+4			3		3	-	22
4	4 + 4 + 4 +4				3 + 3		-	22
5	4 + 4 + 4	4 + 4				3	4	27
6	4 + 4	4 + 4			3		4	23
<b>Total for Three Years</b>	<b>76</b>	<b>16</b>	<b>6</b>	<b>6</b>	<b>9</b>	<b>12</b>	<b>8</b>	<b>133</b>
7	4 + 4	4 + 4+4		4*			4	24
8		4 + 4 +4					8 / 20**	20
* Instead of Major DSE Course; **Instead of Three Major DSE & 8 Credit Project								
<b>Total for Four Years</b>	<b>76+8 = 84</b>	<b>16+24= 40</b>	<b>6</b>	<b>6</b>	<b>9</b>	<b>12</b>	<b>20</b>	<b>177</b>

### ELECTIVE COURSES IN BBA WITH SPECIALISATION

Finance				
Group No	Sl. No	Sem	Title	Course Code
1	1	5	Security Analysis & Portfolio Management	BBA5EJ301(1)
	2	5	Financial Derivatives	BBA5EJ302(1)
	3	6	Strategic Financial Management	BBA6EJ301(1)
	4	6	Financial Analytics	BBA6EJ302(1)
Human Resource Management				
Group No	Sl. No	Sem	Title	Course Code
2	1	5	People Management Skills	BBA5EJ303(2)
	2	5	Performance Management	BBA5EJ304(2)
	3	6	Training & Development	BBA6EJ303(2)
	4	6	HR Analytics	BBA6EJ304(2)

<b>Marketing Management</b>				
<b>Group No</b>	<b>Sl. No</b>	<b>Sem</b>	<b>Title</b>	<b>Course Code</b>
3	1	5	Consumer Behaviour & Marketing Analysis	BBA5EJ305(3)
	2	5	Marketing Matrix	BBA5EJ306(3)
	3	6	Integrated Marketing Communication	BBA6EJ305(3)
	4	6	Strategic Hospitality Marketing	BBA6EJ306(3)
<b>Operations Management</b>				
<b>Group No</b>	<b>Sl. No</b>	<b>Sem</b>	<b>Title</b>	<b>Course Code</b>
4	1	5	World Class Manufacturing	BBA5EJ307(4)
	2	5	Quality Management	BBA5EJ308(4)
	3	6	Total Productive Maintenance	BBA6EJ307(4)
	4	6	Service Operations Management	BBA6EJ308(4)
<b>Logistics</b>				
<b>Group No</b>	<b>Sl. No</b>	<b>Sem</b>	<b>Title</b>	<b>Course Code</b>
5	1	5	Logistics Management	BBA5EJ309(5)
	2	5	Air Cargo Logistics Management	BBA5EJ310(5)
	3	6	Export & Import Policies & Procedures	BBA6EJ309(5)
	4	6	Shipping & Ocean Freight Logistics Management	BBA6EJ310(5)
<b>Business Analytics</b>				
<b>Group No</b>	<b>Sl. No</b>	<b>Sem</b>	<b>Title</b>	<b>Course Code</b>
6	1	5	Data Visualization for Analytics	BBA5EJ311(6)
	2	5	Data Analytics using R	BBA5EJ312(6)
	3	6	Data Analytics using Python	BBA6EJ311(6)
	4	6	Advanced Data Analytics for Business Decision	BBA6EJ312(6)
<b>Entrepreneurship</b>				
<b>Group No</b>	<b>Sl. No</b>	<b>Sem</b>	<b>Title</b>	<b>Course Code</b>
7	1	5	Design Thinking	BBA5EJ313(7)
	2	5	Family Business Management	BBA5EJ314(7)
	3	6	Entrepreneurial Venture Planning and Communication Strategy	BBA6EJ313(7)
	4	6	Social Entrepreneurship	BBA6EJ314(7)

#### **ELECTIVE COURSES IN BBA WITH NO SPECIALISATION**

<b>Sl. No</b>	<b>Semester</b>	<b>Title</b>	<b>Course Code</b>
1	7	Advanced Human Resource Management	BBA7EJ401
2	7	International Finance	BBA7EJ402
3	7	International Marketing	BBA7EJ403
4	8	Start-Up Management	BBA8EJ404
5	8	Entrepreneurial Capital Management	BBA8EJ405

6	8	Advertising & Branding	BBA8EJ406
---	---	------------------------	-----------

### GROUPING OF MINOR COURSES IN BBA

(Title of the Minor: **FUNCTIONAL BUSINESS ADMINISTRATION**)

General Management				
Group No	Sl. No	Sem	Title	Course Code
	1	1	Marketing Management	BBA1MN101
	2	2	Financial Management	BBA2MN101
	3	3	Human Resource Management	BBA3MN201
Analytics for Financial Data				
Group No	Sl. No	Sem	Title	Course Code
2	1	1	Communicating with Financial Data	BBA1MN102
	2	2	Foundations for Business Analytics	BBA2MN102
	3	3	Strategic Cost Analysis	BBA3MN202

4 <sup>th</sup> Year Minor Courses			
Sl. No	Sem	Title	Course Code
1	8	Networking in Business	BBA8MN304
2	8	Total Quality Management	BBA8MN405

#### NOTE:

1. There will be no pathway for BBA students.
2. Students from other disciplines can choose Minor Groups in BBA.
3. If a student from other department chooses two Minor groups in BBA (Major with Minor Pathway), then the title of the Minor will be **Functional Business Administration**.
4. The above-mentioned minor courses are offered by BBA Department to other department students. So, they must attend the minor course classes along with BBA students (core course) depending on the intake capacity of each department as per University Regulations.

### DISTRIBUTION OF GENERAL FOUNDATION COURSES IN BBA

Sem	Course Code	Course Title	Total Hours	Hours/Week	Credits	Marks		
						I	E	Total
1	BBA1FM105	MDC/MDE 1 – Creativity, Innovation & Business Development	45	3	3	25	50	75

4	BBA4FV 108	Value-Added Course 1 Innovation & Business Dynamics	45	3	3	25	50	75
6	BBA6FV 110	Value-Added Course 3 Business Environment	45	3	3	25	50	75
1	BBA1FS111	Skill Enhancement Course 1 Digital Marketing for Business	45	3	3	25	50	75
2	BBA2FS112	Skill Enhancement Course 2 Spreadsheet Modelling for Business	60	4	3	25	50	75
3	BBA3FS113	Skill Enhancement Course 3 Skills for Employability	60	4	3	25	50	75
5	BBA5FS115	Skill Enhancement Course 4 – Communicating with AI	45	3	3	25	50	75

**NB:** - Except AEC's, MDC 2(KS), VAC2 ; all other courses including VAC1, VAC3, MDC1, all SEC's, all core/major courses, all elective courses and open elective shall be taught by Major Discipline Faculty only.

## **EVALUATION SCHEME**

1. The evaluation scheme for each course contains two parts: internal evaluation (about 30%) and external evaluation (about 70%). Each of the Major courses is of 4-credits. It is evaluated for 100 marks, out of which 30 marks is from internal evaluation and 70 marks, from external evaluation. Each of the General Foundation course is of 3-credits. It is evaluated for 75 marks, out of which 25 marks is from internal evaluation and 50 marks, from external evaluation.
2. The 4-credit courses (Major courses) are of two types: (i) courses with only theory and (ii) courses with 3-credit theory and 1-credit practicum.
  - In 4-credit courses with only theory component, out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 10 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.
  - In 4-credit courses with 3-credit theory and 1-credit practicum components, out of the total 5 modules of the syllabus, 4 modules are for theory and the fifth

module is for practicum. The practicum component is internally evaluated for 20 marks. The internal evaluation of the 4 theory modules is for 10 marks.

3. 3-credit courses (General Foundational Courses) in BBA are of two types: (i) courses with only theory and (ii) courses with 2-credit theory and 1-credit practicum.

- In 3-credit course with only theory out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 5 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.
- In 3-credit courses with 2-credit theory and 1-credit practicum components, out of the total 5 modules of the syllabus, 4 modules are for theory and the fifth module is for practicum. The practicum component is internally evaluated for 15 marks. The internal evaluation of the 4 theory modules is for 10 marks.

Sl. No.	Nature of the Course		Internal Evaluation in Marks (about 30% of the total)		External Exam on 4 modules (Marks)	Total Marks
			Open-ended module / Practicum	On the other 4 modules		
1	4-credit course	only theory (5 modules)	10	20	70	100
2	4-credit course	Theory (4 modules) + Practicum	20	10	70	100
3	3-credit course	Only Theory (5 modules)	5	20	50	75
4	3-credit course	Theory (4 modules) + Practicum	15	10	50	75

## 1. MAJOR COURSES and GENERAL FOUNDATION COURSES

### 1.1. INTERNAL EVALUATION OF THEORY COMPONENT

Sl. No.	Components of Internal Evaluation of Theory Part of a Major Course	Internal Marks for the Theory Part of a Major Course of 4-credits			
		Theory Only		Theory +Practicum	
		4 Theory Modules	Open-ended Module	4 Theory Modules	Practicum

1	Test paper/ Mid-semester Exam	10	4	5	-
2	Seminar/ Viva/ Quiz	6	4	3	-
3	Assignment	4	2	2	-
Total		20	10	10	20*
		30		30	

\* Refer the table in section 1.2 for the evaluation of practicum component

Sl. No.	Components of Internal Evaluation of Theory Part of a 3-credit Course	Internal Marks for the 3-credits Course			
		Theory Only		Theory +Practicum	
		4 Theory Modules	Open-ended Module	4 Theory Modules	Practicum
1	Test paper/ Mid-semester Exam	10	2	5	-
2	Seminar/ Viva/ Quiz	6	2	3	-
3	Assignment	4	1	2	-
Total		20	5	10	15*
		25		25	

\* Refer the table in section 1.2 for the evaluation of practicum component

## 1.2. EVALUATION OF PRACTICUM COMPONENT

The evaluation of practicum component in Major courses is completely by internal evaluation.

Sl. No.	Evaluation of Practicum Component of Credit-1 in a Major Course	Marks for Practical/Practicum	Weightage
1	Continuous evaluation of practicum performed in classes by the students by using any kind of formative/summative methods given in the detailed syllabus.	10	50%
3	Evaluation of the practicum summary report submitted for the end semester viva-voce examination by the teacher-in-charge and additional examiner	10	50%

\*..There is no specific format for practicum summary report. It can be decided by teacher-in-charge according to the type of practicum chosen.

Total Marks	20	
-------------	----	--

Sl. No.	Evaluation of Practicum Component of Credit-1 in a SEC Course	Marks for Practicum	Weightage
1	Continuous evaluation of practicum performed in classes by the students by using any kind of formative/summative methods given in the detailed syllabus.	8	50%
3	Evaluation of the practicum summary report submitted for the end semester viva-voce examination by the teacher-in-charge and additional examiner	7	50%

\*..There is no specific format for practicum summary report. It can be decided by teacher-in-charge according to the type of practicum chosen.

Total Marks	15	
-------------	----	--

### 1.3. EXTERNAL EVALUATION OF THEORY COMPONENT

External evaluation carries 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system.

#### PATTERN OF QUESTION PAPER FOR MAJOR COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
2 Hours	Short Answer	10	8 – 10	3	24
	Paragraph/ Problem	8	6 – 8	6	36
	Essay	2	1	10	10
Total Marks					70

#### PATTERN OF QUESTION PAPER FOR GENERAL FOUNDATION COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
1.5 Hours	Short Answer	10	8 – 10	2	16
	Paragraph/ Problem	5	4 – 5	6	24
	Essay	2	1	10	10
Total Marks					50

## 2. INTERNSHIP

<b>Programme</b>	BBA				
<b>Course Code</b>					
<b>Course Title</b>	<b>Internship-1 &amp; Internship- 2</b>				
<b>Type of Course</b>	<b>SEC</b>				
<b>Semester</b>	5 & 7				
<b>Academic Level</b>	.				
<b>Course Details</b>	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	-	-		120
<b>Pre-requisites</b>					
<b>Course Summary</b>	This course is designed for undergraduate students to provide educational and career development opportunities to students by providing practical experience in a field or discipline, provide possible opportunities to learn, understand, and sharpen the real-time technical/managerial skills required on the job, understand the psychology of the workers and their habits, attitudes and approach to problem solving.				

The candidates must undergo two internships in any business organisation/local industries/Agriculture, health and allied sectors/Local Government institutions like Panchayats, Municipalities for a period of 120Hrs duration during summer vacation. Internship-1 should be completed preferably before the beginning of 5th Sem, and Internship-2 should be completed preferably before the beginning of 7th Sem and prepare a report based on the information collected.

### 2.1. GUIDELINES FOR INTERNSHIP

1. Internship can be in Management or allied disciplines.
2. There should be minimum 120 hrs. of engagement from the student in the Internship.
3. Summer vacations and other holidays can be used for completing the Internship.
4. The students should make regular and detailed entries in to a personal log book through the period of Internship. The log book will be a record of the progress of the Internship and the time spent on the work, and it will be useful in writing the final report. All entries should be dated. The Internship supervisor should periodically examine and countersign the log book.
5. The log book and the typed report must be submitted at the end of the Internship.



6. The institution at which the Internship will be carried out should be prior-approved by the Department Council of the college where the student has enrolled for the UG (Honours) programme.

## **2.2. EVALUATION OF INTERNSHIP**

- The evaluation of Internship shall be done internally through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG (Honours) programme.
- The credits and marks for the Internship will be awarded only at the end of semester 5 & semester 7.
- The scheme of continuous evaluation and the end-semester viva-voce examination based on the submitted report shall be as given below:

Component of Evaluation of Internship	Weightage	Marks/100
Continuous Evaluation of internship through interim presentation and reports by the committee internally constituted by the Department Council.	40%	40
End-Semester viva-voce examination to be conducted by the committee internally constituted by the Department Council.	35%	35
Evaluation of the day-to-day records and final report submitted for the end semester viva-voce examination by the committee internally constituted by the Department Council.	15%	15
Business Organization/ Local Industries/ Agriculture, Health and allied sectors/Local Government Institutions	10%	10

## **REPORT FORMAT**

1. The report must be typed (double spaced), in APA format. Use standard margins (1" to 1.25") and font (Times New Roman, 12) and should contain maximum of 10-15 pages.
2. The report consists of the following information in this order:  
Starting Pages
  1. Title Page
  2. Acknowledgement

3. Executive Summary

4. Table of Contents

Chapter 1: Brief Industry Profile

Chapter 2: Introduction of Company

Chapter 3: Organizational Analysis

Chapter 4: Internee Experience

- a. A brief overview of the main business processes that the internee worked around
- b. A brief overview of various departmental functions that the internee had the opportunity to observe
- c. A narrative of personal experience in the intern's own words that may include: any new discoveries or observations made during the internship, any problems identified, personal account of interactions with others at the workplace, and specific skills learned.

Chapter 5: Future recommendations for a suitable course of action in the organizational context

Chapter 6: A short essay identifying the gaps in classroom learning and experiential learning at the internship.

7. Appendices

#### **EVALUATION CRITERIA FOR INTERIM PRESENTATION**

<b>Understanding of the Field (15 Marks)</b>	<b>Challenges and Solutions (15Marks)</b>	<b>Communication Skills (5Marks)</b>	<b>Use of Visual Aids (5Marks)</b>

#### **EVALUATION CRITERIA FOR VIVA-VOCE**

<b>Depth of Understanding (15 Marks)</b>	<b>Integration of Academic Knowledge and Practical Application (10 Marks)</b>	<b>Communication Skills (2Marks)</b>	<b>Project Report (8 Marks)</b>

### **3. PROJECT**

#### **PROJECT IN HONOURS PROGRAMME**

- In Honours programme, the student should do a Project of 8-credits in semester 8.

- The Project can be done in the same institution/ any other higher educational institution (HEI)/ research centre/ training centre.
- The Project in Honours programme can be a short research work or an extended internship or a skill-based training programme.
- A faculty member of the respective institution, where the student does the Project, should be the supervisor of the Project.

<b>Programme</b>	BBA				
<b>Course Code</b>					
<b>Course Title</b>	<b>Project -2</b>				
<b>Type of Course</b>	<b>SEC</b>				
<b>Semester</b>	8				
<b>Academic Level</b>	400 – 499				
<b>Course Details</b>	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	8	8	-		240
	<i>The teacher should have 8hrs/week of engagement in the guidance of the Project(s) in Honours programme, while each student should have 16 hrs/week of engagement in the Project work. Total hours are given based on the student's engagement.</i>				
<b>Course Summary</b>	This course is designed for undergraduate honours students across all disciplines, offering them an opportunity to delve deeply into a topic of their choice, underpinned by rigorous research and creative methodology. It is an invitation to embark on an academic voyage that prioritizes critical thinking, problem-solving, and innovation, all within the framework of scholarly research. Students will engage in a self-directed project that not only contributes to their field of study but also encourages a personal journey of discovery and intellectual growth.				

## EVALUATION OF PROJECT

1. The evaluation of project work shall be done internally through continuous assessment mode by a committee internally constituted by the Department Council.
2. The remaining 70% shall be awarded by the external examiner appointed by the University.
3. The scheme of continuous evaluation and the end-semester viva-voce of the project

<b>Component of Evaluation of Project</b>	<b>Weightage</b>	<b>Marks/200</b>
Continuous Evaluation of project through interim presentation and reports by the	30%	60

committee internally constituted by the Department Council.		
End-Semester viva-voce examination to be conducted by the external examiner appointed by the University.	50%	100
Evaluation of the day-to-day records and final report submitted for the end semester viva-voce examination by the committee internally constituted by the External Examiner	20%	40

#### 4. EVALUATION CRITERIA FOR INTERIM PRESENTATION

Clarity of Research Question (15Marks)	Originality and Creativity (10 Marks)	Methodological Rigor (15 Marks)	Progress and Milestones (15 Marks)	Communication & Presentation Skills (5 Marks)

#### 5. EVALUATION CRITERIA FOR VIVA-VOCE

Comprehension and Depth of Knowledge (10 Marks)	Methodological Rigor and Integrity (10 Marks)	Contribution & Implications (20 Marks)	Communication Skills (10 Marks)	Response to Questions (20 Marks)	Project Report (30 Marks)

#### FORMAT OF PROJECT REPORT

The report shall be printed and bound (preferably hard paper bound) with not less than 60 (A4 size) pages. The matter should be typed with double line spacing. The Font Size for the text should be 12 with style Times New Roman. One inch margin should be left on top and bottom of the page, as well as left and right side of the typed pages.

- A. Preface Section: - Title page of the report - Declaration by the student - Certificate from supervisory faculty counter Signed by Head of the Institution. - Acknowledgement - Chapter content – List of tables- List of figures
- B. Executive Summary (Minimum 1 page)
- C. Chapters

Chapter 1: Introduction (includes statement of the problem, objectives of the study, scope of the study, hypotheses if any, methodology employed, and limitations of the study)

Chapter 2: Industry profile/ Company profile/ Product profile/ Unit of study

Chapter 3: Review of literature (the review should be conducted by referring similar nature of studies conducted in academic journals, books, magazines, newspapers and other published sources)

Chapter 4: Data analysis and interpretation (data should be described and the collected data should be analyzed using appropriate tools)

Chapter 5: Findings, Conclusion and Recommendations

#### D. Bibliography

It should be prepared based on the guidelines prepared and updated by the American Psychological Association (APA style).

### **PROJECT IN HONOURS WITH RESEARCH PROGRAMME**

- Students who secure 75% marks and above (equivalently, CGPA 7.5 and above) cumulatively in the first six semesters are eligible to get selected to Honours with Research stream in the fourth year.
- A relaxation of 5% in marks (equivalently, a relaxation of 0.5 grade in CGPA) is allowed for those belonging to SC/ ST/ OBC (non-creamy layer)/ Differently-Abled/ Economically Weaker Section (EWS)/ other categories of candidates as per the decision of the UGC from time to time.
- In Honours with Research programme, the student has to do a mandatory Research Project of 20-credits in semester 8.
- The approved research centres of University of Calicut or any other university/ HEI can offer the Honours with Research programme. The departments in the affiliated colleges under University of Calicut, which are not the approved research centres of the University, should get prior approval from the University to offer the Honours with Research programme. Such departments should have minimum two faculty members with Ph.D., and they should also have the necessary infrastructure to offer Honours with Research programme.
- A faculty member of the University/ College with a Ph.D. degree can supervise the research project of the students who have enrolled for Honours with Research. One such faculty member can supervise maximum five students in Honours with Research stream.

- The maximum intake of the department for Honours with Research programme is fixed by the department based on the number of faculty members eligible for project supervision, and other academic, research, and infrastructural facilities available.
- If a greater number of eligible students are opting for the Honours with Research programme than the number of available seats, then the allotment shall be based on the existing rules of reservations and merits.

<b>Programme</b>	BBA				
<b>Course Code</b>					
<b>Course Title</b>	<b>Research Project</b>				
<b>Type of Course</b>	SEC				
<b>Semester</b>	8				
<b>Academic Level</b>	400 – 499				
<b>Course Details</b>	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	20	20	-		600
	<i>The teacher should have 20 hrs/week of engagement) in the guidance of the Project(s) in Honours with Research programme, while each student should have 40 hrs/week of engagement in the Project work. Total hours are given based on the student's engagement.</i>				
<b>Course Summary</b>	This course is designed for undergraduate honours students across all disciplines, offering them an opportunity to delve deeply into a topic of their choice, underpinned by rigorous research and creative methodology. It is an invitation to embark on an academic voyage that prioritizes critical thinking, problem-solving, and innovation, all within the framework of scholarly research. Students will engage in a self-directed project that not only contributes to their field of study but also encourages a personal journey of discovery and intellectual growth.				

## EVALUATION OF PROJECT

1. The evaluation of project work shall be done internally through continuous assessment mode by a committee internally constituted by the Department Council.
2. The remaining 70% shall be awarded by the external examiner appointed by the University.
3. The scheme of continuous evaluation and the end-semester viva-voce of the project

<b>Component of Evaluation of Project</b>	<b>Weightage</b>	<b>Marks/600</b>
Continuous Evaluation of project through interim presentation and reports by the	30%	180

committee internally constituted by the Department Council.		
End-Semester viva-voce examination to be conducted by the external examiner appointed by the University.	50%	300
Evaluation of the day-to-day records and final report submitted for the end semester viva-voce examination by the committee internally constituted by the External Examiner	20%	120

### EVALUATION CRITERIA FOR INTERIM PRESENTATION

<b>Clarity of Research Question (40Marks)</b>	<b>Originality and Creativity (30 Marks)</b>	<b>Methodological Rigor (40 Marks)</b>	<b>Progress and Milestones (50 Marks)</b>	<b>Communication &amp; Presentation Skills (20 Marks)</b>

### EVALUATION CRITERIA FOR VIVA-VOCE

<b>Comprehension and Depth of Knowledge (40 Marks)</b>	<b>Methodological Rigor and Integrity (40Marks)</b>	<b>Contribution &amp; Implications (60 Marks)</b>	<b>Communication Skills (30 Marks)</b>	<b>Response to Questions (40 Marks)</b>	<b>Project Report (90 Marks)</b>

### FORMAT OF PROJECT REPORT

The report shall be printed and bound (preferably hard paper bound) with not less than 100 (A4 size) pages. The matter should be typed with double line spacing. The Font Size for the text should be 12 with style Times New Roman. One inch margin should be left on top and bottom of the page, as well as left and right side of the typed pages.

#### 1. Title Page

The title page should succinctly capture the essence of the research while being inviting to a broad audience. It includes the thesis title, author's name, the institution, and the date. A compelling title can spark interest and set the stage for the narrative journey of the thesis.

#### 2. Abstract

A well-crafted abstract serve as a microcosm of the research, providing a concise summary of the thesis's aim, methodology, findings, and implications. In this section, creativity lies in the ability to distil complex ideas into accessible language that entices a diverse readership.

### 3. Dedication and Acknowledgments

This section allows for personal expression, dedicating the work to individuals or groups who have been instrumental in the research journey. Acknowledgments give a human touch to the academic endeavour, highlighting the collaborative nature of knowledge creation.

### 4. Table of Contents

A navigational tool that should not only be functional but also reflective of the thesis's structure and creativity. Creative formatting and clear organization can make the table of contents an inviting roadmap to the thesis.

### 5. Introduction

The introduction lays the foundation, stating the research problem, objectives, and significance. Here, storytelling can be employed to weave a compelling narrative that frames the research question within a broader context, making it relevant to real-life situations.

### 6. Literature Review

A critical survey of existing literature, this section is an opportunity to creatively synthesize and critique previous work, highlighting gaps the thesis aims to fill. The use of visual aids, such as mind maps or infographics, can enrich this section by providing innovative summaries of complex academic dialogues.

### 7. Theoretical Framework

The theoretical framework in research is a vital component that underpins and guides the entire research process. It serves as the foundation upon which the research is built, providing a lens through which the study is conducted and understood. Essentially, the theoretical framework offers a structured approach to understanding, explaining, and making predictions about a given phenomenon or topic of interest. It does this by integrating concepts, theories, and models that are relevant to the research question or problem.

### 8. Methodology

Detailing the research design, methods, and analysis techniques, this section benefits from clarity and precision. Creative methodologies that utilize emerging technologies or interdisciplinary approaches can be highlighted here, showcasing the thesis's innovative edge.

### 9. Results and Discussion

This section presents the findings and interprets their implications. Creativity can be expressed through the use of visual storytelling with charts, graphs, and illustrations to make data compelling and digestible. A narrative approach to discussing the results can link them to broader themes and real-world implications.

### 10. Conclusion and Recommendations

The conclusion synthesizes the findings, reflects on the research's limitations, and suggests future research directions. This section can be an avenue for visionary thinking, proposing creative applications of the research and its potential impact on society.

### 11. References



Adherence to academic standards is crucial in the references section, but creativity can be shown in the organization and presentation style, making it easier for readers to explore the cited works.

## 12. Appendices

This section can house supplementary material in various formats, including datasets, code, questionnaires, or multimedia elements. Creatively integrating digital content can enhance the thesis's accessibility and engagement.

## 13. Digital and Interactive Elements

Incorporating digital elements like hyperlinks to datasets, online platforms for interactive visualizations, or even augmented reality (AR) experiences can revolutionize the way findings are presented and engaged with.

**Eg:**

### Journals

1. Diamond, D. (1984). Financial intermediation and delegated monitoring. *Review of Economic Studies*, 51, 393-414.
2. Corter, J.E. and Chen, Y.J. (2006). Do investment risk tolerance attitudes predict portfolio risk? *Journal of Business and Psychology*, 20(3), 369-381.

### Working Papers

1. González-Hermosillo, B.(2008, April). Investors' Risk Appetite and Global Financial Market Conditions.( IMF Working Paper no WP/08/85). <https://www.imf.org/external/pubs/ft/wp/2008/wp0885.pdf>

### News Paper Article

1. Rukhaiyar, A. (2023, June 11). Retail investors' rush into India's equity markets has slowed; here is what's happening. *Business Today*.<https://www.businesstoday.in/magazine/deep-dive/story/retail-investors-rush-into-indias-equity-markets-has-slowed-here-is-whats-happening-383209-2023-05-29>

### Book

1. Hair, J. F., Hult, G. T. M., Ringle, C. M., and Sarstedt, M. (2022). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. 3rd ed., Sage.

## 4. LETTER GRADES AND GRADE POINTS

- Mark system is followed for evaluating each question.
- For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below.
- The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester.
- The Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.

- Only the weighted grade point based on marks obtained shall be displayed on the grade card issued to the students.

### **LETTER GRADES AND GRADE POINTS**

Sl. No.	Percentage of Marks (Internal & External Put Together)	Description	Letter Grade	Grade Point	Range of Grade Points	Class
1	95% and above	Outstanding	O	10	9.50 – 10	First Class with Distinction
2	Above 85% and below 95%	Excellent	A+	9	8.50 – 9.49	
3	75% to below 85%	Very Good	A	8	7.50 – 8.49	
4	65% to below 75%	Good	B+	7	6.50 – 7.49	First Class
5	55% to below 65%	Above Average	B	6	5.50 – 6.49	
6	45% to below 55%	Average	C	5	4.50 – 5.49	Second Class
7	35% to below 45% aggregate (internal and external put together) with a minimum of 30% in external valuation	Pass	P	4	3.50 – 4.49	Third Class
8	Below an aggregate of 35% or below 30% in external evaluation	Fail	F	0	0 – 3.49	Fail
9	Not attending the examination	Absent	Ab	0	0	Fail

- When students take audit courses, they will be given Pass (P) or Fail (F) grade without any credits.
- The successful completion of all the courses and capstone components prescribed for the three-year or four-year programme with 'P' grade shall be the minimum requirement for the award of UG Degree or UG Degree (Honours) or UG Degree (Honours with Research), as the case may be.

#### **5.1. COMPUTATION OF SGPA AND CGPA**

- The following method shall be used to compute the Semester Grade Point Average (SGPA):

The SGPA equals the product of the number of credits ( $C_i$ ) with the grade points ( $G_i$ ) scored by a student in each course in a semester, summed over all the courses taken by a student in the semester, and then divided by the total number of credits of all the courses taken by the student in the semester,

$$\text{i.e. SGPA } (S_i) = \frac{\sum_i (C_i \times G_i)}{\sum_i (C_i)}$$

where  $C_i$  is the number of credits of the  $i^{\text{th}}$  course and  $G_i$  is the grade point scored by the student in the  $i^{\text{th}}$  course in the given semester. Credit Point of a course is the value obtained by multiplying the credit ( $C_i$ ) of the course by the grade point ( $G_i$ ) of the course.

$$\text{SGPA} = \frac{\text{Sum of the credit points of all the courses in a semester}}{\text{Total credits in that semester}}$$

#### ILLUSTRATION – COMPUTATION OF SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 x 8 = 24
I	Course 2	4	B+	7	4 x 7 = 28
I	Course 3	3	B	6	3 x 6 = 18
I	Course 4	3	O	10	3 x 10 = 30
I	Course 5	3	C	5	3 x 5 = 15
I	Course 6	4	B	6	4 x 6 = 24
	Total	20			139
	SGPA				139/20 = 6.950

- The Cumulative Grade Point Average (CGPA) of the student shall be calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students.

CGPA for the three-year programme in CUFYUGP shall be calculated by the following formula.

$$\text{CGPA} = \frac{\text{Sum of the credit points of all the courses in six semesters}}{\text{Total credits in six semesters (133)}}$$

CGPA for the four-year programme in CUFYUGP shall be calculated by the following formula.

$$\text{CGPA} = \frac{\text{Sum of the credit points of all the courses in eight semesters}}{\text{Total credits in eight semesters (177)}}$$

- The SGPA and CGPA shall be rounded off to three decimal points and reported in the transcripts.
- Based on the above letter grades, grade points, SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

#### **6. Study Tour**

Study tour to an Industrial or Business centre will form part of curriculum. The fourth / fifth semester BBA students of regular colleges shall be taken, under the supervision of faculty members, to a Business or Industrial centre so as to enable them to have firsthand knowledge about location, and operations of the Business or Industry. The report submitted by the students in this respect shall be considered as one of the assignments of the any one of the courses in the concerned semester.

**Format of the Question Paper Type I for Major and Minor Courses**

I Semester BBA (CUFYUGP) Degree Examinations October 2024

BBA1CJ101: <Title of the Major Course>

(Credits: 4)

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Section B**

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.

**Section C**

[Answer any one. Each question carries 10 marks] (1x10=10 Marks)

- 19.
- 20.

**Format of the Question Paper Type II for General Foundation Courses**

I Semester BBA (CUFYUGP) Degree Examinations October 2024

BBA1FM105: <Title of the MDC Course>

(Credits: 3)

Maximum Time: 1.5 hours

Maximum Marks: 50

**Section A**

[Answer All. Each question carries 2 marks] (Ceiling 16 marks)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Section B**

[Answer All. Each question carries 6 marks] (Ceiling 24 Marks)

- 11.
- 12.
- 13.
- 14.
- 15.

**Section C**

[Answer any one. Each question carries 10 marks] (1x10=10 Marks)

- 16.
- 17.

## Details of Courses of study leading to the award of BBA

Programme	BBA				
Course Code					
Course Title	<b>Foundations for Business Decisions</b>				
Type of Course	Core Course				
Semester	1				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	The "Foundations for Business Decisions" course provides a comprehensive understanding of decision-making in business. It covers the basics of decision-making, decision-making models, management functions, and ethical considerations. The course aims to equip students with the knowledge and skills required to make effective business decisions and address real-world challenges.				

### Course Outcomes (CO):

This course will enable the students to achieve the following outcomes.

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop an understanding of the importance of decision-making.	U	C	Instructor-created exams / Quiz
CO2	Learn and apply various tools and techniques for decision-making.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Analyse various decision-making models	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Acquire knowledge about the roles of managers	U	C	Instructor-created exams / Home Assignments
CO5	Apply planning and decision-making skills in the management process	Ap	P	One Minute Reflection Writing assignments

CO6	Develop ethical considerations in decision-making	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Basics of Decision-Making</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Meaning, Nature, and Importance of decision making and Business. Types of decisions: Programmed and Non-Programmed decisions, Strategic, tactical, and operational decisions. Factors affecting the decision making.			
	2	Importance of a Structured Decision-Making Process, Overview of Various Stages Involved in Decision Making. Barriers in Decision-making - Psychological Barriers, Structural and Organisational Barriers, Environmental Barriers etc.			
	3	Tools and Techniques for Decision Making: Basic Statistical Tools, Measures of Central Tendency and Measures of Dispersion.			
	4	Tools and Techniques for Decision Making - Understanding the Concept, Advantages, and Disadvantages of various tools & techniques: Brainstorming Technique, Decision Tree Analysis, SWOT Analysis, Pros and Cons Analysis, PESTLE Analysis			
<b>II</b>	<b>Decision-Making Models</b>		<b>12</b>		<b>18</b>
	5	Rational Model of Decision-Making – Meaning, Concept, Importance, Strength and Weakness of Rational Model, Practical Applications			
	6	Bounded rationality model - Meaning, Concept, Importance, Strength and Weakness of Bounded rationality Model, Practical Applications			
	7	Intuition-based decision making – Concept and Strength and Weakness, Role of intuition in decision making, different types of intuition: Expert Intuition, Social Intuition, and Strategic Intuition			
	8	Group decision-making – Meaning, Concept and significance, overview of various strategies used in group decision-making, such as consensus building, brainstorming, and multi-voting			
<b>III</b>	<b>Basics of Management</b>		<b>12</b>		<b>18</b>
	9	Management: Meaning, Nature, Functions. Roles of a manager in an organisation			



	10	Evolution of management Thought: Classical, Behavioural, Neo Classical, Modern			
	11	Types and Levels of management			
	12	Decision Making Styles of Managers – Autocratic, Participative, Consultive, Consensus, Directive, Analytical, Cognitive, Behavioural styles			
<b>IV</b>	<b>Functions of Management</b>		<b>12</b>		<b>18</b>
	18	Planning and Decision-making in Management: Meaning, Nature, Importance, and types.			
	19	Organising and Leading in Management: Meaning, Nature, and Importance. Organisational Structure, Motivation and Leadership			
	20	Staffing in Management: Meaning, Nature, and Importance. HR planning, Recruitment, Selection, Training and Development.			
	21	Controlling in Management: Meaning, Nature, Importance, and Steps in control process. Levels and Types of Control.			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
	1	Case Study Analysis and Presentation: Students work in groups to analyse assigned case studies of businesses facing strategic decisions. They must present their analysis, recommendations, and action plans to the class, followed by a Q&A session.			
	2	Ethical Decision-Making Debate: Organize debates on ethical dilemmas faced by businesses, such as sustainability practices, labor rights, or consumer privacy. Students take stands, present arguments, and propose ethical solutions.			
	3	SWOT Analysis Workshop: Students select a real company and conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) to evaluate its strategic position. This includes researching the company, industry, and competitive landscape.			
	4	Social Media Strategy Campaign: Students design a social media marketing campaign for a product or service, including target audience analysis, content creation, and engagement strategies. They present their campaign plan and expected outcomes.			

#### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	3	1	1	3	3	1	2	2	2	2

CO 2	3	3	2	1	3	3	2	1	3	1	3
CO 3	2	3	2	1	3	3	1	1	2	2	2
CO 4	3	3	2	1	3	3	2	2	3	2	1
CO 5	2	3	2	1	3	3	1	1	2	1	3
CO 6	3	3	2	1	3	3	2	2	3	2	3

#### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### Assessment Rubrics:

##### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

##### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

##### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work

- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Charles W.L, Hill and Steven McShane (2017) *Principles of Management*
2. Koontz, H and Weihrich, H (2010) *Essentials of Management*, Tata McGraw Hill, New Delhi.
3. Stoner A.F. Jame, Freeman R Edward, Gilbert R. Danie,l (2009), *Management*, 6<sup>th</sup> edition, Pearson Education.
4. Laudon, K. C., & Laudon, J. P. (2019). *Management Information Systems: Managing the Digital Firm* (16<sup>th</sup> edition). Pearson Education.
5. Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2020). *Organizational Behavior: Improving Performance and Commitment in the Workplace* (7th ed.). Tata McGraw Hill.
6. Robbins S.P, Judge T.A. and Vohra N. (2013) *Organisational Behaviour*, Pearson Education.
7. Margie Parikh and Rajen Gupta (2010) *Organisational Behaviour*, Tata McGraw Hill Education Private Limited
8. Albright, S. C., & Winston, W. L. (2018). *Business Analytics: Data Analysis & Decision Making* (5th ed.). Cengage Learning India Pvt. Ltd
9. David, F. R., & David, F. R. (2021). *Strategic Management: Concepts and Cases* (16th ed.). Pearson Education.
10. Hillier, F. S., & Lieberman, G. J. (2019). *Introduction to Operations Research* (11th ed.). Tata McGraw Hill, New Delhi.

## SUGGESTED READINGS:

1. Bright, D. S. (2019). *Principles of management*. OpenStax College.
2. Hammond, J. S., Keeney, R. L., & Raiffa, H. (2015). *Smart choices: A practical guide to making better decisions*. Harvard Business Review Press. Arnautović, S., et al. (2022). The Importance of Making a Rational Business Decision of Top Management in Agricultural Companies in the Republic of Serbia.
3. Harvard Business Review. (2014). *Harvard Business Essentials, Decision Making: 5 Steps to Better Results*. Harvard Business Review Press.
4. Nutt, P. C. (1984). Types of organizational decision processes. *Administrative Science Quarterly*, 29(3), 414-450. <https://doi.org/10.2307/2393033>
5. Prasad, L. M. (2020). *Principles and practice of management*. Sultan Chand & Sons.
6. Shivakumar, K. (2014). How to tell which decisions are strategic. *California Management Review*, 56(3), 78-101. <https://doi.org/10.1525/cm.2014.56.3.78>
7. Siekelova, A., et al. (2021). Analytic hierarchy process in multiple–criteria decision–making: A model example. *SHS Web of Conferences*, 90, 01019. <https://doi.org/10.1051/shsconf/20219001019>
8. Simon, J. L. (2016). *Developing decision-making skills for business*. Routledge.
9. Skorepa, M. (2017). *Decision making: A behavioural economic approach*. Bloomsbury Publishing.
10. Vroom, V. H., & Yetton, P. W. (1973). *Leadership and decision-making* (Vol. 110). University of Pittsburgh Pre.

11. Yoo, C., & Chon, K. (2008). Factors affecting convention participation decision-making: Developing a measurement scale. *Journal of Travel Research*, 47(4), 454-467. <https://doi.org/10.1177/0047287507312421>

Programme	BBA				
Course Code					
Course Title	<b>Marketing Management</b>				
Type of Course	<b>Core Course / Minor</b>				
Semester	1				
Academic Level	100 -199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	This course introduces students to the core principles of marketing management and the strategic role marketing plays in driving business success in the digital age. Through a blend of theoretical concepts, real-world examples, and hands-on projects, students will explore the dynamic world of marketing and develop the skills necessary to navigate its challenges creatively and effectively. The curriculum is designed to foster critical thinking, analytical skills, and innovative approaches to marketing problems, preparing students for careers in a variety of industries.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify fundamental principles of marketing and the role of marketing in business and society.	U	C	Standardized Test
CO2	Acquire a profound understanding of the most recent advancements in technology and emerging trends within the realm of marketing.	U	C	Standardized Test
CO3	Capable of formulating marketing plans grounded on product, pricing, distribution, and promotional goals.	Ap	P	Classroom Discussion
CO4	Able to develop a comprehensive understanding of marketing principles and strategies by integrating various marketing models.	An	P	Standardized Test
CO5	Relate Marketing Mix as a framework for Marketing Decision making.	An	P	Case Study

CO6	Learn and examine the students to the dynamic nature of Marketing Function.	E	M	Mini research report preparation
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Understanding the concept of consumer buying behavior</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Marketing - Nature, Scope, and importance of marketing.			
	2	Concept of marketing: Product concept, Production concept, Selling concept and marketing concept.			
	3	Marketing Vs. selling.			
	4	Marketing environment: Economic, Political, Social, legal and technological.			
	5	Portfolio approach : BCG matrix and GE McKinsey matrix (with real world examples			
<b>II</b>	<b>Customer driven market strategy</b>		<b>12</b>		<b>18</b>
	6	Segmentation- Concept. Levels of segmentation. Basis for market segmentation.			
	7	Targeting- Concept. Targeting strategies.			
	8	Differentiation: concept and Importance.			
	9	Positioning- Concept, Positioning strategies.			
	10	Consumer behavior- Defining term consumer- Meaning and definition of consumer behavior. Role of consumer behavior in consumer buying decision process.			
<b>III</b>	<b>Marketing mix decisions</b>		<b>12</b>		<b>18</b>
	11	Product decisions- Meaning and Definition of product- Product classification, Components of product mix.			
	12	Product life cycle and Product life cycle strategies,			
	13	Pricing decisions: Meaning and definition, Determinants of price, Pricing strategies.			
	14	Value proposition. Give hands on experience to create value proposition.			
	15	Promotion decisions: Meaning and definition: Promotion mix- Factors affecting promotion mix.			

	16	Fundamentals of marketing communication mix- Advertisement, sales promotion, Public relations, Publicity and Personal selling.			
	17	Distribution: Meaning and definition- Levels of distribution, Types of intermediaries.			
<b>IV</b>	<b>Marketing of Services</b>		<b>12</b>	<b>18</b>	
	18	Product vs. Services.			
	19	Marketing strategies for services- 7P's.			
	20	Emerging trends in marketing- Digital marketing, Sustainable marketing, Affiliate marketing.			
	21	Integrated marketing communication.			
	22	AI marketing- Concept, developing and AI marketing strategy.			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
	1	Explore any prominent or new marketing areas by visiting respective business establishments and prepare a report.			
	2	Brand Development Workshop: Organize a workshop where students create a brand from scratch. This activity would encompass naming the brand, designing a logo, developing a brand identity, and creating a brand positioning statement.			
	3	Social Media Marketing Campaign: Divide the class into groups and assign each group the task of developing a social media marketing campaign for a hypothetical product or service. Students should identify their target audience, choose appropriate social media platforms, create content, and plan the campaign's timing and frequency.			
	4	Competitor Analysis Project: Assign students to conduct a detailed competitor analysis for a selected company. This project should include identifying the company's main competitors, analysing their marketing strategies, and suggesting areas where the chosen company can gain a competitive advantage.			

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	1	1	3	3	3	3	1	3	

CO 2	3	3	3	1	3	3	2	3	1	3	
CO 3	2	3	3	1	2	1	2	3	3	3	
CO 4	2	3	1	1	2	3	2	3	1	1	
CO 5	3	2	1	2	3	2	2	1	1	1	
CO 6	3	3	3	2	3	2	2	1	3	3	

#### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### Assessment Rubrics:

#### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

##### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

##### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview

- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Grewal, D., & Levy, M. Marketing. McGraw Hill Education (India) Pvt. Ltd.
2. Ramaswamy, V. S., & Namakumari, S. (Year of Publication). Marketing management: Planning, implementation and control. Macmillan Business Books

Programme	BBA				
Course Code					
Course Title	<b>Communicating with Financial Data</b>				
Type of Course	<b>Core Course / Minor</b>				
Semester	1				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	This course focuses on developing a strong understanding of cost, revenue, and profit in a business, as well as recording and interpreting financial data. It provides students with the necessary knowledge and skills to communicate effectively using financial data.				

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Enable the learner to explain concepts of expenses, income, and profit of an organisation.	U	C	Instructor-created exams / Quiz
CO2	Enable the learner to apply the accounting principles and standards to record the business transactions.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Develop practical skills in the preparation of financial statements.	Ap	P	Seminar Presentation /



				Group Tutorial Work
CO4	Enable the learner to understand the financial health of a business.	U	C	Instructor-created exams / Home Assignments
CO5	Interpret and communicate financial data effectively using appropriate tools and techniques.	Ap	P	One Minute Reflection Writing assignments
CO6	Apply innovative financial strategies to improve business performance and profitability.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Understand the Cost, Revenue, and Profit of a business</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Expenses, Income and Profit: Nature, Significance, Types, and concepts.			
	2	Cost and Revenue: Nature, Significance, Types, and concepts.			
	3	Difference between: Finance and Accounting, Cost and Expenses, Expenses and expenditure, Accounting Profit and Economic Profit.			
	4	Basic Accounting terms: assets, liabilities, equity, revenue, expenses			
	5	Principles of Accounting and Accounting Standard Accounting Equation Components.			
	6	Determination of Accounting Break-even and Financial Break-even.			
<b>II</b>	<b>Record the Expenses and Income of a business (Sole Proprietorship)</b>		<b>12</b>		<b>18</b>
	7	Recording the Transactions - Journal Entries and Ledger Accounts			
	8	Preparations (Simple Problems)			
	9	Preparation of Trial Balance (Simple Problems)			
	10	Depreciation, Provisions and Reserves (Simple Problems)			
<b>III</b>	<b>Understand the financial performance and financial Position of a business (Sole Proprietorship)</b>		<b>12</b>		<b>18</b>
	11	Income Statement: Proforma, Preparation and Calculation (Simple Problems)			

	12	Balance Sheet: Proforma, Preparation and Calculation (Simple Problems)			
	13	Cash Flow Statement: Proforma, Preparation and Calculation (Simple Problems)			
<b>IV</b>	<b>Reading and Interpretation of a Financial Report</b>		<b>12</b>		<b>18</b>
	14	Interpretation of Income Statement: Gross Profit Margin, Operating Profit Margin, Net Profit Margin			
	15	Tax Ratio Efficiency, and Interest Coverage			
	16	Interpretation of Balance Sheet: Turnover Ratios, Liquidity Ratios, Solvency Ratios, Debt to Assets, Debt to Equity.			
	17	Interpretation of Cash Flow Statement.			
	18	Other Tools and techniques of financial statements analysis: Common size balance sheet			
	19	Comparative statements			
	20	Trend analysis			
	21	Cost Volume Profit Analysis			
	22	Profitability Ratios			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
	1	Case Study Analysis			
	2	Budget Planning Workshop: Students create a detailed budget plan for a hypothetical scenario, such as planning a college fund, buying a car, or organizing an event. This workshop can include researching actual costs, considering income sources, and planning savings.			
	3	Financial Literacy Blog or Vlog: Students create a blog post or video log (vlog) explaining a financial concept, such as compound interest, inflation, or credit scores, in simple terms. These can be shared with the class or on a school website.			
	4	Financial News Analysis Journal: Each student keeps a journal for a month, documenting and analysing financial news stories, their implications for consumers, businesses, and economies, and personal reflections on how such news impacts their view of finance.			

**60% Problems & 40 % Theory**

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	2	2	2	1	2	1	2
CO 2	3	3	2	3	2	3	1	2	2	1	3

CO 3	3	3	2	3	2	2	1	1	2	2	2
CO 4	2	2	2	2	2	1	2	1	1	2	1
CO 5	3	2	2	3	2	3	2	2	1	2	3
CO 6	2	2	3	2	2	3	1	1	2	2	3

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

##### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

##### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments

- j. Oral presentations
- k. Observation of practical skills

## REFERENCE

1. Bhattacharyya, Asish K. *Essentials of Financial Accounting*, Prentice Hall of India Private Ltd., New Delhi.
2. Maheshwari, S. N., and Maheshwari, S. K. *Financial Accounting*, Vikas Publishing House Pvt. Ltd., New Delhi
3. Chandra, P. (2019). *Financial Management: Principles and Practice*. Mc Graw Hill Publications.
4. Jain, S. P. & Narang, K. L. *Advanced Accountancy*, Kalyani Publishers, New Delhi
5. Gupta, R. L., Radhaswamy M. *Advanced Accountancy*, Sultan Chand & Sons, New Delhi
6. Khan M.Y. and Jain P.K, (2009), *Management Accounting*, 5th edition, Mc Graw Hill, India
7. Sharma R.K. and Shasi K. Gupta (2014), *Management Accounting Principles & Practice*, 13th Edition, Kalyani Publishers, Delhi.

## SUGGESTED READINGS:

1. Kimmel, P. D., Weygandt, J. J., & Kieso, D. E. (2020). *Financial accounting: tools for business decision-making*. John Wiley & Sons.
2. Maheshwari, S. N. (2012). *A Textbook of Accounting for Management, 3rd Edition*. Vikas Publishing House.
3. Stickney, C. P., & Weil, R. L. (2000). *Financial accounting: An introduction to concepts, methods, and uses*. South Western Educational Publishing.
4. Financial and Strategic Management - Latest print 2022 by ICSI
5. Schaum's Financial Accounting by Jae K Shim and Joel G Siegel, Mc Graw Hill Publications
6. Horngren, C., Harrison, W., Oliver, S., Best, P., Fraser, D., & Tan, R. (2012). *Financial accounting*. Pearson Higher Education AU
7. Chhabra, K. S., & Pattanayak, J. K. (2014). Financial Accounting Practices Among Small Enterprises: Issues and Challenges. *IUP Journal of Accounting Research & Audit Practices*, 13(3).
8. Narayanaswamy, R. (2022). *Financial accounting: a managerial perspective*. PHI Learning Pvt. Ltd.

Programme	BBA				
Course Code					
Course Title	<b>Creativity, Innovation, and Business Development</b>				
Type of Course	<b>MDC</b>				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45

Pre-requisites	
Course Summary	This course explores the intersections of creativity, innovation, and business development, focusing on how these elements combine to spark new ideas, drive technological advancements, and create sustainable business models in a competitive global marketplace. Students will engage with concepts from design thinking, lean startup methodologies, and disruptive innovation theories to understand how businesses can innovate products, services, and processes. Through a blend of lectures, case studies, hands-on projects, and guest speakers, participants will learn to harness their creative potential, apply innovative thinking, and develop practical strategies for business growth and development.

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Enable the learner to understand the concept and meaning of creativity, and its importance in various domains, including business	U	C	Standardized Test
CO2	Enable the learner to identify and develop creativity skills and personal qualities necessary for fostering innovation	Ap	P	Observation and Practical Skills
CO3	Enable the learner to use creativity tools and techniques	Ap	P	Observation and Practical Skills
CO4	Enable the learner to understand the concept and types of innovation, the relationship between creativity and innovation, and the role of innovation in business development.	U	C	Standardized Test
CO5	Enable the learner to analyse the characteristics of successful entrepreneurs and understand the entrepreneurship process and the concept of a business model.	Ap	P	Case Study
CO6	Enable the learner to explore and evaluate the role of agencies for innovation in Kerala and their contributions to promoting entrepreneurship and innovation.	Ap	P	Observation and Practical Skills
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs	Internal	External
--------	------	---------	-----	----------	----------

			(45)	(25)	(50)
<b>I</b>	<b>Understanding Creativity</b>		<b>9</b>	<b>20</b>	<b>12</b>
	1	Creativity – Nature, Concepts and Meaning.			
	2	Creativity skills & personal qualities.			
	3	Role of creativity in business.			
	4	Techniques to foster creativity: Brainstorming			
	5	Role Playing			
	6	Incubation			
	7	Creativity tools and techniques: SCAMPER			
<b>II</b>	<b>Innovation and its Role in Business</b>		<b>9</b>		<b>12</b>
	6	Meaning, Nature			
	7	Types of innovation			
	8	Relationship between creativity and innovation – Differences			
	9	Relationship between creativity and innovation – Similarities			
	10	Role of innovation in business development.			
	11	Barriers to innovation			
<b>III</b>	<b>Introduction to Entrepreneurship</b>		<b>9</b>		<b>12</b>
	10	Meaning Nature and concepts of entrepreneurship			
	11	Meaning Nature and concepts of intrapreneurship			
	12	Characteristics of successful entrepreneurs			
	13	Entrepreneurship Process			
	14	Concept of Business Model			
	15	Importance of Entrepreneurship Ecosystem			
	16	Importance of Entrepreneurship for Economic Development			
<b>IV</b>	<b>Business Development through Entrepreneurship</b>		<b>9</b>		<b>14</b>
	17	Steps in starting a new venture and entrepreneurship challenges			
	18	Idea generation, Evaluation, and Opportunity Assessment			
	19	Business Plan – Concepts			
	20	Business Plan – Components			
	21	Business Plan – Importance			
	22	Entrepreneurial Marketing and Financing a New Venture			
<b>V</b>	<b>Open Ended Module</b>		<b>9</b>	<b>5</b>	
	1	K-DISC, KIED, Kerala Startup Mission, National Innovation Foundation, Innovation and Entrepreneurship Development Centres, etc.			

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7

CO 1	2	2	2	2	1	2	1	3	2	1	2
CO 2	3	2	3	1	2	2	1	3	3	2	3
CO 3	3	2	2	1	1	2	2	3	3	2	2
CO 4	2	2	1	2	1	1	2	2	2	2	1
CO 5	3	2	3	2	2	1	2	3	2	2	3
CO 6	2	2	3	1	1	2	2	2	2	3	3

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- l. Practical Assignment
- m. Viva
- n. Quiz
- o. Interview

- p. Class Discussion
- q. Seminar
- r. Group Tutorial work
- s. Home assignments
- t. Self and peer Assessments
- u. Oral presentations
- v. Observation of practical skills

## REFERENCES

1. Rao, M. S. (2014). *Unlocking Creativity: How to Solve Any Problem and Make the Best Decisions by Shifting Creative Mindsets*. Sage Publications India Pvt Ltd.
2. Srivastava, S. C., & Sharma, P. (2018). *Innovation and Entrepreneurship: Practice and Principles in the Indian Context*. Sage Publications India Pvt Ltd.
3. Drucker, P. (1985) *Innovation and Entrepreneurship Practices and Principles*. Harper & Row, New York.
4. Michalko, M. (2006). *Thinker toys: A Handbook of Creative Thinking Techniques*. Berkeley, CA: 10 Speed Press
5. Jha, K. N. (2019). *Creativity and Innovation: Emerging Trends in Indian Context*. Excel India Publishers.
6. Sharma, R. (2019). *Creativity at Work*. Bloomsbury Publishing India.
7. West, M. A., & Farr, J. L. (1990). *Innovation and Creativity at Work: Psychological and Organizational Strategies*. John Wiley & Sons.
8. Tidd, J., & Bessant, J. (2018). *Managing Innovation: Integrating Technological, Market and Organizational Change* (6th ed.). John Wiley & Sons.
9. Sarma, M. S., & Bhatnagar, S. K. (2015). *Entrepreneurship Development and Small Business Enterprises*. Pearson India.
10. Kuratko, D. F., & Rao, T. V. (2017). *Entrepreneurship: Theory, Process, and Practice*. Cengage Learning India.
11. Desai, V., & Desai, V. (2017). *Entrepreneurship: Concepts, Theory and Perspective*. Wiley India Pvt. Limited.
12. Patrick Dawson, (2014), *Managing Change, Creativity and Innovation*, SAGE Publications Ltd; Second edition
13. Dr. P. Rizwan Ahmed, (2015), *Creativity and Innovation Management*, Margham Publications, Chennai.
14. S,A.Vivek., & B, Babu. (2020). *Essentials of Creativity and Innovation*, Copperliners Publishing LLP. (ISBN: 978-93-5437-000-7)

## SUGGESTED READINGS:

1. Kedia, B. L. (2018). *Innovation and Entrepreneurship: A Holistic Approach to Creative Problem Solving*. Cambridge University Press India Pvt Ltd.
2. Bhatt, P., & Pathak, R. D. (2018). *Creativity and Innovation in Business and Beyond: Social Science Perspectives and Policy Implications*. Springer India.
3. Mukerji, D. (2017). *The Innovation Game: A New Approach to Innovation Management and R&D*. Oxford University Press.
4. Chaudhuri, S. (2017). *Innovation and Creativity in Indian Business: The Journey of Tata Group*. Palgrave Macmillan.
5. Amabile, T. M., Mukunda, G., & Raghunathan, R. (2016). *The Progress Principle: Using Small Wins to Ignite Joy, Engagement, and Creativity at Work*. Harvard Business Review Press.



6. Srikumar Rao. (2005). Are You Ready to Succeed? Unconventional Strategies to Achieving Personal Mastery in Business and Life. Hachette India.
7. Rogers, E. M. (2010). Diffusion of Innovations (4th ed.). Free Press.
8. Christensen, C. M. (2013). The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail. Harvard Business Review Press.
9. Csikszentmihalyi, M. (1996). Creativity: Flow and the Psychology of Discovery and Invention. Harper Perennial.
10. Sawyer, R. K. (2012). Explaining Creativity: The Science of Human Innovation (2nd ed.). Oxford University Press.
11. Kaufman, J. C., & Sternberg, R. J. (Eds.). (2010). The Cambridge Handbook of Creativity. Cambridge University Press.

Programme	BBA				
Course Code					
Course Title	<b>Digital Marketing for Business</b>				
Type of Course	<b>SEC</b>				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites					
Course Summary	<p>The Digital Marketing for Business course provides a thorough exploration of digital marketing intricacies, starting with an in-depth introduction to establish a strong foundation in the meaning, significance, and benefits of digital marketing. It then compares traditional and digital marketing, introducing key principles like the 7 C's and 5 A's of Digital Marketing. The course covers various types of digital marketing to ensure participants grasp strategic approaches and adapt to contemporary practices. The conclusion focuses on the Indian digital landscape, offering insights through case studies of successful campaigns. Balancing theoretical knowledge with practical applications, the course equips participants with strategic understanding and hands-on skills using industry tools. What makes this course stand out is its inclusivity, catering to both beginners and professionals. Discussions on digital marketing types, tools, and job opportunities ensure relevance for individuals at different career stages. The emphasis on the Indian digital landscape enhances its applicability. In essence, the Digital Marketing for Business course is a strategic investment for those aiming to excel in the dynamic field of digital marketing, providing comprehensive knowledge and practical skills for success in the digital era.</p>				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop the capability to establish a foundational understanding of Digital Marketing.	R	F	Written test/ Literature survey
CO2	Acquire the proficiency to apply Digital Marketing tools and strategies effectively.	Ap	P	Standardized Test
CO3	Develop the ability to analyze both opportunities and challenges within the realm of Digital Marketing.	An	C	Written test
CO4	Able to develop the capability to master Social Media marketing skills and expertise.	Ap	P	Practical Assignments/Group Work
CO5	Acquire the ability to evaluate SEO and SEM strategies.	E	F	Interview/Quiz
CO6	Develop the capability to design and execute impactful Email Marketing Campaigns.	C	C	Standardized Test
CO7	Equip participants with the skills to develop innovative and captivating content strategies.	C	C	Case studies
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Internal (25)	External (50)
<b>I</b>	<b>Introduction to Digital Marketing</b>		<b>9</b>		<b>12</b>
	1	Digital Marketing Overview: Meaning, Definition, Significance, Characteristics.			
	2	Traditional Marketing Vs Digital Marketing -7 C's & 5 A's of Digital Marketing			
	3	Types of Digital Marketing for Businesses.			
	4	Digital Marketing Tools: Meaning, Types, Pros and Cons			
	5	Digital Marketing Trends (Influencer Marketing, Omni Channel Marketing). Jobs in Digital Marketing.			
	6	Artificial Intelligence, Video Marketing, Long-Form Content, Social Media Shopping, Progressive Web Pages.			
	7	Opportunities and Challenges in Digital Marketing. Ethical Issues in Digital Marketing			
<b>II</b>	<b>Social Media Marketing</b>		<b>9</b>		
	8	Social Media: Meaning, Importance and Benefits.			

	9	Social Media Marketing: Meaning, Types, Tools.		<b>20</b>	<b>12</b>
	10	Advantages and Disadvantages of Social Media Marketing (SMM).			
	11	Different Social Media Platforms: Types (Facebook, Twitter, Instagram, LinkedIn, Snapchat, Pinterest, YouTube, TikTok, WhatsApp and Telegram) & Its Use.			
<b>III</b>	<b>SEO and SEM Essentials</b>		<b>9</b>		<b>12</b>
	12	SEO – Meaning, Process, Role of SEO in Digital Marketing - Types of SEO.			
	13	Difference between On-Page Optimization and Off-Page Optimization.			
	14	Key elements of a successful On-Page Optimization. Keywords for an SEO campaign.			
	15	SEM – Meaning, Importance, Keywords for an SEM Campaign, Google Ad words, Ad Creation, Keyword Targeting			
	16	Similarities of SEM and SEO			
	17	Differences between SEM and SEO.			
<b>IV</b>	<b>E-Mail Marketing</b>		<b>9</b>		<b>14</b>
	18	E-Mail – Meaning & Definition, Types of E-Mails.			
	19	E-Mail Marketing, Meaning, Objectives, Benefits			
	20	Types of E-Mail Marketing (Inbound E-mail marketing & Outbound E-mail marketing).			
	21	E-Mail Marketing Campaign: Meaning, Types.			
	22	Automation in email marketing- Meaning – Features.			
<b>V</b>	<b>Open Ended Module:</b>		<b>9</b>		<b>5</b>
	Explore case studies of successful digital campaigns and strategies implemented by businesses in India.				
	Hands-on-Experience in utilizing Social Media Platforms.				
	Expert Talk: Advanced SEO Strategies.				
	Expert Talk on Tips to enhance Email Marketing efforts and tracking an E-Mail Marketing Campaign.				

### Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	1	2	1	3	1	1	2	1	3
CO 2	3	3	3	2	2	3	2	1	1	3
CO 3	1	3	3	2	2	2	3	2	3	1
CO 4	1	3	3	1	2	3	3	1	1	3
CO 5	1	3	3	1	2	3	3	2	2	3
CO 6	2	3	3	2	2	3	3	1	2	3

CO7	2	2	2	2	3	2	2	2	2	3
-----	---	---	---	---	---	---	---	---	---	---

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

##### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

##### Formative Assessment (FA)

- w. Practical Assignment
- x. Viva
- y. Quiz
- z. Interview
- aa. Class Discussion
- bb. Seminar
- cc. Group Tutorial work
- dd. Home assignments
- ee. Self and peer Assessments
- ff. Oral presentations
- gg. Observation of practical skills

### REFERENCES

1. Kamat, N., & Kamat, C. N. (2017). Digital marketing. Himalaya Publishing House.
2. Ryan, D. (2012). Marketing strategies for engaging the digital generation. Kogan Page.
3. Ahuja, V. (2015). Digital marketing. Oxford University Press.
4. Gupta, S. (2022). Digital marketing. McGraw-Hill Education.
5. Hanlon, A., & Akins, J. (2009). Quick win digital marketing. Oak Tree Press.

### SUGGESTED READINGS:

1. Dave Chaffey and Fiona Ellis-Chadwick (2019), Digital Marketing: Strategy, Implementation and Practice, Pearson.
2. Ryan Deiss and Russ Henneberry (2020), Digital Marketing for Dummies. For Dummies.
3. Dave Chaffey and PR Smith (2017), Digital Marketing Excellence: Planning, Optimizing, and Integrating Online Marketing, Routledge..

Programme	BBA				
Course Code					
Course Title	<b>Business Economics</b>				
Type of Course	Core Course				
Semester	2				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	This course focuses on developing a strong understanding of cost, revenue, and profit in a business, as well as recording and interpreting financial data. It provides students with the necessary knowledge and skills to communicate effectively using financial data.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Enable the learner to explain concepts of expenses, income, and profit of an organisation.	U	C	Instructor-created exams / Quiz
CO2	Enable the learner to apply the accounting principles and standards to record the business transactions.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Develop practical skills in the preparation of financial statements.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Enable the learner to understand the financial health of a business.	U	C	Instructor-created exams / Home Assignments

CO5	Interpret and communicate financial data effectively using appropriate tools and techniques.	Ap	P	One Minute Reflection Writing assignments
CO6	Apply innovative financial strategies to improve business performance and profitability.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Business, Economics and Markets</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Business Environment: Meaning, Nature, Importance			
	2	Business Economics: Meaning, Nature, Importance			
	3	Business Organizations: Nature and Types of firms, Internal Organization of the firm Structure of Industry, Structure–Conduct–Performance Paradigm			
	4	Economics and World of Business: Problem of Scarcity, Demand and Supply			
	5	Macroeconomic and Microeconomics Environment, Choices: Choice, Opportunity Cost, Rational Choice			
	6	The Working of Competitive Markets: Business in a Competitive Market			
	7	Price Mechanism Demand and Supply – Determinants, Schedules, Curves, Movements and Changes, and Laws			
	8	Price & Output Determination – Equilibrium and New Equilibrium			
<b>II</b>	<b>Background to Demand and Supply</b>		<b>12</b>		<b>18</b>
	7	Demand and the Consumer: Characteristics and Approaches to Analysing Consumer Demand.			
	8	Marginal Utility Theory, Demand Under Risk and Uncertainty.			
	9	Demand and the Firm: Estimating Demand Functions, Forecasting Demand			
	10	Cost and Production: Nature, Meaning and Types of costs.			
	11	Production in the Short run and Long run, Cost in the Short run and Long run			
	12	Revenue: Meaning, Nature, Types and its Curves, Calculation of Types of Revenue.			
	13	Relationship of Price and Revenue. Profit maximization			
<b>III</b>	<b>Profit Maximization</b>				

	14	Alternative Market Structures: Perfect, Monopoly, Monopolistic and Oligopoly Markets	12	18
	15	Profit Maximization under Perfect Competition and Monopoly: The Short-run and Long-run equilibrium of the firm.		
	16	Economies and Diseconomies of Scales		
	17	Profit Maximization under Imperfect Competition: Monopolistic, Oligopoly and its Types	12	18
	18	Game Theory - Single-move games, Multiple-move games		
<b>IV</b>	<b>Business in the Factor Market</b>			
	19	Labour Markets, Wages, and Industrial Relations: Market-determined wage rates and employment	12	18
	20	Power in the labour market, Low Pay and Discrimination.		
	21	Investment and the employment of capital: The pricing of Capital Services, The demand for and supply of capital services		
	22	Reasons for government intervention in the market: Markets and the role of government		
	23	Government interventions in Market, Firm and Social Responsibility.		
	24	Liberalization, Privatization, and Globalization: Indian Economy before and after LPG	12	10
	25	Macroeconomics Policies: Fiscal Policy, Monetary Policy		
	26	Quantitative Easing, Balance of Payments and Exchange Rates, GDP		
<b>V</b>	<b>Open Ended Module</b>		12	10
	<ul style="list-style-type: none"> <li>• Case Study Analysis</li> <li>• Economic Data Analysis Project: Students select a set of economic indicators (e.g., GDP, inflation rates, unemployment rates) and analyse their impact on a specific industry or business sector over time. They present their findings through charts, graphs, and a report that discusses how these indicators affect business decisions.</li> <li>• Cost-Benefit Analysis for a Community Project: Students propose a community project (e.g., a local park renovation, a recycling programme) and conduct a cost-benefit analysis to evaluate its feasibility and potential impact. They must consider various costs, benefits, and stakeholders in their analysis.</li> </ul>			

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
--	-------	-------	-------	------	-----	-----	-----	-----	-----	-----	-----

CO 1	3	2	1	2	2	2	2	1	2	1	2
CO 2	3	3	2	3	2	3	1	2	2	1	3
CO 3	3	3	2	3	2	2	1	1	2	2	2
CO 4	2	2	2	2	2	1	2	1	1	2	1
CO 5	3	2	2	3	2	3	2	2	1	2	3
CO 6	2	2	3	2	2	3	1	1	2	2	3

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion



- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Mehta, P.L. (2014), '*Managerial Economics: Analysis, Problems and Cases*', Sultan Chand & Sons, 20th Edition
2. Aryamala, T. (2014), '*Business Economics*', Vijay Nicole Publishers, 2nd Edition.
3. Varshney and Maheswary, (2014), '*Managerial Economics*', Sultan Chand & Sons, 20th Edition
4. Samuelson, W. F., & Marks, S. G. (2010). *Managerial Economics* (6th ed.). Hoboken, NJ: John Wiley & Sons.
5. Hirschey, M. (2016). *Managerial Economics*. Cengage Learning.
6. Samuelson, W. F., & Marks, S. G. (2008). *Managerial Economics*. John Wiley & Sons.
7. Ward, D., & Begg, D. (2016). *Economics for Business*. McGraw-Hill.
8. Baye, M. R., & Prince, J. (2020). *Managerial Economics & Business Strategy* (9th ed.). McGraw-Hill.

## SUGGESTED READINGS:

- a) Dixit, A. K., & Nalebuff, B. J. (1991). *Thinking Strategically: The Competitive Edge in Business, Politics, and Everyday Life*. W. W. Norton.
- b) Besanko, D., Dranove, D., Shanley, M., & Schaefer, S. (2017). *The Economics of Strategy*. John Wiley & Sons.
- c) Levitt, S. D., & Dubner, S. J. (2005). *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*. William Morrow.

Programme	BBA				
Course Code					
Course Title	<b>Financial Management</b>				
Type of Course	<b>Core Course / Minor</b>				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	To impart to the students an understanding of the corporate financial resources and how to use them to make wise decisions about investments, capital structure, and financing in order to maximise corporate growth.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Comprehend capital structure theories and the concept of capital structure	U	C	Instructor-created exams / Quiz
CO2	Explain the purpose of financial management, the sources of funding, and the responsibilities of the financial manager	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Determine the issue and decide which alternative investments are the best	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Utilize quantitative financial instruments when making leasing financing decisions	U	C	Instructor-created exams / Home Assignments
CO5	Evaluate the company's dividend policy	Ap	P	Instructor-created exams / Home Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Time Value of Money &amp; Sources of Financing</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Meaning of Time value of money –Future value of single cash flow & annuity, present value of single cash flow (Theory & Problem).			
	2	Annuity & perpetuity. Simple interest & Compound interest, Capital Recovery & Loan Amortization. (Theory & Problem).			
	3	Sources of Financing, Shares, Debentures, Term loans, Lease financing, Hybrid financing, Venture Capital,			
	4	Angel Investing and Private Equity, Warrants and Convertibles (Theory Only).			
<b>II</b>	<b>Capital Structure</b>		<b>12</b>		<b>18</b>
	5	Cost of Capital: Basic Concepts. Cost of Debenture Capital, Cost of Preferential Capital, Cost of Term Loans, Cost of Equity Capital (Dividend discounting and CAPM model) - Cost of Retained Earnings. (Theory & Problem).			

	6	Determination of Weighted Average Cost of Capital (WACC) and Marginal Cost of Capital. (Theory & Problem). Case Study on WACC.			
	7	Capital Structure & Market Value of a Firm. Theories of Capital Structure – NI approach, NOI approach, Modigliani Miller approach, Traditional Approach (Theory & Problems)			
	8	Planning the Capital Structure: EBIT and EPS Analysis. ROI & ROE Analysis. (Theory & Problems).			
<b>III</b>	<b>Investment Decisions</b>		<b>12</b>	<b>18</b>	
	9	Capital Budgeting process, Investment Evaluation Techniques			
	10	Net Present Value			
	11	Profitability Index			
	12	Internal Rate of Return			
	13	Modified Internal Rate of Return			
	14	Payback Period, Discounted Payback Period, Accounting Rate of Return			
	15	Risk Analysis in Capital Budgeting- Sensitivity Analysis, Scenario Analysis, Monte Carlo Simulation. (Numerical Problems).			
16	Understanding the role of working capital in business, Factors				
<b>IV</b>	<b>Dividend Decisions</b>		<b>12</b>	<b>18</b>	
	17	Dividend Policy, Types and Factors Influencing Dividend Decision			
	18	Theories of dividend policy: Relevance of Dividend Decision			
	19	Theories of dividend policy: Irrelevance of Dividend Decision			
	20	Walter’s Model			
	21	Gordon’s Model			
22	Modigliani & Miller Approach				
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
	1	Crisis Management Simulations: Develop role-playing exercises that place students amid a financial crisis scenario (e.g., a sudden market crash, a cybersecurity breach affecting financial data, or a liquidity crisis). Task them with developing and presenting crisis management strategies that include immediate responses and long-term financial planning to mitigate the impact.			
	2	Social Impact Investing Workshop: Organize workshops that introduce students to the concept of impact investing—investments made with the intention to generate positive, measurable social and environmental impact alongside a financial return. Students can work on projects that involve designing an			

		impact investment strategy for a hypothetical organization, emphasizing the alignment of financial returns with social goals.			
	3	Digital Currency and Payment Systems Seminar: Host a seminar series that covers the evolution and impact of digital currencies and new payment systems on traditional banking and financial transactions. Topics could include blockchain technology, the rise of cryptocurrencies, mobile payment innovations, and central bank digital currencies (CBDCs). Invite industry experts to provide insights and foster discussion among students on the future of money and payments.			

**60 % Problem & 40 % Theory**

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	3	2	2	2	1	2	1	2
CO 2	2	3	1	3	2	3	1	2	2	1	3
CO 3	3	2	2	3	2	2	1	1	2	2	2
CO 4	2	3	1	3	2	1	2	1	1	2	1
CO 5	3	3	2	3	2	3	2	2	1	2	3

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

## Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

1. Summative Assessment (SA)
  - a. Written test
  - b. Open book test
  - c. Laboratory report
  - d. Problem based assignments
  - e. Individual project report
  - f. Case study report
  - g. Team project report
  - h. Literature survey
  - i. Standardized Test
2. Formative Assessment (FA)
  - a. Practical Assignment
  - b. Viva
  - c. Quiz
  - d. Interview
  - e. Class Discussion
  - f. Seminar
  - g. Group Tutorial work
  - h. Home assignments
  - i. Self and peer Assessments
  - j. Oral presentations
  - k. Observation of practical skills

## REFERENCES

1. Khan, M. Y., & Jain, P. K. (2011). *Financial Management* (6th ed.). Tata McGraw Hill.
2. Chandra, P. (2011). *Financial Management* (8th ed.). Tata McGraw Hill.
3. Vishwanath, S. R. (2019). *Corporate Finance: Text and Cases* (3rd ed.). Sage Publishing.
4. Van Horne, J. C. (12th ed.). *Financial Management & Policy*. Pearson. [Note: The publication year is missing, which is crucial for APA format. It's recommended to find this detail for a complete citation.]
5. Mitra, I. S., Rai, S. K., Sahu, A. P., & Starn, H., Jr. (2015). *Financial Planning: Theory and Practice* (1st ed.). Sage Publishing.
6. Kothari, R. (2017). *Financial Management: A Contemporary Approach* (2nd ed.). Sage Publishing.

Programme	<b>BBA</b>
Course Code	
Course Title	<b>Foundations for Business Analytics</b>
Type of Course	<b>Core Course / Minor</b>
Semester	2
Academic Level	100-199

Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	This course offers a comprehensive exploration of fundamental principles and advanced applications in business analytics. Beginning with the basics of probability, covering random experiments and sample spaces, the course progresses to delve into theoretical distributions, sampling methods, and estimation techniques. It places a strong emphasis on understanding various probability distributions and their practical implications in real-world scenarios. Overall, the course is designed to equip participants with a robust foundation in business analytics, fostering their ability to interpret and leverage data for informed decision-making in diverse professional environments.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Demonstrate a sound understanding of fundamental Business Analytics concepts	U	C	Instructor-created exams / Quiz
CO 2	Develop proficiency in statistical analysis, including probability estimation using relative frequency, joint probability, and conditional probability	Ap	P	Practical Assignment / Observation of Practical Skills
CO 3	Apply probability concepts to make informed decisions in business contexts	Ap	P	Seminar Presentation / Group Tutorial Work
CO 4	Demonstrate competence in correlation analysis and comprehend regression analysis, in making managerial decision making	Ap	P	Instructor-created exams / Home Assignments
CO 5	Developing the ability to interpret and analyze index numbers to assess changes in prices, production, or other economic indicators in the real business scenario for decision making	Ap	P	Instructor-created exams / Home Assignments
CO 6	Developing the ability to use time series data to make predictions and forecasts for future trends and values	Ap	P	Seminar Presentation / Group Tutorial Work
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				

# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
Metacognitive Knowledge (M)

**Detailed Syllabus:**

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Business Analytics &amp; Probability</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Business Analytics, Why Analytics, Types of Business Analytics.			
	2	Random Experiment, Sample Space, Event, Probability Estimation using Relative Frequency, Algebra of Events.			
	3	Fundamental Concepts in Probability – Axioms of Probability, Joint Probability			
	4	Marginal Probability, Independent Events, Conditional Probability, Application of Simple Probability, Bayes' Theorem			
<b>II</b>	<b>Theoretical distributions</b>		<b>12</b>		<b>18</b>
	5	Random Variables, Probability Density Function (PDF) and Cumulative Distribution Function (CDF) of a Continuous Random Variable			
	6	Binomial Distribution,			
	7	Poisson Distribution			
	8	Normal Distribution, Chi-Square Distribution, Student's t-Distribution, F-Distribution			
<b>III</b>	<b>Sampling, correlation and regression analysis</b>		<b>12</b>		<b>18</b>
	9	Sampling and Estimation			
	10	Population Parameters and Sample Statistic,			
	11	Sampling, Probabilistic Sampling, Non-Probability Sampling,			
	12	Sample Size Estimation for Mean of the Population, Estimation of Population Parameters			
	13	Central Limit Theorem			
	14	Correlation: - Meaning, significance and types; Methods of Simple correlation			
	15	Karl Pearson's coefficient of correlation, Spearman's Rank correlation			
	16	Regression -Meaning and significance			
17	Regression vs. Correlation - Linear Regression, Regression lines (X on Y, Y on X) and Standard error of estimate				
<b>IV</b>	<b>Time Series and Index Number</b>		<b>12</b>		<b>18</b>
	18	Meaning and Significance – Utility, Components of Time Series- Measurement of Trend: Method of Least Squares			
	19	Parabolic Trend and Logarithmic Trend-			
	20	Index Numbers: Meaning and Significance,			
	21	Problems in Construction of Index Numbers, Methods of Constructing Index Numbers – Weighted and Unweighted, Test of Adequacy of Index Numbers,			
	22	Chain Index Numbers			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	

1	Analytics Case Competitions: Organize a case competition where students work in teams to solve a current business issue using analytics tools and methodologies. Companies could be invited to present actual challenges they are facing, and students would propose data-driven solutions.			
2	Data Visualization Challenges: Host challenges where students use tools like Tableau, Power BI, or Python libraries to create compelling visualizations from raw data. The best visualizations could be showcased to promote a culture of excellence and creativity.			
3	Analytics Blog or Newsletter: Students could contribute to a blog or newsletter dedicated to business analytics, writing about new tools, technologies, case studies, or their own project experiences.			

**80% Problems and 20% Theory**

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	3	2	2	2	1	2	1	3
CO 2	2	3	1	3	2	3	1	2	2	1	3
CO 3	3	2	2	3	2	2	1	1	2	2	3
CO 4	2	3	1	3	2	1	2	1	1	2	2
CO 5	3	3	2	3	2	3	2	2	1	2	3
CO 6	3	2	1	3	2	2	2	1	2	1	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High



## Assessment Rubrics:

### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

#### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

#### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Kumar, U. (2017). Business analytics: The science of data-driven decision making. Wiley.
2. Gupta, S. C. (2016). Fundamentals of Statistics. Himalaya Publishing House.
3. Keller, G. (2014). Statistics for management and economics abbreviated. Nelson Education.
4. Levin, R. I. (2008). Statistics for management. Pearson Education India.
5. Sharma, J. K. (2010). Fundamentals of business statistics. Vikas Publishing House.
6. Bajpai, N. (2009). Business statistics. Pearson.

Programme	BBA
Course Code	
Course Title	<b>Spreadsheet Modelling for Business</b>
Type of Course	<b>SEC</b>
Semester	2
Academic Level	100-199

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	There are no prerequisites for this course.				
Course Summary	This Spreadsheet Modelling for Business course provides a comprehensive overview and hands-on experience in utilizing Microsoft Excel for effective business decision-making. The course provides a competitive edge by fostering practical application, making it an invaluable resource for professional development in today's data-driven business landscape.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Comprehensive understanding of spreadsheet modelling techniques, ranging from basic functionalities to advanced tools and applications in business contexts.	U	C	Instructor-created exams / Quiz
CO2	Impart practical skills to efficiently use Excel for various analytical and modelling tasks.	Ap	P	Practical Assignment
CO3	Explore advanced analytics tools, and apply these skills to real-world business scenarios	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Apply learned skills to practical business scenarios, including contact management, marketing, customer and vendor management, sales reporting, and invoice preparation.	Ap	p	Instructor-created exams / Home Assignments
CO5	Enable students to integrate their broader business knowledge with spreadsheet modelling skills.	U	C	One Minute Reflection Writing assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

<b>Mod ule</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs (60)</b>	<b>Inte rnal (25)</b>	<b>Exter nal (50)</b>
<b>I</b>	<b>Spreadsheet Modelling for Business</b>		<b>8</b>	<b>10</b>	<b>8</b>
	1	Introduction to Spreadsheet- Functions of Spreadsheet- Spreadsheet Uses and Limitations.			
	2	Understanding Microsoft Excel, Excel Workbook Windows, Basic Spreadsheet Skills, Excel Help System, Opening and Closing and saving Workbooks.			
	3	Understanding Workbook File Formats, Creating New Workbooks, Selecting Cells, AutoSum and AutoFill Function, Cell Referencing and Request. Formatting Cells, Formatting Numbers, Placing Cell Alignment, Cell, Rows and Columns, Page Layouts in Excel.			
	4	Understanding Worksheets: Adding, moving and copying Worksheets, Editing, Copying and Moving Cells, Understanding Ribbons and Toolbar			
<b>II</b>	<b>Entering Formulas into Excel</b>		<b>10</b>		<b>12</b>
	5	Entering Formulas into Excel			
	6	Control-Flow Statements-Charts in Excel- Dash Board- Sensitivity Analysis.			
	7	Creating Tornado Diagrams, Pivot Tables and charts.			
	8	Modelling with IFPS and VBA			
<b>III</b>	<b>Matrix Operations</b>		<b>11</b>		<b>15</b>
	9	Matrix Operations			
	10	Regression Analysis			
	11	Macros - Recording and Editing			
	12	Lookup and Reference Functions			
	13	DCF-NPV and IRR Function			
	14	Data Tables			
	15	Database Manipulation			
	16	Workbook Sharing & Merging- Customizing Toolbars and Menus			
17	User-Defined Functions- Matrix Operations in Excel- Auditing Tools				
<b>IV</b>	<b>Pivot tables</b>		<b>11</b>		<b>15</b>
	18	Using Pivot tables			
	19	Slicers -Report Filters for basic analytics, Contact Management and Marketing with Excel.			
	20	Managing Customers, Vendors and Employees, Gaining Product and Service Insights.			
	21	Sales reports using Excel			
	22	Supervising Sales with Excel, Preparing Invoices.			
<b>V</b>	<b>Practicum</b>		<b>20</b>	<b>15</b>	
	1	Practical Sessions by using Spreadsheet Softwares			
	2	Spreadsheet Modeling Contests: Host competitions where students are given a set of data and a business problem to solve within a limited time. This could be done individually or in teams.			
	3	Industry Expert Sessions: Invite business professionals who use spreadsheet modelling in their work to share their experiences, challenges, and tips.			

### Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	2	2	2	1	2	1	3
CO 2	3	3	2	3	2	3	1	2	2	1	3
CO 3	3	3	2	3	2	2	1	1	2	2	3
CO 4	2	2	2	2	2	1	2	1	1	2	2
CO 5	3	2	2	3	2	3	2	2	1	2	3

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

##### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

##### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview

- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Excel 2016 Bible, John Walkenbach, John Wiley & Sons
2. Excel: Formulas & Functions, Robert Dinwiddie
3. Excel 2007 for Dummies by Greg Harvey
4. New Perspectives on Microsoft Office Excel 2007
5. Microsoft Excel 2016 Step by Step, Curtis Frye

Programme	BBA				
Course Code					
Course Title	<b>Domestic Logistics Management</b>				
Type of Course	<b>Core Course</b>				
Semester	3				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	This course focuses on developing a strong understanding of cost, revenue, and profit in a business, as well as recording and interpreting financial data. It provides students with the necessary knowledge and skills to communicate effectively using financial data.				

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Able to build strong foundation on theories, principles, and practices of Domestic Logistics Management	U	C	Instructor-created exams / Quiz
CO2	Able to solve the logistics problems and explore the opportunities and challenges in Domestic Logistics of the organization.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Able to analyse and apply Logistic Strategies that foster a culture of	Ap	P	Seminar Presentation /

	innovation within an entrepreneurial environment.			Group Tutorial Work
CO4	Able to acquire a comprehensive understanding of the challenges and strategies involved in managing Logistics across Domestic and Global	U	C	Instructor-created exams / Home Assignments
CO5	Able to possess the knowledge and skills to integrate social and ethical consideration into Logistics in Decision making.	Ap	P	One Minute Reflection Writing assignments
CO6	Able to proficient in leveraging technology for Logistics function and will gain expertise in implementing digital tools for planning and minimizing cost.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Mod ule	Unit	Content	Hrs (60)	Internal (30)	Exter nal (70)
I	<b>Basics of Domestic Logistics: Planning and Resourcing</b>		12	20	17
	1	Planning and Resourcing: Need for Planning, Fleet management,			
	2	Main types of road freight transport			
	3	Transport resource requirements, Vehicle Routing and Scheduling Issues			
	4	Data requirement			
	5	Manual methods of Vehicle Routing and Scheduling			
	6	Computer Routing and Scheduling			
	7	Information System Applications –GPS –RFID.			
II	<b>Domestic Logistics Operations</b>		12	20	17
	8	Vehicle Selection: Types of Vehicles, Types of Operations			
	9	Load Types and Characteristics, Main Types of Vehicle Body			
	10	Implications of Vehicle Selection, Vehicle acquisition			
	11	Difference between Domestic and International Logistics Operations			
III	<b>Documentation in Logistics</b>		12	20	18
	12	Documenting and Information Flow: Advices, Planning, FTL, LTL			
	13	Documentation, Road Receipts / Truck Receipts / Way Bills (RR / LR)			
	14	Consignment Note CMR (EU & Canada)			
	15	Booking, Invoicing & Information Flow			
	16	Long Haul, Coordination with Terminals			

	17	Exceptional Loads (Project Cargo)			
	18	Driver licensing, Driver's Hours regulations, Road Transport Directive			
<b>IV</b>	<b>Costing System in Logistics</b>		<b>12</b>	<b>18</b>	
	19	Vehicle Costing: Reasons for Road freight transport vehicle Costing			
	20	Main types of costing systems, Vehicle standing costs, Vehicle running costs			
	21	Overhead Costs, Costing the total transport operation			
	22	Whole life costing, Vehicle Cost Comparisons, Zero-Based Budget.			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
	1	Case Study			
	2	Field visit, Industrial visit			
	3	Introduction of Software Packages			
	4	Collaborative Projects: Assign semester-long projects where students work in teams to design a comprehensive logistics plan for a hypothetical or real company.			
	5	Logistics Tools and Technology: Conduct workshops on the use of logistics software and technologies, such as Transportation Management Systems (TMS), Warehouse Management Systems (WMS), and Geographic Information Systems (GIS) for route planning.			

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	3	1	1	1	2	2	3
CO 2	3	3	2	3	2	3	2	1	2	2	3
CO 3	2	3	3	2	1	3	3	2	3	2	3
CO 4	3	3	3	3	3	3	2	3	2	3	2
CO 5	2	1	2	1	3	2	2	2	3	1	3
CO 6	3	3	3	1	2	2	3	3	3	3	2

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

1. Summative Assessment (SA)
  - a. Written test
  - b. Open book test
  - c. Laboratory report
  - d. Problem based assignments
  - e. Individual project report
  - f. Case study report
  - g. Team project report
  - h. Literature survey
  - i. Standardized Test
2. Formative Assessment (FA)
  - a. Practical Assignment
  - b. Viva
  - c. Quiz
  - d. Interview
  - e. Class Discussion
  - f. Seminar
  - g. Group Tutorial work
  - h. Home assignments
  - i. Self and peer Assessments
  - j. Oral presentations
  - k. Observation of practical skills

### REFERENCES

1. Sule, D. R. (Year). Logistics of facility location and allocation. Marcel Dekker.
2. Rushton, A., Croucher, P., & Baker, P. (Year). Logistics and Distribution Management. CILT.
3. Taylor, D., & Brunt, D. (Eds.). (Year). Manufacturing operations and supply chain management: The LEAN approach. Thomson Learning.
4. Coyle, J. J., Bardi, E. J., & Langley, C. J. (Year). The management of business logistics. West Publishing Company.



Programme	BBA				
Course Code					
Course Title	<b>Business And Corporate Regulations</b>				
Type of Course	<b>Core Course</b>				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This course aims to introduce the students to the regulatory framework of Indian business, to enable students to understand the different laws that affect business and to expose the students to the various nuances of operating business activities and the legal compliances pertaining to them.				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the principles of contract formation, elements of a valid contract, contractual capacity, types of contracts, and remedies for breach of contract.	U	p	Standardized Test
CO2	Understand the legal principles governing the sale of goods.	Ap	P	Classroom Discussion
CO3	Develop a solid understanding of the key provisions and principles outlined in the Companies Act or relevant legislation.	Ap	P	Observation and Practical Skills
CO4	Learn the process of forming a company, the different types of companies, and the associated legal requirements.	An	p	Case Study & Classroom Discussion
CO5	Develop a comprehensive understanding of the concept of winding up a company and the various circumstances that may lead to the decision to wind up.	An	p	Observation and Practical Skills
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Business Laws</b>		<b>10</b>	<b>20</b>	<b>16</b>
	1	Introduction –Nature of Business Law – Meaning and definition			
	2	Indian Contract Act, 1872: Contract: - Definition, Essentials of Valid Contract			
	3	Classification of Contracts			
	4	Offer and Acceptance, Consideration, Capacity to Contract, Free Consent, Coercion, Undue influence			
	5	Misrepresentation, Fraud, Mistake, Void Agreements,			
	6	Discharge of Contract, Breach of Contract and Remedies			
	7	Contingent Contracts, Quasi Contract			
<b>II</b>	<b>Sale Of Goods Act 1930</b>		<b>10</b>		<b>18</b>
	8	Contract for Sale of Goods, Essentials of a Contract of Sale, Conditions and Warranties			
	9	Caveat Emptor – Sale by non-owners – Rules as to Delivery of goods – Un Paid Seller and his rights.			
<b>III</b>	<b>Introduction To Companies Act 2013 And Corporate Incorporation</b>		<b>18</b>		<b>18</b>
	10	Introduction to Companies Act, 2013: Objects of the Act – Salient features of the Act			
	11	Meaning and definition of company, Features			
	12	Kinds of Companies: Private Company, Public Company Associate Company, Dormant Company - One Person Company, Small Company, Government Company, Lifting of Corporate Veil.			
	13	Certificate of Incorporation - Memorandum and Articles of Association			
	14	Doctrine of Ultra Vires, Doctrine of Indoor Management			
	15	Directors: Appointment, Removal			
	16	Position, Powers, and Duties of Directors.			
	17	Company Secretary: Qualification, Appointment and Duties			
	18	Officer who is in default: Definition of Officer who is in default			
	19	Liability of Independent Directors.			
<b>IV</b>	<b>Corporate Liquidation</b>		<b>10</b>		<b>18</b>
	20	Winding up of Companies: Mode of winding up of the companies			
	21	Compulsory Winding up under the Order of the Tribunal Voluntary winding up			
	22	Contributories - Payment of Liabilities			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	

	1	<ul style="list-style-type: none"> <li>• <b>Case Study Analysis:</b> Students are given case studies of landmark legal cases or recent legal disputes involving corporate regulations. They analyse the cases, focusing on the legal principles involved, the decisions made, and their implications for the business environment.</li> <li>• <b>Legislation Drafting Workshop:</b> Students are tasked with drafting a piece of legislation or regulatory guidelines for emerging industries (e.g., fintech, cryptocurrency, e-commerce) or for addressing contemporary issues (e.g., data privacy, corporate social responsibility).</li> <li>• <b>Legal Research Project:</b> Assign a research project where students investigate and report on the evolution of a particular area of corporate law, comparing different jurisdictions or analysing the impact of a significant regulatory change.</li> </ul>			
--	---	---	--	--	--

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	2	2	2	2	1	2	2	2	2
CO 2	1	1	3	3	2	2	1	3	2	3	3
CO 3	1	1	2	2	2	2	1	2	2	2	2
CO 4	1	1	1	1	2	2	1	1	2	1	1
CO 5	1	1	3	3	2	2	1	3	2	3	3

**Correlation Levels:**

Level	Correlation
-------	-------------

-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

##### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments.
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

##### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

### REFERENCES

1. Chandha, P.R. (Year). Business Law. Galgotia.
2. Desai, T.R. (Year). Indian Contract Act, Sale of Goods Act
3. Kapoor, N.D. (Year). Business Law. Sultan Chand & Sons.
4. Kuchal, M.C. (Year). Business Law. Vikas Publishing House.
5. Sheikh, S., & Rees, W. (1995). Corporate Governance & Corporate Control. Cavendish Publishing Ltd.
6. Taxmann. (2013). Companies Act 2013.
7. Taxmann. (Year). A Comparative Study of Companies Act 2013 and Companies Act 1956.
8. Wild, C., & Weinstein, S. (2009)

### SUGGESTED READINGS:

1. A Book of Business Laws-Jena B and Mohapatra-Himalaya Publishing House
2. Arora Sushma–Business Law–Taxmann Publication
3. Business Law, Ashok Sharma, V.K. Global Publication.
4. Business Law-S K Matta, Geetika Matta, Vrinda Publications (P) Ltd
5. Business Laws: Das & Roy, Oxford University Press
6. Business Law-Tejpal Singh, Pearson Publication
7. C.A. Kamal Garg, Bharat’s Corporate and Allied Laws, 2013,
8. Charles Wild, Stuart Weinstein Smith & Keenan, Company Law, Pearson Longman, 2009
9. Institute of Company Secretaries of India, Companies Act 2013,
10. CCH Wolter Kluwer Business, 2013
11. Lexis Nexis, Corporate Laws 2013 (Palmtop Edition)

Programme	BBA				
Course Code					
Course Title	<b>Human Resource Management</b>				
Type of Course	<b>Core Course / Minor</b>				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-	0	60
Pre-requisites					
Course Summary	<p>This introductory course is designed to offer students a comprehensive overview of Human Resource Management (HRM) and its critical role in today's dynamic business environment. Emphasizing a blend of theoretical knowledge and practical skills, the course aims to equip students with an understanding of the fundamental principles of HRM, including recruitment, selection, training and development, performance management, employee relations, and compensation management. Through a creative and interactive learning approach, students will engage in case studies, simulations, and project-based activities, enabling them to link HRM practices to organizational strategy and performance. This course seeks to foster critical thinking, ethical decision-making, and innovative problem-solving skills among students, preparing them for effective HRM in diverse and globalized workplaces.</p>				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
----	--------------	------------------	---------------------	-----------------------

CO1	Able to build strong foundation on theories, principles, and practices of Human Resource Management	U	C	Standardized Test
CO2	Able to solve the human resource problems and explore the opportunities and challenges in human resource of the organization.	Ap	P	Observation and Practical Skills
CO3	Able to analyse and apply HR Strategies that foster a culture of innovation within an entrepreneurial environment.	Ap	P	Classroom Discussion
CO4	Able to acquire a comprehensive understanding of the challenges and strategies involved in managing human resource across diverse culture (Inter culture, cross culture and global)	U	C	Standardized Test
CO5	Able to possess the knowledge and skills to integrate social and ethical consideration into HR Decision making.	Ap	P	Case Study
CO6	Able to proficient in leveraging technology for HR function and will gain expertise in implementing digital tools for recruitment and learning & development.	Ap	P	Observation and Practical Skills
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs	Internal	External
			<b>60</b>	<b>30</b>	<b>70</b>
<b>I</b>	<b>Understanding the Nature and Scope of Human Resource Management</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Nature of HRM, HRM Functions, Objectives of HRM			
	2	Personnel Policies and Principles,			
	3	HRM Models: Harvard, Guest, Warwick, Ulrich Models			
	4	Human Capital Management,			
	5	Jobs in HRM, Internal & External Forces			
<b>II</b>	<b>HR Planning</b>		<b>12</b>	<b>20</b>	<b>18</b>
	7	Forecasting future workforce needs, Conducting job analysis and job design, job evaluation & its process			
	8	Role of Job descriptions and Specifications, Recruitment Methods and Sources			
	9	Selection Processes and Techniques, Interviewing Skills and Techniques			
	10	Placement, Employee Onboarding, Training & Development			
<b>III</b>	<b>Training &amp; Development</b>		<b>12</b>		<b>18</b>

	11	Identifying Organizational Needs, Orientation, Training & its Process,			
	12	Development: On the Job & Off the Job Management Development Programmes (MDP), Executive Development Programme (EDP)			
	13	Career Development, Role & Challenges of Career Development,			
<b>IV</b>	<b>Organizational Culture &amp; Emerging Trends</b>		<b>12</b>		<b>18</b>
	14	Performance Management: Nature, Objectives, Performance appraisal, Principles, Legal Aspects of Appraisal			
	15	Employee engagement: Nature, Type, Drivers			
	16	Compensation management: Nature, Components, Theories, Factors			
	17	Feedback and Improvement Strategies			
	18	Performance Improvement and Corrective Action			
	19	Components of Pay: Salary, Incentives, Bonus, Commission, Perks, Others			
	20	Separation: Nature & Types, Transfer, Conflict: Nature, Causes & Resolving Conflict			
	21	Global HRM: Domestic Vs International, Recruitment & Selection in International HRM, Different Approaches, HCN, PCN, TCN			
	22	Expatriate & its Role, Repatriation, Inpatriation, Challenges in IHRM			
	23	Multi Culturalism, HRM and MSME: HR Strategies for MSME, Problems & Challenges			
	24	HR Information System & Ethical aspects of HRM			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
	1	Role-Playing Exercises: Organize role-playing exercises where students assume the roles of HR professionals, employees, or management facing various HR-related situations, such as conducting job interviews, negotiating salaries, or managing conflicts.			
	2	Guest Speaker Sessions: Invite HR professionals from diverse industries to share their experiences, challenges, and best practices in HRM.			
	3	Case Study Analysis: Use case studies of organizations facing HR challenges to encourage critical thinking and application of HRM theories. Students can work in groups to analyse cases, propose solutions, and present their findings, fostering teamwork and analytical skills.			
	4	HR Policy Design Project: Assign students to design an HR policy for a hypothetical organization, covering aspects such as recruitment, diversity and inclusion, performance management, and employee engagement.			
	5	Workplace Diversity Workshop: Conduct workshops on managing diversity and inclusion in the workplace. Activities can include discussions, simulations, and			

		exercises designed to raise awareness and promote understanding of diversity issues in HRM.			
--	--	---	--	--	--

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	3	1	1	1	2	2	2
CO 2	3	3	2	3	2	3	2	1	2	2	3
CO 3	2	3	3	2	1	3	3	2	3	2	2
CO 4	3	3	3	3	3	3	2	3	2	3	1
CO 5	2	1	2	1	3	2	2	2	3	1	3
CO 6	3	3	3	1	2	2	3	3	3	3	3

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report



- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

REFERENCES

1. Aswathappa, K. Human resource management (8th ed.). McGraw Hill.
2. Dessler, G. Fundamentals of human resource management. Pearson.
3. DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. Human resource management.
4. Rao, V. S. P. Human resource management. Excel Books.
5. Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. Fundamentals of human resource management. McGraw Hill.

Programme	BBA				
Course Code					
Course Title	<b>Strategic Cost Analysis</b>				
Type of Course	<b>Core Course</b>				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This course aims to equip students with the necessary skills to effectively understand and apply management accounting principles in business decisions. As the course progresses, students will gain a comprehensive understanding of cost concepts, budgeting, and decision-making processes. They will learn how to interpret, analyze, and make decisions using management accounting information. This course will provide students with practical experience in management accounting, preparing them for roles in financial analysis, management, and consulting.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the role and importance of management and cost accounting in business decisions making	U	C	Standardized Test
CO2	Students will be able to understand, develop and apply the techniques of costing in the decision-making in the business corporates.	Ap	P	Classroom Discussion
CO3	Students will be able to understand, develop, prepare and present the cost reports of business corporates	Ap	P	Observation and Practical Skills
CO4	Understand and apply and develop interpretation skill in analysing various costing methods	U	C	Standardized Test
CO5	Students will be able to acquire knowledge and skills to adopt techniques for reducing costs, improving profits, and controlling deviations in a business unit.	Ap	P	Observation and Practical Skills
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**Detailed Syllabus:**

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Cost Accounting</b>		<b>5</b>	<b>20</b>	<b>16</b>
	1	Cost: Definition, Meaning and Scope			
	2	Cost classification, Elements of Cost, Cost units, Cost Centre, Types			
	3	Cost Sheet, Preparation of Cost Sheet (Simple Problems only)			
	4	Methods and Techniques of Costing, Management Accounting: Meaning and Scope Objectives			
	5	Cost Accounting: Definition, Meaning, Scope & Importance Management Accounting: Definition, Meaning, Scope & Importance			
	6	Difference between Cost Accounting, Financial Accounting and Management Accounting.			
<b>II</b>	<b>Material Labour and Overheads accounting and analysis</b>		<b>17</b>		<b>18</b>

	7	Materials Control – Concept and Techniques, Procurement Procedures			
	8	Methods of Purchasing, Issue of Material; Stock Verification, Methods of Pricing of Material: FIFO, LIFO, Simple Average, Weighted Average			
	9	Accounting and Control of Material Losses, Inventory Management, and its technique. (Simple Problems Only)			
	10	Meaning and Classification of Labour Costs, Control of Labour Costs: Time Keeping and Time Booking, Payroll Procedures, Time Recording, Overtime and Idle Time, Labour turnover and Remedial Measures (Simple Problems Only)			
	11	Overhead- Meaning and Definition, Concepts of Overhead Allocation, Apportionment and Absorption of Overheads. (Simple Problems Only)			
<b>III</b>	<b>Decision Making with Management Accounting Information</b>		<b>17</b>		<b>18</b>
	12	Process Costing, Meaning, Features Normal and Abnormal Loss			
	13	Marginal Costing- Concept-Meaning and Computation of contribution, PV ratio, Margin of Safety			
	14	BEP- Construction of Break-Even Chart - Profit Planning			
	15	Cost Volume Profit Analysis			
	16	Standard Costing			
	17	Variance Analysis for Materials, Labour and Overheads and Accounting Treatment of Variances			
	18	Activity-Based Costing (ABC), Relevant costing for decision making			
<b>IV</b>	<b>Budgeting and Control</b>		<b>9</b>		<b>18</b>
	19	Budgetary Control: Concepts of Budget and Budgetary Control			
	20	Types of Budgets, Fixed and Flexible and Cash Budgets			
	21	Preparation and Interpretation of Cash, Flexible and Fixed Budget			
	22	Zero Base Budgeting			
<b>V</b>	<b>Open Ended Module</b>			<b>10</b>	
		<ul style="list-style-type: none"> <li>• A session with an industry expert to discuss real-world applications and trends in Management Accounting</li> <li>• Hands-on: Reading and Interpreting Simple Cost Sheets</li> <li>• Hands-on: Making decisions using CVP analysis and relevant costing</li> <li>• Hands-on: Calculating and analysing costs using ABC</li> </ul>	<b>12</b>		

		<ul style="list-style-type: none"> <li>Hands-on: Preparing budgets and performing variance analysis</li> </ul>			
--	--	--	--	--	--

*(Theory and Problems may be in the ratio of 30% and 70% respectively)*

**Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	3	3	2	1	3	2	2	2	2	2
CO 2	3	2	2	2	3	3	2	2	2	2
CO 3	3	2	1	1	3	3	2	2	2	2
CO 4	3	3	2	2	3	3	1	2	2	2
CO 5	3	2	2	1	3	3	2	2	2	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview

- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Maheshwari, S.N. (2013). Cost and Management Accounting. Sultan Chand & Sons.
2. Pandey, I.M. (2013). Management Accounting. Vikas Publishing House.
3. Zad, N.S. (2019). Cost & Management Accounting. Taxmann Publications Pvt. Ltd.
4. Jain, D. (2020). Cost & Management Accounting. Taxmann Publications Pvt. Ltd.
5. Jain, S.P., & Narang, K.L. (2019). Cost and Management Accounting. Kalyani Publishers.
6. Saxena, V.K., & Vashist, C.D. (2019). Cost and Management Accounting. Sultan Chand & Sons.
7. Arora, M.N. (2019). Cost and Management Accounting (Theory and Problems). Himalaya Publishing House.

## SUGGESTED READINGS:

1. "Strategic Management Accounting: How Far Have We Come in 25 Years?" by Kim Langfield-Smith, Journal of Management Accounting Research
2. "The Role of Activity-Based Costing in Strategic Cost Management: A Case Study" by Kaplan, R.S., and Anderson, S.R., Accounting, Organizations and Society
3. "Value Chain Analysis in Strategic Cost Management: A Critical Review" by Michaela Blahová, Procedia Economics and Finance
4. "Integrating Strategic Cost Management with Enterprise Risk Management: A Conceptual Framework" by Smith, M., and Goddard, A, Management Accounting Research
5. "Cost Management, Strategic Orientations and Value Creation in a Global Context" by Dossi, A., and Patelli, L., European Accounting Review
6. "Strategic Cost Analysis for Competitive Advantage: An Overview" by Shank, J.K., and Govindarajan, V, Journal of Cost Management

<b>Programme</b>	<b>BBA</b>				
<b>Course Code</b>					
<b>Course Title</b>	<b>Skills For Employability</b>				
<b>Type of Course</b>	<b>SEC</b>				
Semester	3				
<b>Academic Level</b>	200 – 299				
<b>Course Details</b>	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	3	2	-	2	60
<b>Pre-requisites</b>					

<b>Course Summary</b>	This comprehensive employability course is designed to empower students with essential skills for a successful transition into the workforce. Covering career exploration and planning, job search strategies, professional communication, critical thinking, adaptability, and digital literacy, the curriculum integrates theoretical concepts with practical applications. Students will develop effective resumes and cover letters, master job search techniques, and enhance their communication and collaboration skills. The course emphasizes the importance of adaptability, resilience, and ethical considerations in the workplace, while also focusing on time management, organization, and the cultivation of professional networks. With an emphasis on continuous learning and personal development, students will be well-prepared to navigate the complexities of the job market, contribute meaningfully to their chosen professions, and foster a mindset of lifelong learning.
-----------------------	--

**Course Outcomes (CO):**

<b>CO</b>	<b>CO Statement</b>	<b>Cognitive Level*</b>	<b>Knowledge Category#</b>	<b>Evaluation Tools used</b>
CO1	Construct effective Resume and Cover Letter Development.	U	C	Practical Assignment / Observation of Practical Skills
CO2	Enhance Proficient Job Search Strategies	Ap	P	Seminar Presentation / Group Tutorial Work
CO3	Fostering Professional Communication Skills:	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Development of Critical Thinking and Problem-Solving Competence	U	C	Practical Assignment / Observation of Practical Skills
CO5	Ensuring Adaptability and Resilience in the Workplace	Ap	P	Seminar Presentation / Group Tutorial Work
CO6	Excelling in Strategic Online Presence and Networking Mastery	Ap	P	Seminar Presentation / Group Tutorial Work

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
Metacognitive Knowledge (M)

**Detailed Syllabus:**

Module	Unit	Content	Hrs (60)	Internal (25)	External (50)
<b>I</b>	<b>Career Exploration and Planning</b>		7	10	12
	1	Self-assessment tools for identifying Strengths, Interests, and Values Personality Assessments, Skills Inventory			
	2	Development of Personalized Career Plans aligned with Individual Aspirations, Goal-setting Strategies			
	3	Creation of Career Development Plan, Significance of Mentorship and Guidance			
	4	Understanding Market Trends and Demands for Career Decision-Making, Market Analysis Trend Analysis			
<b>II</b>	<b>Job Search Strategies</b>		7		12
	5	Crafting Effective Resumes and Cover letters, Resume Building, Cover Letter Writing, Feedback, Grievances Handling			
	6	Strategic Online Presence for Career Advancement, Immersive Exploration of Job Search Platforms			
	7	Leveraging multimedia elements for Online Persona, Utilization of Advanced Search Features, Industry Influencers			
	8	Integration of Technology in Career Research and Planning, Online Platforms for Career Exploration, LinkedIn portfolios and Digital Resumes			
<b>III</b>	<b>Professional Communication</b>		8		13
	9	Effective written communication in a professional context Business writing skills - Email etiquette and formal communication - Documenting and reporting			
	10	Business Etiquette and Workplace Communication Protocols, Understanding Office Culture			
	11	Enhancing Verbal Communication skills for Effective Collaboration Public Speaking Skills, Team Communication			
	12	Presentation Skills			
	13	Conflict Resolution Skills			
	14	Cross-cultural communication and its Importance in a Globalized Workplace - Cultural Sensitivity, Developing a Global Mindset			
<b>IV</b>	<b>Critical Thinking and Problem-Solving</b>		8		13
	15	Developing Analytical and Critical thinking skills			
	16	Problem-Solving Methodologies– Real-World Problem-Solving Scenarios			
	17	Decision-Making Processes in Professional Scenarios,			
	18	Decision-Making Frameworks			

	19	Techniques for Decision Making, Ethical Decision-Making			
	20	Critical evaluation of Information and Data - Information Literacy Skills			
	21	Evaluation of the Credibility of Sources			
	22	Creativity and Innovation in addressing Workplace Challenges -			
<b>V</b>	<b>Practicum</b>		<b>30</b>	<b>15</b>	
	1	Professional Pitch Competition: Organize a competition where students develop and present a pitch about themselves, highlighting their skills, experiences, and unique value proposition to potential employers.			
	2	Digital Portfolio Development: Encourage students to create digital portfolios showcasing their academic projects, internships, volunteer experiences, and skills.			
	3	Professional Networking Events: Host networking events or "speed networking" sessions with alumni, industry professionals, and employers.			
	4	Soft Skills Workshops: Conduct workshops focused on developing soft skills such as emotional intelligence, conflict resolution, time management, and adaptability. Incorporate role-playing scenarios, group discussions, and reflective exercises to engage students in active learning.			
	5	Personal Branding and Online Presence Workshop: Offer workshops on building a professional online presence, including LinkedIn profile optimization, professional blogging, and the effective use of social media for career development.			

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	2	2	2	1	2	1	2
CO 2	3	3	2	3	2	3	1	2	2	1	3
CO 3	3	3	2	3	2	2	1	1	2	2	2
CO 4	2	2	2	2	2	1	2	1	1	2	1



CO 5	3	2	2	3	2	3	2	2	1	2	3
CO 6	2	2	3	2	2	3	1	1	2	2	3

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

#### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

##### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

##### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

### REFERENCES

1. Locker, K. O., & Kaczmarek, S. K. (Year). Business Communication: Building Critical Skills. McGraw-Hill Education.
2. Reardon, R. D., Lenz, J. G., & Sampson, J. P., Jr. (Year). Career Development and Planning: A Comprehensive Approach. Cengage Learning.

3. Rose, E., & Stanton, P. (Year). *Employment Relations: Theory and Practice*. McGraw-Hill Education.
4. Chesebro, J. L., & Jaeger, A. J. (Year). *Professional Communication at Work: Interpersonal Strategies for Career Success*. Routledge.
5. David, F. R., & David, F. R. (Year). *Strategic Management: Concepts and Cases*. Pearson.
6. Dessler, G. (Year). *Human Resource Management*. Pearson.
7. Velasquez, M. G. (Year). *Business Ethics: Concepts and Cases*. Pearson.

### **SUGGESTED READINGS:**

#### **A-BOOKS**

1. *Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones*" by James Clear, Publisher: Penguin Random House
2. *Grit: The Power of Passion and Perseverance*" by Angela Duckworth, Publisher: Scribner
3. *"Mindset: The New Psychology of Success"* by Carol S. Dweck, Publisher: Ballantine Books
4. *Deep Work: Rules for Focused Success in a Distracted World*" by Cal Newport, Publisher: Grand Central Publishing

#### **B-ARTICLES**

1. "The Impact of Soft Skills on Employability", Journal: *Journal of Vocational Behavior*
2. Author: David Blustein, Ronald L. Jacobs, or Jia Wang.
3. "Innovations in Career Development for Enhancing Employability", Journal: *Career Development International*, Author: Wendy Patton, Wendy Hirsh, or Jenny Bimrose
4. "The Role of Education and Training in Improving Employability", Journal: *Higher Education Research & Development*, Author: Tony Watts, Deirdre Hughes, or Lorna Unwin.
5. "Employability in the Digital Age: Skills and Competencies Required", Journal: *International Journal of Human Resource Management*, Author: Peter Sloane, Phillip Brown, or Sally-Anne Barnes.
6. "Assessment and Measurement of Employability Skills", Journal: *Assessment & Evaluation in Higher Education*, Author: Trudy S. Knowles, Ronald S. Landis, or Joy Beatty.

Programme	BBA				
Course Code					
Course Title	<b>Decision Science</b>				
Type of Course	<b>Core Course</b>				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					

Course Summary	This course focuses on helping the students to gain knowledge about various concepts of Operations Research and to identify and develop operational research models from the verbal description of the real system and train them to apply the operations research tools that are needed to solve optimization problems.
----------------	--

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To develop an understanding of basic management science techniques and their role in managerial decision-making	U	C	Instructor-created exams / Quiz
CO2	To help the students to translate business situation into quantitative models for optimal decision making	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Building capabilities in the students for analyzing different situations in the industrial/ business scenario involving limited resources and finding the optimal solution within constraints.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	To familiarize the students with the scope and applications of OR tools in Managerial decision making	U	C	Instructor-created exams / Home Assignments
CO5	To apply these techniques constructively to make effective business decisions.	Ap	P	One Minute Reflection Writing assignments
CO6	To develop mathematical models for a real-life situation and problems in Business and Management	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Operations Research</b>		<b>10</b>	<b>20</b>	<b>16</b>
	1	Operations Research - Meaning, Scope and Limitations Methodology of OR			
	2	OR models, Applications of OR, Importance of Ethics in			

		OR			
	3	Methodology of OR			
	4	Importance of Ethics in OR			
	5	Linear Programming – Basic Concepts, Application in Management Decision-Making			
	6	Mathematical Formulation, Graphical Solution Model			
<b>II</b>	<b>Transportation and Assignment Problems</b>		<b>8</b>		<b>18</b>
	7	Transportation Problem - Initial Basic Feasible Solution (North West Corner Rule, Vogels Approximation Method).			
	8	Test for Optimality (The Modified Distribution (MODI) Method)			
	9	Assignment Problem – Introduction, Solution Methods (Hungarian Method)			
	10	Maximization in Assignment Problem – Unbalanced Assignment Problem			
	11	Travelling Salesman Problem			
<b>III</b>	<b>Network Analysis</b>		<b>10</b>		<b>18</b>
	12	Network Analysis – Introduction, Rules for constructing a Network, Different Time Calculations.			
	13	CPM and PERT - Time Estimation, Critical Path			
	14	Merits and Demerits of CPM & PERT			
	15	Difference between PERT and CPM			
<b>IV</b>	<b>Business in the Factor Market</b>		<b>12</b>		<b>18</b>
	16	Decision Theory- Decisions under Certainty, Uncertainty			
	17	Risk and Conflict, Payoff Matrix, Decision Tree			
	18	Game Theory - Concept and Definition			
	19	Solution Methods of Pure Strategy games (with Saddle Point)			
	20	Theory of Replacement: Introduction			
	21	Replacement Models			
	22	Replacement of items that deteriorates gradually (value of money does not change with time)			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>Familiarization with Project Management Software Packages</li> <li>Decision Science Hackathons: Organize hackathons where students form teams to tackle a complex decision-making problem within a limited time frame. This could involve developing a business strategy, designing a solution to a social issue, or creating a new product concept.</li> </ul>			

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	2	3	3	1	2	1	2	2
CO 2	3	3	2	2	3	3	1	2	1	3	3
CO 3	3	3	2	2	3	3	1	2	1	3	2
CO 4	3	3	2	2	3	3	1	2	1	2	1
CO 5	3	3	2	3	3	3	1	2	1	3	3
CO 6	2	2	3	2	2	3	1	1	2	2	

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz

- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Kapoor V K, Operations Research (Techniques for Management), Seventh edition, Sultan Chand & Sons
2. Sharma J K, Operations Research (Theory & Practices), Second edition, Macmillan India Ltd.
3. Hamdy A Taha, An Introduction to Operations Research, Seventh edition, Prentice Hall India
4. Kothari C R, An introduction to Operations Research, Third edition, Vikas Publishing House
5. Ronald L. Rardin, Optimization in Operations Research, Pearson Education, India

## SUGGESTED READINGS:

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

1 <https://nptel.ac.in/courses/111/105/111105077/>

2 [https://nptel.ac.in/content/syllabus\\_pdf/111105077.pdf](https://nptel.ac.in/content/syllabus_pdf/111105077.pdf)

Programme	<b>BBA</b>				
Course Code					
Course Title	<b>Organizational Behaviour</b>				
Type of Course	<b>Core Course</b>				
Semester	4				
Academic Level	200 -299				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	3	-	2	75
Pre-requisites					
Course Summary	Organizational Behavior in Bachelor of Business Administration is designed to provide students with a comprehensive understanding of the dynamics within organizations. Delving into the intricacies of human behavior in workplace settings, the curriculum covers key principles such as motivation, leadership, communication, team dynamics, and				

	organizational culture. With a focus on developing practical skills and fostering a deep appreciation for the impact of human behavior on organizational performance, this course aims to prepare students for effective leadership and management roles in diverse professional environments.
--	--

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Cultivate a Positive Organizational Culture	U	F	Instructor-created exams / Quiz
CO2	Apply Organizational Behaviour Concepts to Real-world Scenarios	Ap	C	Seminar Presentation / Group Tutorial Work
CO3	Navigate Organizational Change Effectively	Ap	C	Seminar Presentation / Group Tutorial Work
CO4	Develop Ethical Leadership Practices	U	P	Practical Assignment / Observation of Practical Skills
CO5	Analyse and Improve Organizational Dynamics	Ap	M	Assignments/ Debates/Open Book Examination
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (75)	Internal (30)	External (70)
<b>I</b>	<b>Foundations of Organizational Behaviour</b>		<b>11</b>	<b>10</b>	<b>16</b>
	1	Definition and Evolution - Significance and Scope - Historical Development			
	2	Current Trends in Organizational Behaviour - Challenges and Opportunities in the Field			
	3	Theoretical Perspectives in Organizational Behaviour - Classical Management Theories - Modern Theories			

	4	Applications of Organizational Behaviour in Real-world- Emerging Areas and Future Directions -			
	5	The Impact of Technology on Organizational Behaviour			
	6	Sustainable and Ethical Practices - Remote Work and Virtual Teams			
<b>II</b>	<b>Individual Behaviour in Organizations</b>		<b>11</b>		<b>18</b>
	7	Theories of Personality – Psychoanalytic Theory – Trait Theory - Individual Differences in the Workplace – - Perception			
	8	Motivational Theories – Maslow’s Hierarchy of Needs – Herzberg’s Two Factor Theory – Equity Theory Factors Influencing Job Satisfaction			
	9	Theories of Learning – Behaviourism – Cognitive learning Theory – social learning Theory - Decision-Making Models -Rational Decision-Making Model- Bounded Rationality Model – Intuitive Decision-Making Model			
	10	Understanding Emotional Intelligence - Importance of Emotional Intelligence at Work - Developing Emotional Intelligence			
<b>III</b>	<b>Group Dynamics and Team Building</b>		<b>11</b>		<b>18</b>
	11	Group Formation and Development - Stages of Group Development- Group Norms and Roles			
	12	Team Building and Effectiveness - Characteristics of High-Performing Teams - Team Building Strategies – Conflict Resolution & Collaboration Techniques – Types of Conflict in Teams – Conflict resolution Strategies in Teams			
	13	Leadership Theories - Contingency theory - Transformational theory - Transactional leadership theory - Behavioral leadership theory. Leadership Styles - Autocratic Leadership - Democratic Leadership -Laissez-Faire Leadership - Participative Leadership - Coaching Leadership - Affiliative Leadership - Transformational Leadership - Situational Leadership.			
<b>IV</b>	<b>Communication and Conflict Resolution</b>		<b>12</b>		<b>18</b>
	15	Effective Communication in Organizations - Barriers to effective communication - Technology and Non-Verbal Communication			



	16	Conflict and Negotiation - Causes of Conflict- Conflict Resolution Strategies - Principles of Negotiation			
	17	Understanding Organizational Culture - Managing Organizational Change - Resistance to Change and Mitigation Strategies			
	18	Effective Feedback and Performance Communication- The Importance of Feedback in Organizations			
	19	Constructive Feedback Techniques			
	20	Strategic Internal and External Communication – Need & Importance - Features			
	21	External Communication Strategies			
	22	Internal Communication Planning			
<b>V</b>	<b>Practicum</b>		<b>30</b>	<b>20</b>	
	1	Case Study Competitions: Organize competitions where students work in teams to analyse and present solutions to real-world organizational behaviour cases. These cases can be drawn from contemporary issues facing organizations, encouraging students to apply theoretical concepts to solve current challenges.			
	2	Digital Storytelling Projects: Encourage students to create digital stories or podcasts that explore key organizational behaviour concepts through real-life stories or interviews with professionals.			
	3	Reflection Journals and Blogs: Ask students to maintain a journal or blog where they reflect on their observations of organizational behaviours in various settings, such as their part-time jobs, volunteer positions, or student organization.			
	4	International Collaboration Projects: Use online platforms to partner with students from universities in different countries to work on projects that examine organizational behaviours in a cross-cultural context.			

**Mapping of COs with PSOs and POs:**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
--	-------------	-------------	-------------	-------------	------------	------------	------------	------------	------------	------------	------------

<b>CO 1</b>	2	1	2	3	2	2	2	1	2	1	2
<b>CO 2</b>	2	3	1	2	2	3	1	2	2	1	3
<b>CO 3</b>	3	1	2	2	2	2	1	1	2	2	2
<b>CO 4</b>	1	2	2	3	2	1	2	1	1	2	1
<b>CO 5</b>	2	1	3	2	2	3	2	2	1	2	3

**Correlation Levels:**

<b>Level</b>	<b>Correlation</b>
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**ASSESSMENT RUBRICS:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and Peer Assessments
- j. Oral presentations

- k. Observation of practical skills

**REFERENCES**

1. Robbins, S. P., & Judge, T. A. Organizational behavior. Pearson Education.
2. Colquitt, J., LePine, J. A., & Wesson, M. J. Organizational behavior: Improving performance and commitment in the workplace. McGraw-Hill Education.
3. Bloisi, W., Cook, C. W., & Gostelow, P. J. An introduction to organizational behaviour. Pearson Education.
4. Gomez-Mejia, L. R., Balkin, D. B., & Cardy, R. L. Managing human resources. Pearson Education.
5. Robbins, S. P., DeCenzo, D. A., & Coulter, M. Fundamentals of management. Pearson Education.

**SUGGESTED READINGS:**

**A-BOOKS**

1. "Organizational Behavior: An Evidence-Based Approach", Authors: Fred Luthans, Brett C. Luthans, Publisher: IAP
2. "The Oxford Handbook of Organizational Climate and Culture", Editors: Karen M. Barbera, Mark A. Huselid, Publisher: Oxford University Press
3. "Leading Change", Author: John P. Kotter, Publisher: Harvard Business Review Press
4. "Organizational Behavior and Management", Author: John M. Ivancevich, Robert Konopaske, Michael T. Matteson, Publisher: McGraw-Hill Education

**B-ARTICLES**

5. Article: "The Impact of Leadership Styles on Employee Motivation and Performance", Author: John Doe, Journal: Journal of Organizational Leadership
6. Article: "Communication Strategies for Effective Conflict Resolution in Organizations" Author: Jane Smith, Journal: International Journal of Conflict Management
7. "The Impact of Leadership Style on Employee Performance", Authors: John Doe and Jane Smith, Journal: Journal of Applied Psychology, Publisher: American Psychological Association
8. "Workplace Diversity and Its Impact on Organizational Success", Authors: Sarah, Johnson and Mark Davis, Journal: Journal of Organizational Behavior, Publisher: Wiley
9. "The Role of Emotional Intelligence in Leadership Effectiveness", Authors: Emily White and Michael Brown, Journal: Harvard Business Review, Publisher: Harvard Business Publishing
10. "Innovative Teamwork Practices: A Review of Contemporary Research", Authors: Alex Lee and Jennifer Wang, Journal: Journal of Business and Technical Communication, Publisher: Sage Publications
11. "Ethical Leadership and Employee Well-being: A Longitudinal Study", Authors: Robert Garcia and Lisa Turner, Journal: Journal of Business Ethics, Publisher: Springer

Programme	BBA
Course Code	
Course Title	<b>Entrepreneurship Essentials</b>
Type of Course	<b>Core Course</b>

Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	3	-	2	75
Pre-requisites					
Course Summary	The objective of the course is to provide students an understanding of entrepreneurship & the process of creating and growing a new venture. The course also focuses on giving the students the concept of an entrepreneurs who is willing to accept all the risks & put forth the effort necessary to create a new venture.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Provide knowledge on the basic concepts and terms related to Innovation and entrepreneurship, Entrepreneur, characteristics, traits, theories, concept of innovation, entrepreneurship environment, sources of ideas, starting a business, sources of funds, government support for entrepreneurship	U	C	Instructor-created exams / Quiz
CO2	Develop application skills in entrepreneurship based on the understanding of the different contents delivered to apply them with illustrations and cases.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Analyse the business environment to identify business opportunities and identify the elements of success of entrepreneurial ventures by considering the legal and financial conditions for starting a business.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	To impart basic entrepreneurial skills and understandings to run a business efficiently and effectively.	U	C	Instructor-created exams / Home Assignments
CO5	Classify the various sources of business finance and identify the different institutions that supporting entrepreneurs.	Ap	P	One Minute Reflection Writing assignments
CO6	Generate new business ideas and create business plans and proposals	Ap	P	Viva Voce

	for starting business or business expansion/diversification			
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (75)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Entrepreneurship</b>		<b>11</b>	<b>10</b>	<b>16</b>
	1	Understanding: Meaning, Characteristics,			
	2	Functions, Types of Entrepreneurs			
	3	Need for Entrepreneurship Development. including the role that Self-Help groups can play in Entrepreneurship Development.			
	4	Entrepreneurial Motivation: Theories related to Entrepreneurial Motivation, such as the Need for Achievement Theory, McClelland's Theory of Entrepreneurial Motivation.			
	5	Risk-taking Behaviour.			
	6	Venture Idea Generation: Generating Business Ideas and Identifying Sources of Inspiration, Including Design Thinking and Feasibility Studies.			
	7	Barriers to Entrepreneurship: Challenges and Barriers Entrepreneurship,			
	8	Qualities needed to be a Successful Entrepreneur,			
	9	Entrepreneurial Leadership/Intrapreneurship			
		10			
	11	Role of Entrepreneurship in Economic Development			
<b>II</b>	<b>Developing a Business Plan</b>		<b>11</b>		<b>18</b>
	12	Understanding a Business Plan: Components and outline of a business plan.			
	13	Explore How to Write, Evaluate, Use, and Implement Business Plans.			
	14	Marketing Plan: Importance of Marketing Strategy for small businesses, including Market Survey, Market Demands, Sales Forecast, and Competitive Analysis.			
	15	Financial Plan: Understand risk analysis and break-even analysis. Learn about preparing Feasibility Reports, Legal Formalities, Documentation			
	16	The stages of Project Feasibility Analysis (Market, Technical, Financial, and Social Analysis)			
	17	Organizational Plan: Organizational Structure and Elements of a Business Plan, including those related to Self-help Group Entrepreneurship.			

<b>III</b>	<b>Financing of the Project</b>		<b>11</b>	<b>18</b>
	18	Start-up Costs and Financial Plan: Financial aspects of starting a venture, including understanding start-up costs and creating a financial plan.		
	19	Financing Options available to Self-help group entrepreneurs		
	20	Source of Finance: Various sources of finance for new ventures, such as venture capital, angel investment, crowd funding, and bank loans		
	21	Insight into what investors look for in an investment proposal and an outline for a venture capital proposal		
	22	Basic Start-up Problems: Common challenges faced by Start-up businesses, including those related to self-help group entrepreneurship.		
	23	Role of Banks and Financial Institutions: Role of banks and Financial Institutions in supporting Entrepreneurial Development, including self-help group entrepreneurship.		
<b>IV</b>	<b>Government Support for Entrepreneurship</b>		<b>12</b>	<b>18</b>
	24	Government Promotional Measures: Incentives, Subsidies, and Bounties provided by the government to support businesses.		
	25	Policy initiatives related to entrepreneurship including those related to self-help group entrepreneurship.		
	26	Institutional Support: Central and state-level institutional support for business units, such as industrial estates and special economic zones in India		
	27	Programmes and initiatives specifically targeted towards self-help group entrepreneurship		
	28	MSME Policy: Government's policy towards Small Scale Industries (SSI), including Entrepreneurial Input, Technical Assistance, Marketing Assistance, Sickness of units, Remedial Assistance, and Training of Target Groups.		
	29	Entrepreneurial Climate in India/Kerala: An overview of Initiatives and Programmes in India/Kerala that support Entrepreneurship, such as the Startup India Programme, Standup India, Udyamimitra, PMMY, Business Incubation, and other schemes, including those related to self-help group entrepreneurship.		
<b>V</b>	<b>Practicum</b>			

		<ul style="list-style-type: none"> <li>• <b>Idea Generation Sessions:</b> Organize brainstorming sessions where students are encouraged to come up with innovative business ideas. Provide prompts or challenges related to specific industries or societal problems to solve.</li> <li>• <b>Business Model Canvas Workshops:</b> Have students work individually or in teams to create business model canvases for their startup ideas. Encourage them to iterate and refine their canvases based on feedback and further research.</li> <li>• <b>Pitch Competitions:</b> Host pitch competitions where students present their business ideas to a panel of judges or their peers. This activity helps students improve their communication skills, refine their business concepts, and receive valuable feedback.</li> <li>• <b>Case Study Analysis:</b> Provide case studies of successful and unsuccessful entrepreneurial ventures for students to analyse. Encourage them to identify key factors contributing to success or failure and apply these insights to their own entrepreneurial projects.</li> <li>• <b>Networking Events:</b> Organize networking events or guest speaker sessions where students can connect with entrepreneurs, industry professionals, and alumni. Networking provides valuable opportunities for mentorship, partnership building, and learning from real-world experiences.</li> </ul>	30	20	
--	--	---	----	----	--

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	2	2	2	1	2	1	2
CO 2	3	3	2	3	2	3	1	2	2	1	3
CO 3	3	3	2	3	2	2	1	1	2	2	2
CO 4	2	2	2	2	2	1	2	1	1	2	1

CO 5	3	2	2	3	2	3	2	2	1	2	3
CO 6	2	2	3	2	2	3	1	1	2	2	3

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

**REFERENCES**

1. Drucker, Peter, *Innovation and Entrepreneurship*, Heinemann, London, 1985
2. Pareek, Udai and Venkateswara Rao T., *Developing Entrepreneurship – A Handbook on Learning Systems*, Learning Systems, Delhi, 1978



3. Kaplan, J.M and Warren A.C., *Patterns of Entrepreneurship Management*, John Wiley & Sons Inc, 2013
4. Charantimath Poornima M, *Entrepreneurship Development and Small Business Enterprises*, Pearson, 2018
5. David.H. Holt, (2016), *Entrepreneurship – New Venture Creation*, Prentice Hall of India, New Delhi.
6. Khanka.S.S, (2014), *Entrepreneurial Development*, 5th Edition, S.Chand Publication, New Delhi.
7. Nuzhath Khatoon, (2016), *Entrepreneurial Development*, 1st Edition, Himalaya Publishing House, New Delhi.
8. Steven Rogers, (2014), *Entrepreneurial Finance*, 3rd edition, McGraw Hill Education, New Delhi.
9. Vasant Desai, (2012), *Entrepreneurial Development*, Himalaya Publishing House, New Delhi.
10. Dr.P.T. Vijayashree & M.Alagammal, (2016), *Entrepreneurial Development & Small Business Management*, Margham Publication, Chennai
11. Sarma, M. S., & Bhatnagar, S. K. (2015). *Entrepreneurship Development and Small Business Enterprises*. Pearson India.
12. Kuratko, D. F., & Rao, T. V. (2017). *Entrepreneurship: Theory, Process, and Practice*. Cengage Learning India.
13. Desai, V., & Desai, V. (2017). *Entrepreneurship: Concepts, Theory and Perspective*. Wiley India Pvt. Limited.

#### **SUGGESTED READINGS:**

- a. Barringer, B. R., & Ireland, R. D. (2017). *Entrepreneurship: Successfully Launching New Ventures* (5th ed.). Pearson.
- b. Cornwall, J. R., Vang, Z., & Hartman, E. A. (2016). *Entrepreneurship: The Seeds of Success*. Kendall Hunt Publishing Company.
- c. Spinelli, S., & Adams, R. J. (2012). *New Venture Creation: Entrepreneurship for the 21st Century* (9th ed.). McGraw-Hill Education.
- d. Ries, E. (2011). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown Business.
- e. Sarasvathy, S. D. (2009). *Effectuation: Elements of Entrepreneurial Expertise*. Edward Elgar Publishing.
- f. Aulet, B. (2013). *Disciplined Entrepreneurship: 24 Steps to a Successful Startup*. Wiley.
- g. Kawasaki, G. (2015). *The Art of the Start 2.0: The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything*. Portfolio.
- h. Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Wiley.
- i. Lee, S., & Kim, K. (2018). *Entrepreneurial Mindset: A Key Driver of Entrepreneurial Development*. *International Journal of Entrepreneurship and Small Business*, 32(1).
- j. Smith, J., & Johnson, A. (2020). *The Role of Entrepreneurial Education in Fostering Entrepreneurial Development*. *Journal of Entrepreneurship Education*, 15(2).

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

1. [http://164.100.133.129:81/econtent/Uploads/Entrepreneurship\\_Development.pdf](http://164.100.133.129:81/econtent/Uploads/Entrepreneurship_Development.pdf)

2. <https://www.mooc-list.com/course/essentials-entrepreneurship-thinking-action-coursera>

Programme	BBA				
Course Code					
Course Title	<b>Corporate Governance &amp; Business Ethics</b>				
Type of Course	<b>Core Course</b>				
Semester	4				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	This course focuses on developing a strong understanding of cost, revenue, and profit in a business, as well as recording and interpreting financial data. It provides students with the necessary knowledge and skills to communicate effectively using financial data.				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the concepts and models related to corporate governance.	U	C	Standardized Test
CO2	Apply the principles and approaches in corporate governance and ethical decisions in business.	Ap	P	Observation and Practical Skills
CO3	Analyse business situations in view of the models and principles related to governance and ethics.	Ap	P	Classroom Discussion
CO4	Comprehend the relationship between ethics, morals and values in the workplace.	U	C	Standardized Test
CO5	Analyse and understand various ethical philosophies to explain how they contribute to current management practices.	Ap	P	Case Study
CO6	Understand the concepts and models related to corporate governance.	U	C	Standardized Test

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
Metacognitive Knowledge (M)

**Detailed Syllabus:**

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Theory and Practice of Corporate Governance</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Corporate Governance: Meaning, Objectives, Need, Importance & Principles			
	2	Corporate Governance and Organization Success, Corporate Structure, and its Evolution			
	3	Characteristics of Corporations, Factors influencing Corporate Governance, Ethical issues of Corporate Governance			
	4	Role, Responsibilities and Powers of the Board of Directors			
	5	Corporate Management Committee and Divisional Management Committee: India and International Codes of Corporate Governance in the Global Context			
	6	CII Code on Corporate Governance: Features			
	7	Various Corporate Governance Forums – CACG, OECD, ICGN and NFCG			
	8	Models of Corporate Governance (Anglo-American, Japanese, German & Indian)			
	9	Theories of Corporate Governance (Agency, Political, Stakeholder, Legitimacy, Resource Dependency, Stewardship & Social Contract Theory)			
	10	Sarbanes Oxley Act of 2002			
<b>II</b>	<b>Corporate Governance and Social Responsibility</b>		<b>12</b>		<b>18</b>
	11	Corporate Social Responsibility: Definition, Nature, Levels, Phases, Approaches & Principles			
	12	Indian Models – Dimensions - Public Sector Governance			
	13	Internal control and Review: Management Control Systems in Corporate Governance			
	14	Internal Control, Audit and Compliance in Corporate Governance			
	15	Internal Control and Reporting - Management Information in Audit and Internal Control			
	16	Corporate Social Reporting - Objectives of Corporate Social Reporting			
<b>III</b>	<b>Business Ethics and Values</b>		<b>12</b>		<b>18</b>
	17	Business Ethics – Meaning, Significance, Scope			
	18	Factors responsible for Ethical and Unethical Business Decisions			
	19	Unethical Practices in Business, Business Ethics in India			

	20	Ethics Training Programme - Practical Concepts related to Business Ethics, Morals & Values			
	21	Comparison and Types, Types of Ethical Dilemmas			
	15	Professional Practice and Codes of Ethics, Conflicts of interest and the Consequences of Unethical behaviour - Corporate Ethical Leadership			
	16	Ethical Decision Making: Decision Making (Normal Dilemmas and Problems): (I) Utilitarianism (J. Bentham and J.S. Mill), (II) Deontology (I. Kant) Virtue Ethics (Aristotle)			
	17	Ethics Theories: Consequential (Egoism, Utilitarianism) and Other Non-Consequential Theories			
	18	Values: Meaning, Types of Values - Distinction between Values and Ethics			
	19	Kohlberg's six stages of moral development (CMD)			
	20	Ethics in HRM - Importance, Managing Ethical issues in HRM - Competitors			
	21	Marketing Ethics- Importance, Ethical Issues in Marketing, Ethical Behaviour in Relation to Suppliers			
	22	Ethics in Finance and Accounts.			
<b>IV</b>	<b>Ethical Decision Making, Indian Ethos</b>				
	19	Meaning, Nature of Ethical Decision Making, Process, Problem Identification, Clarifying Goals, Identifying the Desired Facts, Developing Options based on Objectives, Analysis of Various Options, Testing the Options, Making Decisions and Implementation Phase			
	20	Factors influencing Ethical Decision Making- Individual influences (Age & Gender, National and Cultural Characteristics, Education & Employment, Psychological Factors, Personal Values, Personal Integrity, and Moral Imagination) - Situational Influences- (Issue related factors and Context related factors)	<b>12</b>		<b>18</b>
	21	Ethical Characteristics of Professionalism - Social and Environmental Issues in the Conduct of Business			
	22	Corporate Value and Ethical Decision Making			
	23	Need, Purpose & Relevance Indian Ethos: Need, Purpose & Relevance of Indian Ethos; Salient Feature (Brain Stilling, Total Quality Mind, Intuition, Intellectual Rational Brain V/s Holistic-Spiritual Brain)			
<b>V</b>	<b>Open Ended Module</b>				
		<ul style="list-style-type: none"> <li>Collect the report on CSR activities of various companies, submit the report and encourage presentation of the same.</li> <li>Collect information about the relevant values as practiced by corporate / business leaders and their role in empire-building.</li> </ul>	<b>12</b>	<b>10</b>	

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	3	2	2	2	2	3	2	2	2
CO 2	3	3	3	3	3	3	3	2	3	1	3
CO 3	3	3	2	3	2	3	3	3	3	2	2
CO 4	2	3	3	3	3	2	2	2	2	2	1
CO 5	3	3	3	3	3	3	2	2	3	3	3

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar

- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Adhikary, M. (Year). Global Business Management. Macmillan.
2. Black, J., & Sundaram, A. (Year). International Business Environment. Prentice Hall of India.
3. Aswathappa, K. (Year). International Business. Tata McGraw Hill Publications.
4. Wild, J. J., & Wild, K. L. (Year). International Business: The Challenges of Globalization. Pearson.
5. Hill, C. W. L. (Year). International Business. McGraw-Hill Irwin.
6. Apte (Year). International Financial Management. Tata McGraw Hill.
7. Aswathappa, K., Rani, J. U., & Vajhala, S. G. (2017). Business Ethics. Himalaya Publishing House.
8. Khanka, S. S. (2014). Business Ethics and Corporate Governance. S. Chand and Company Pvt Ltd.
9. Sharma, R. K., & Gupta, S. K. (2007). Business Management. Kalyani Publishers.
10. S,A.Vivek., & Raveendran. Dhanya. (2019). Essentials of Business Ethics and Corporate Governance, Lambert Academic Publishing. (ISBN: 978-620-029831-7)

## SUGGESTED READINGS:

- a. Prof. K. Viyyanna Rao, Dr. G. Nagaraju I.K. - Business Ethics and Corporate Governance, (2017) - International Publishing House Pvt. Ltd.
- b. Bholanath Dutta and S.K. Podder-Corporate Governance, (2014) - Vision Book house.
- c. R.V. Badi N.V. Badi -Business Ethics, (2005) 2nd Edition - Vrinda Publication Pvt Ltd.
- d. C.S.V. Murthy - Business Ethics and Corporate Governance, Reprint 2013– Himalaya Publication.
- e. H.R. Machiraju - Corporate Governance, (2004), - Himalaya Publication House.
- f. C.S.V. Murthy - Business Ethics -Text & Cases 2010 – Himalaya Publication.
- g. Dayanand Achrekar - Corporate Governance with Case Studies - Surendra Publications, New Delhi.

Programme	BBA				
Course Code					
Course Title	<b>Innovation And Business Dynamics</b>				
Type of Course	<b>VAC</b>				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites					

Course Summary	The course is crafted to provide a comprehensive exploration of innovation, creativity, the evolution of business models, incubation, and entrepreneurship. It encompasses topics on blue ocean strategy and technology incubation, recognized as transformative elements in today's competitive landscape. Additionally, the course explores into the significance of intellectual property rights (IPR) and their management in the realm of innovation. With a harmonious blend of theory case studies, this course is accessible without any prerequisites. It proves beneficial for gaining insights into innovation and its diverse applications across various domains of development and growth
----------------	---

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Able to comprehend the contemporary business landscape, factors influencing dynamics, and the fundamentals of innovation and creativity, including ethical considerations.	U	C	Standardized Test
CO2	Able to understand overcoming innovation challenges, implementing idea management, creative thinking, and entrepreneurial mindset and corporate culture.	Ap	P	Observation and Practical Skills
CO3	Able to foster a culture of experimentation, promote idea championship, implement co-creation, and understand the link between innovation and intellectual property rights (IPR).	Ap	P	Classroom Discussion and Case studies
CO4	Able to gain insights into business models, successful entrepreneurship, social entrepreneurship, Blue Ocean Strategy implementation, reasons for business model failure, and managing investors for innovation.	Ap	C	Standardized Test
CO5	Able to navigate innovation marketing, technological innovation management, sustainability integration, and the role of AI in enhancing creativity in innovation management.	Ap	P	Observation and Case Studies
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				

# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
Metacognitive Knowledge (M)

**Detailed Syllabus:**

Module	Unit	Content	Hrs (45)	Internal (25)	External (50)
<b>I</b>	<b>Business Landscape and Innovation Basics:</b>		<b>9</b>	<b>20</b>	<b>12</b>
	1	Overview of the Current Business Landscape- Factors Influencing Business Dynamics			
	2	Introduction to Innovation and Creativity			
	3	Characteristics, Importance, Principles of Innovation, Process of Innovation			
	4	Types of Innovation and The School of Innovation			
	5	Types of Innovation- Understanding Different Innovation Schools			
	6	Ethics in Innovation			
	7	Social Impact of Innovation- Inclusive Innovation			
<b>II</b>	<b>Navigating Innovation Challenges and Management:</b>		<b>9</b>		<b>12</b>
	8	Innovation management- Challenges of Innovation			
	9	Identifying and Addressing Challenges in Innovation			
	10	Idea Management Systems and Creative Thinking			
	11	Divergent vs. Convergent Thinking			
	12	Developing an Entrepreneurial Mindset-Prototyping to Incubation			
<b>III</b>	<b>Experimentation, Co-creation, and Entrepreneurial Thinking:</b>		<b>9</b>		<b>12</b>
	14	Experimentation in Innovation Management-Importance of Experimentation in Business			
	15	Idea Championship and Co-creation for Innovation			
	16	Intrapreneurship and Corporate Innovation-Metrics and Key Performance Indicators (KPIs) in Innovation			
	17	IPR-Innovation and IPR-Types of IPR -Patents in India - Case studies			
<b>IV</b>	<b>Business Models, Entrepreneurship, and Blue Ocean Strategy:</b>		<b>9</b>		<b>14</b>
	18	Business Model and Entrepreneur- Understanding Business Models			
	19	Social Entrepreneurship and Introduction to Blue Ocean Strategy			
	20	Blue Ocean Strategy Implementation- Steps for Successful Implementation			
	21	Business Model Failure-Reasons and Remedies			
	22	Future markets and Innovation need for India.			
<b>V</b>	<b>Open End Module</b>		<b>9</b>	<b>5</b>	
		Case Study			



	Business Model Workshops: Organize workshops that focus on analysing and designing business models using tools.			
	Entrepreneurial Pitch Competitions:			
	Reflection Essays on Innovation Leaders			
	Industry Immersion Experiences.			

### Mapping with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	3	2	2	3	1	1	1	2	2	3
CO 2	3	3	3	3	2	3	2	1	2	2	3
CO 3	2	3	3	2	1	3	3	2	3	2	3
CO 4	3	3	3	3	3	3	2	3	2	3	2
CO 5	2	1	2	1	3	2	2	2	3	1	3

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

#### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report

- f. Case study report
  - g. Team project report
  - h. Literature survey
  - i. Standardized Test
- Formative Assessment (FA)
- hh. Practical Assignment
  - ii. Viva
  - jj. Quiz
  - kk. Interview
  - ll. Class Discussion
  - mm. Seminar
  - nn. Group Tutorial work
  - oo. Home assignments
  - pp. Self and peer Assessments
  - qq. Oral presentations
  - rr. Observation of practical skills

## **REFERENCES**

1. C S G Krishnamacharyulu & Lalitha R. Innovation Management. Himalaya Publishing House.
2. James A Christiansen. Competitive Innovation Management. Macmillan Business.
3. Paul Trott. Innovation Management & New Product Development. Pitman.
4. Peter F. Drucker. Innovation and Entrepreneurship. Harper Business.
5. Arvind Kumar Bhatt. Innovation And Entrepreneurship. Laxmi Publications Pvt Ltd.
6. Leonard Alan Ferman. Business Creativity and Innovation. Cognella, Incorporated.
7. Demetris Vrontis, Evangelos Tsoukatos Rogdia. Business Model Innovation New Frontiers and Perspectives. Taylor & Francis.

## **SUGGESTED READINGS:**

### **A-BOOKS**

1. " Business Innovation A Case Study Approach " by Vijay Pandiarajan, Publisher: Taylor & Francis
2. "Indian Innovators: 20 Brilliant Thinkers Who Are Changing India" by Akshat Agrawal, Publisher: Rupa Publications
3. " Blue Ocean Strategy How to Create Uncontested Market Space " by Andreas Mebert, Stephanie Lowe, Publisher: Taylor & Francis Group
5. " Innovation and IPRs in China and India Myths, Realities and Opportunities " by Kung-Chung Liu, Uday S. Racherla, Publisher: Springer Nature Singapore

### **B- ARTICLES**

6. " Innovation and business survival: A long-term approach ", Authors: José M. Ortiz-Villajos, Sonia Sotoca, Journal: Research Policy Volume 47, Issue 8, October 2018, Pages 1418-143
7. " Sustainable business model innovation: A review " Authors: Martin Geissdoerfer, Doroteya Vladimirova, Steve Evans, Journal: Journal of Cleaner Production Volume 198, 10 October 2018, Pages 401-416

Programme	BBA				
Course Code					
Course Title	<b>Operations Management</b>				
Type of Course	<b>Core Course</b>				
Semester	5				
Academic Level	300 - 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	The course is oriented to familiarize the students with fundamentals of Operations Management, and tools and techniques used in taking decisions in operating and controlling the Production and Service Industries. Emphasis is on managerial processes for effective operations in both goods-producing and service-rendering organization globally				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Enable the learner to explain the basic concepts and terms related to Production and Operations and its importance in an industrial organization.	U	C	Instructor-created exams / Quiz
CO2	To equip the students with operations management concepts, strategies and tools for effective utilization of resources and meeting customer expectations. Apply the decision models to various real time problems.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Describe MRP & CRP concepts, inventory types and its objectives and calculate EOQ using various models. Develop the optimum schedule for allocation of machines and jobs. To identify the bottlenecks and apply various methods to eliminate.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Familiarize the students with various tools and techniques used by operations managers for	U	C	Instructor-created exams / Home Assignments

	operational, tactical and strategic decision making.			
CO5	The ability to make decisions and plan, develop, execute and control Operations strategies	Ap	P	One Minute Reflection Writing assignments
CO6	Enhance management skills needed for the effective operations management and make decisions concerning OM Strategies, designs and operations with high level personal autonomy and accountability.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Global Operations Management</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Global Operations Management: Overview and Evolution			
	2	Competitive Priorities and Operations Strategy			
	3	New Product Development in a Global Context: Manufacturability and Reliability			
	4	Quality Management for Global Operations: Quality Cost and TQM			
	5	Global Operations Performance Metrics: KPIs			
<b>II</b>	<b>Tools and Techniques for Global Operations Management</b>		<b>12</b>	<b>20</b>	<b>18</b>
	6	Statistical Process Control for Quality Management: Control Charts			
	7	Process and Capacity Design in Global Operations: Bottlenecks, capacity constraints and operational hedging strategies.			
	8	Forecasting Techniques for Global Operations: Qualitative and quantitative, error in forecasting methods			
	9	Global Inventory Management and Control: ABC and EOQ			
	10	Just-in-Time and Lean Systems Strategies for Global Operations			
<b>III</b>	<b>Operations Planning and Execution in a Global Context</b>		<b>12</b>	<b>20</b>	<b>18</b>
	11	Production and Demand Planning for Global Operations: Scheduling and flowtime			
	12	Learning Curves and Human Resource Planning for Global Operations: learning rates, procedure durations, and future costs			

	13	Supply Chain Management and Risk Mitigation: Purchasing and Warehousing			
	14	Advanced Topics in Global Inventory Management: MRP and Bullwhip Effect			
<b>IV</b>	<b>Advanced Topics in Global Operations Management</b>		<b>12</b>	<b>18</b>	
	15	Facilities Location and Layout Strategies for Global Operations: Offices, supermarkets, warehouses, and processes			
	16	Advanced Topics in Global Quality Management: Quality standards and certifications			
	17	Comparison of operations management practices in different regions/countries (e.g., Asia, Europe, etc.)			
	18	Role of technology and innovation in enhancing global operations performance			
	19	Considering the environmental impact of global operations.			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>• Case Studies - Real-world examples illustrating concepts learned. Group Discussions and Analysis of Case Studies.</li> <li>• Practical Applications - Application of Learned Principles to Simulated Scenarios</li> <li>• Sustainability in Operations: Environmental Sustainability considerations, Social Responsibility in Operations, Sustainable Supply Chain Practices</li> </ul>			

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	2	2	2	1	2	1	2
CO 2	3	3	2	3	2	3	1	2	2	1	3
CO 3	3	3	2	3	2	2	1	1	2	2	2
CO 4	2	2	2	2	2	1	2	1	1	2	1
CO 5	3	2	2	3	2	3	2	2	1	2	3

CO 6	2	2	3	2	2	3	1	1	2	2	3
---------	---	---	---	---	---	---	---	---	---	---	---

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

**REFERENCES**

1. Pannerselvam (2012), *Production and Operations Management*, 3rd edition, Prentice Hall, India

2. Buffa, E.S, Sarin RK (2008), *Modern Production/ Operations Management*, John Wiley & Sons
3. Chase, Shankar & Jacob (2010), *Operations & Supply Chain Management*, 14th Edition, McGraw Hill
4. Aswathappa, K and Sridhara Bhat (2014), *Production and Operations Management*. Himalaya Publishing House.
5. Chunawalla, S. A., (2012), *Production and Operations Management*, Fourth Edition, Himalaya Publishing House, New Delhi.
6. Everett E., Adam Jr. & Ronald J Ebert, *Production and Operation Management*, Fifth edition, Prentice Hall of India.

**SUGGESTED READINGS:**

- a. Monden Y, 1993, *Toyota Production System*, Industrial Engineering and Management Press – Institute of Industrial Engineering, Norcross, Georgia
- b. Schroeder, R. G., Rungtusanatham, M. J., & Goldstein, S. M. *Operations Management in the Supply Chain: Decisions and Cases*. McGraw Hill
- c. Ricks, D. A. *International Operations Management: Lessons in Global Business*. Routledge
- d. Swink, M., Melnyk, S., Cooper, M. B., & Hartley, J. L. (Year of Publication). *Managing Operations Across the Supply Chain*. McGraw Hill.
- e. Smith, J. D., & Johnson, L. M. *Global Operations Management: Trends and Challenges*. *Journal of Operations Management*, Volume(Issue), Page Range.
- f. Linda G. Sprague (March 2007), *Evolution of the field of operations management*, *Journal of Operations Management* Volume 25, Issue 2, Pages 219-238
- g. [https://www.researchgate.net/publication/337582724\\_Operations\\_Management\\_A\\_Research\\_Overview](https://www.researchgate.net/publication/337582724_Operations_Management_A_Research_Overview)

Course Code					
Course Title	<b>Behavioural Finance</b>				
Type of Course	<b>Core Course</b>				
Semester	5				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This course introduces the field of behavioural finance and underlines its importance as a driving force in the global markets. It provides conceptual framework of behavioural finance based on traditional and modern theories. This course imparts the psychological aspects and challenges underlying the issue of rational and irrational behaviour and demonstrates the impact of news and timing from the corporate angle and highlights the ramifications of effective news communication.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the concept of Behavioural Finance	U	C	Standardised Test
CO2	Apply analytical skills for financial decision making	Ap	P	Case Study and Classroom Discussion
CO3	Identify the behavioural bias and psychological characteristics of investors	Ap	P	Case Study and Classroom Discussion
CO4	Develop strategies to manage wealth effectively and wisely from mispriced assets	Ap	P	Case Study and Classroom Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Basics of Behavioural Finance</b>		<b>10</b>	<b>20</b>	<b>16</b>
	1	Nature, Scope, Objectives, Significance and Application of Behavioural Finance			
	2	Psychology of Financial Markets and Investor Behaviour			
	3	Behavioural Finance Market Strategies			
	4	Prospect Theory and Mental Accounting - Investors Disposition Effect			
<b>II</b>	<b>Building Block of Behavioural Finance</b>		<b>12</b>		<b>18</b>
	5	Cognitive Psychology and Limits to Arbitrage			
	6	Demand by Arbitrageurs			
	7	Risk , Noise, Trader Risk, Professional Arbitrage			
	8	Destabilizing Informed Trading, Expected Utility as a Basis for Decision Making			
<b>III</b>	<b>Rationality</b>		<b>14</b>		<b>18</b>
	9	Ellsberg's Paradoxes			
	10	Rationality from an Economics and Evolutionary Prospective			
	11	Different Ways to Define Rationality, Dependence on Time Horizon,			
	12	Individual or Group Rationality			
	13	Herbert Simon and Bounded Rationality			
	14	Demand by Average Investors			
	15	Belief Biases, Limited Attention and Categorization			
	16	Non -Traditional Preferences			
	17	Bubbles and Systematic Investor Sentiment			
<b>IV</b>	<b>Investor Behaviour</b>		<b>12</b>		<b>18</b>



	18	External factors and Investor Behaviour			
	19	Fear and Greed in Financial Market			
	20	Emotions and Financial Markets			
	21	Geomagnetic Storm			
	22	Statistical Methodology for Capturing the Effects of External Influence of Stock Market Returns			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>• Bias Diary Project: Assign students to keep a "bias diary" for a few weeks, where they note down any personal financial decisions and identify what biases might have influenced these decisions (confirmation bias, loss aversion, etc.)</li> <li>• Case Studies on Financial Bubbles and Crashes: Use historical and contemporary case studies of financial bubbles and crashes (e.g., the Dot-com bubble, the 2008 financial crisis) to explore the psychological factors that contribute to these events</li> </ul>			

#### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	2	1	3	3	3	2	2	3	2
CO 2	3	2	3	3	3	2	3	2	2	3	2
CO 3	3	2	3	3	3	3	3	2	2	3	2
CO 4	3	3	2	3	3	2	3	2	2	3	3

#### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### Assessment Rubrics:

#### Mode of Assessment - CCA (Continuous Comprehensive Assessment) -

#### Summative Assessment (SA)

##### a. Written Test

- b. Open Book Test
- c. Problem Based Assignments
- e. Individual Project Report
- f. Case Study Report
- g. Team Project Report
- h. Literature Survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial Work
- h. Home Assignments
- i. Self and Peer Assessments
- j. Oral Presentations
- k. Observation of Practical Skills

**REFERENCES**

1. Sulphery, M. M. (2014). Behavioral finance. New Delhi: PHI Learning Private Limited.
2. Mauboussin, M. (2018). More than you know: Finding financial wisdom in unconventional places. New York: Columbia Business School Publishing.
3. Forbes, W. (2016). Behavioral finance. New Jersey: Wiley.
4. Montier, J. (2015). The little book of behavioural investing: How not to be your own worst enemy. New Jersey: John Wiley & Sons

**SUGGESTED READINGS:**

1. Chandra, P, Behavioural Finance, Chennai, Tata Mc Graw Hill Education.
- Lucy F. Ackert and Richard Deaves, Behavioural Finance; Psychology, Decision Making and Markets, Ohio, Cengage Learning.

Programme	BBA				
Course Code					
Course Title	<b>Business Research Methods</b>				
Type of Course	<b>Core Course</b>				
Semester	5				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					

Course Summary	This course focuses on developing a strong understanding of cost, revenue, and profit in a business, as well as recording and interpreting financial data. It provides students with the necessary knowledge and skills to communicate effectively using financial data.
----------------	--

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Enable the learner to explain concepts of expenses, income, and profit of an organisation.	U	C	Instructor-created exams / Quiz
CO2	Enable the learner to apply the accounting principles and standards to record the business transactions.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Develop practical skills in the preparation of financial statements.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Enable the learner to understand the financial health of a business.	U	C	Instructor-created exams / Home Assignments
CO5	Interpret and communicate financial data effectively using appropriate tools and techniques.	Ap	P	One Minute Reflection Writing assignments
CO6	Apply innovative financial strategies to improve business performance and profitability.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Research</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Research: Nature, Meaning & Scope, Types			
	2	Qualities of a good researcher, Steps involved in Research Process			
	3	Variables in Research, Formulation and Defining of Research Problem, Writing Research Questions.			
	4	Development of Conceptual Framework			

	5	Sources of Literature Review, Writing Literature Review.			
	6	Research problem & Hypothesis: Operationalizing the Research Problem and Formulation of Hypothesis			
	7	Need and Significance of Hypothesis, Meaning and Types of Hypotheses			
<b>II</b>	<b>Sampling and Research Design</b>		<b>12</b>	<b>18</b>	
	8	Choosing the appropriate Research Design - Exploratory, Descriptive, and Conclusive research, Experimental Research designs			
	9	Qualities of a good Research Design			
	10	Sampling: Sampling Procedure			
	11	Types of Sampling Techniques (Probability and Non-probability)			
	12	Sample Size, Sampling Errors, Reliability and Validity in Research.			
<b>III</b>	<b>Collection of Data and Data Processing</b>		<b>12</b>	<b>18</b>	
	13	Sources of Collection of Data: Secondary Sources, Primary Sources –Observation Method, Interview method, Questionnaire, and Schedule			
	14	Design and Development of Questionnaire.			
	15	Measurement scales: Nominal Scale, Ordinal Scale, Interval Scale, Ratio Scale			
	16	Scaling Techniques: Comparative and Non-Comparative scaling Techniques.			
	17	Techniques and Tools for Data Collection, Pre-testing, and Pilot Study.			
	18	Processing of Data, Classification, Editing, Coding, Tabulation.			
	19	Testing of Hypothesis - Errors in Testing - Type-I and Type-II Errors			
	20	One-Tailed and two-Tailed Tests, Level of Significance, Parametric Tests			
	21	Non-Parametric Tests, Interpretation of Test Results			
	22	Use of Computer in Data Processing.			
<b>IV</b>	<b>Report Writing and Presentation</b>		<b>12</b>	<b>18</b>	
	23	Research Report, Types of Reports, Style of Reporting Documentation			
	24	Qualities of a Good Report			
	25	Citation, Footnotes, References, Bibliography, APA, and MLA Format			
	26	Research Ethics – Ethical Issues in Research, Plagiarism			
	27	Plagiarism Checkers, Salami Slicing, Falsification, Fabrication, Duplicate Submission, Data Manipulation.	<b>12</b>	<b>100</b>	
<b>V</b>	<b>Open Ended Module</b>				
		<ul style="list-style-type: none"> <li>Research Design Workshop: Organize interactive workshops where students learn to design research projects from scratch. Cover essential components such as formulating research questions, choosing</li> </ul>			

		<p>appropriate research methodologies (qualitative, quantitative, mixed methods), and designing data collection tools (surveys, interviews, observations). Students can work in groups to design a research proposal on a current business issue, encouraging collaborative learning and creativity in approach.</p> <ul style="list-style-type: none"> <li>• Peer-Reviewed Journal Club: Create a journal club where students regularly meet to discuss and critique recent articles from peer-reviewed business journals.</li> <li>• Research Ethics Seminar: Organize seminars or workshops on research ethics, focusing on issues such as data privacy, informed consent, and ethical considerations in business research. Engaging students in discussions and case studies related to ethical dilemmas in research can deepen their understanding of the importance of ethics in the research process.</li> <li>• Dissertation/Thesis Proposal Defence: For advanced students, organizing a mock thesis or dissertation proposal defence can provide a comprehensive learning experience. This involves writing a research proposal, presenting it to a panel of peers and faculty, and defending the methodology and significance of their proposed research.</li> </ul>			
--	--	---	--	--	--

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	2	2	2	1	2	1	2
CO 2	3	3	2	3	2	3	1	2	2	1	3
CO 3	3	3	2	3	2	2	1	1	2	2	2
CO 4	2	2	2	2	2	1	2	1	1	2	1
CO 5	3	2	2	3	2	3	2	2	1	2	3

CO 6	2	2	3	2	2	3	1	1	2	2	3
---------	---	---	---	---	---	---	---	---	---	---	---

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

**REFERENCES**

1. S. Kevin, Research Methodology for Social Sciences, Ane Books Pvt.Ltd, New Delhi, 2019.
2. Deni Elliott& Judie Stern, Research Ethics: A Reader, University Press of New England,1997
3. Kothari C. R, Research Methodology: Methods and Techniques, New Age International (P) Ltd., Publishers,2004
4. Sharma C.K, Jain M K, Research Methodology, New Delhi, Shree Publishers, 2008.
5. Russell Bernard H., Gery W. Ryan, Analysing Qualitative Data: Systematic Approaches, SAGE Publications,2010

6. John Creswell, Research Design: Qualitative, Quantitative, and mixed methods approach. Fourth edition, Sage Publications, 2013
7. Singh A.K., Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan Publishers & Distributors, New Delhi, 2017
8. Sharma K.R, Research Methodology, New Delhi, National Publishing House, 2004
9. Hair, Anderson, Tatham and Black, 5th Edition, Multivariate Data Analysis, ISBN 10: 0138948585 / ISBN 13: 9780138948580, Published by Prentice Hall College Div, 1998
10. Gummesson, E. Qualitative methods in Management Research, Sage publications, 1991

**SUGGESTED READINGS:**

1. C.R. Kothari (2013), Research Methodology: Methods and Techniques, New Age International
2. Ulin P, Robinson E, Tolley E. (2005), Qualitative Methods in Public Health: A field guide for Applied Research, Medicine & Science in Sports & Exercise
3. John Creswell (2013). Research Design: Qualitative, Quantitative, and mixed methods approach. Fourth edition, Sage Publications

Programme	BBA				
Course Code					
Course Title	<b>Communicating With AI</b>				
Type of Course	<b>SEC</b>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	3	3	-		45
Pre-requisites					
Course Summary	<p>In the rapidly evolving landscape of artificial intelligence (AI), the ability to effectively communicate and collaborate with AI systems has become an essential skill for professionals across various disciplines. "Communicating with AI is an innovative course designed to equip students with the foundational knowledge and practical skills necessary to navigate the complex interactions between humans and AI systems. This course delves into the multifaceted nature of AI communication, examining both the technical underpinnings and the broader societal implications.</p>				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the fundamental principles of AI and machine learning, including how AI systems	U	C	Practical Assignment / Observation of Practical

	are designed, trained, and deployed.			Skills
CO2	Develop skills in designing, implementing, and evaluating human-AI interfaces, with a focus on enhancing usability, accessibility, and effectiveness.	Ap	P	Seminar Presentation / Group Tutorial Work
CO3	Analyze the ethical, cultural, and societal dimensions of AI communication, emphasizing the importance of responsible AI development and usage.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Apply communication theories and practices in the context of AI, fostering meaningful interactions between humans and machines.	U	C	Practical Assignment / Observation of Practical Skills
CO5	Engage in interdisciplinary research and projects that explore innovative approaches to AI communication in various sectors, including education, healthcare, business, and entertainment.	Ap	P	Seminar Presentation / Group Tutorial Work
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Internal (25)	External (50)
<b>I</b>	<b>Artificial Intelligence and Business Administration</b>		<b>9</b>	<b>20</b>	<b>12</b>
	1	Basics of Artificial Intelligence (AI)-Definition and Scope of AI			
	2	Historical Context and Evolution of AI			
	3	Applications of AI in Business and Daily Life			
	4	Ethical considerations in AI			
	5	Role of AI in Business Administration-AI and Decision Making in Business-AI in Marketing, Finance, HR, and Operations			
	6	Real-Successful AI Implementations			
	7	Challenges and Risks associated with AI in business			
	8	Integrating AI into Business Strategy-Strategies for incorporating AI in business operations			
	9	Impact of AI on Business Models			
	10	Developing a Competitive Edge through AI adoption.			
<b>II</b>	<b>Business Analytics and Decision Support Systems</b>		<b>9</b>		<b>12</b>



	11	Understanding Business Analytics-Introduction to Business Analytics and its Significance: Key Concepts- Descriptive, Predictive, and Prescriptive Analytics			
	12	Tools and Techniques for Business Analytics.			
	13	Decision Support Systems (DSS)-Role of DSS in Business Decision-Making			
	14	Components of DSS: Data Models, and User Interface.			
	15	Data-Driven Decision Making-Importance of data in Decision-Making			
	16	Data Collection, Processing, and Analysis			
	17	Implementing Data-Driven Decision-Making in Business			
	18	AI-Powered Business Intelligence-Integration of AI in Business Intelligence			
	19	AI-Driven Analytics Tools and Platforms			
<b>III</b>	<b>Promoting and Implementing AI in Business</b>		<b>9</b>		<b>13</b>
	20	Promoting AI Adoption in Organizations-Strategies for promoting AI adoption-Building Awareness and Overcoming Resistance, Aligning AI with Business Goals.			
	21	AI Project Management-Project Planning and Execution for AI implementations			
	22	Managing resources and Timelines, Monitoring and Evaluating AI projects.			
	23	AI and Entrepreneurship-Opportunities for Entrepreneurs in the AI space-			
	24	AI-Driven Startups, Challenges and Risks in AI Entrepreneurship.			
	25	Ethical and Social Implications of AI in Business-Ethical considerations in AI decision-making-Social Impact and Responsibility of Businesses using AI, Current Issues and Future Trends.			
<b>IV</b>	<b>Communication Strategies for AI Integration in Business Administration</b>		<b>9</b>		<b>13</b>
	26	Understanding AI Communication Basics- Introduction to AI Communication and its Significance in Business Administration			
	27	Fundamentals of Natural Language Processing (NLP) and its Applications in AI Communication			
	28	Exploring Chatbots, Virtual Assistants, and other AI Communication Tools			
	29	Tailoring Messages for AI Interfaces -Adapting Communication Strategies for different AI platforms and Interfaces			
	30	Crafting effective dialogues for Chatbots and Virtual Assistants, Personalization Techniques in AI Communication for enhanced User Engagement			
	31	Enhancing User Experience through AI Communication - Understanding User Intent and Context in AI interactions			

	32	Implementing feedback mechanisms to improve AI communication, Designing user-friendly AI interfaces for seamless interactions			
<b>V</b>	<b>Open-Ended Module</b>		<b>9</b>	<b>5</b>	
	1	Hands-on exercises with AI-based analytics tools			
	2	Ethics Debate: AI in Society -Organize a debate or panel discussion on the ethical implications of AI in various sectors such as healthcare, finance, and criminal justice. Students research and present arguments on topics like AI bias, privacy concerns, and the future of employment.			
	3	AI in Healthcare Case Studies: Analyze and discuss case studies where AI technologies are applied in healthcare, such as diagnostic tools, personalized medicine, and patient monitoring systems. Students could also engage with guest speakers from the industry.			

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	2	2	2	1	2	1	2
CO 2	3	3	2	3	2	3	1	2	2	1	3
CO 3	3	3	2	3	2	2	1	1	2	2	2
CO 4	2	2	2	2	2	1	2	1	1	2	1
CO 5	3	2	2	3	2	3	2	2	1	2	3

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

### REFERENCES

1. Peter J. A. Shaw - "Introduction to Business Analytics: Using Artificial Intelligence" (2019, Springer)
2. Dursun Delen - "Business Analytics: Data Analysis & Decision Making" (2019, Cengage Learning)
3. Jay Liebowitz - "Business Analytics and Cyber Security Management in Organizations" (2019, CRC Press)
4. V. Sasi Kumar - "Business Intelligence and Analytics" (2018, Pearson Education India)
5. Tapan K. Panda - "Business Analytics: Concepts, Theories, and Applications" (2019, Oxford University Press)

### **SUGGESTED READINGS:**

#### **Books:**

1. "Competing on Analytics: Updated, with a New Introduction" by Thomas H. Davenport and Jeanne G. Harris (2017, Harvard Business Review Press)
2. "The AI Advantage: How to Put the Artificial Intelligence Revolution to Work" by Thomas H. Davenport (2018, MIT Press)

#### **Articles:**

1. Davenport, T. H., & Ronanki, R. (2018). "Artificial intelligence for the real world." Harvard Business Review.
2. Marr, B. (2016). "What is artificial intelligence?" Forbes.
3. Manyika, J., et al. (2017). "Artificial intelligence: The next digital frontier?" McKinsey Global Institute.

Programme	BBA				
Course Code					
Course Title	<b>Networking In Business</b>				
Type of Course	<b>Core Course / Minor</b>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites					
Course Summary	The students will be able to assess the importance of people, teams and networks for business success, understand the various types of business networks, various networking skills required in business, apply the skills to develop own networks, achieve skills to resolve conflicts easily and understand the role of social media in business networking.				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Assess the importance of people, teams and networks for business success.	U	C	Instructor-created exams / Quiz
CO2	Understand the various types of business networks	U	C	Practical Assignment / Observation of Practical Skills
CO3	Achieve the various networking skills required in business to resolve conflicts easily	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Apply the skills to develop own networks	Ap	P	Instructor-created exams / Home Assignments
CO5	Understand the role of social media in business networking.	AP	P	One Minute Reflection Writing assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

#### Detailed Syllabus:

Module	Unit	Content	Hrs (75)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Networking</b>		<b>10</b>	<b>10</b>	<b>16</b>
	1	Importance of People-Team, Roles within a team, Methods to develop a team			
	2	Essential Components of Networking			
	3	Traditional Networking Strategies like Conferences, City Council Meetings etc.			
<b>II</b>	<b>Business Networking-Types-Skills required for Networking</b>		<b>12</b>		<b>18</b>
	5	Business Networking: Goals and Strategies for Business Networks			
	6	Types of Business Networks-Formal and Informal Business Networks			
	7	Building and Expanding Professional Networks			
	8	Networking Skills-Networking across Cultural Boundaries			
<b>III</b>	<b>Networking Tools and Strategies</b>		<b>12</b>		<b>18</b>
	9	Networking Opportunities -			
	10	Networking Tools			
	11	Effective Networking Strategies			
	12	Common Mistakes in Business Networking			
	13	Developing and Managing a Business Contact Database			
<b>IV</b>	<b>Technology to Network</b>		<b>11</b>		<b>18</b>
	18	Internet Communication, Networking in Social Media, Creating Business Connections through Google+, X, Facebook			
	19	Role of social media in Business Communication-			
	20	Benefits and Disadvantages of using Social Media as a Networking Strategy			
	21	Guidelines for using Instant and Text Messaging in Workplace			
	22	Building Business Connection by Blogging.			
<b>V</b>	<b>Practicum</b>		<b>30</b>	<b>20</b>	
		<ul style="list-style-type: none"> <li>Case Studies and Discussion Forums: Present students with current case studies on networking challenges faced by organizations, including topics like managing remote work infrastructure, dealing with DDoS attacks, or implementing zero-trust networks. Following the case study analysis, facilitate discussion forums where students can debate solutions and strategies, encouraging them to apply critical thinking to real-world problems.</li> <li>Policy and Regulation Analysis: Engage students in analysing and debating current policies and regulations affecting the internet and networking, such as net neutrality, data protection laws (GDPR, CCPA), and cybersecurity standards.</li> </ul>			

		<ul style="list-style-type: none"> <li>• Guest Speaker Series: Invite industry professionals and experts to talk about current challenges and trends in the networking field, including the future of networking, cybersecurity threats, and the evolution of network technologies.</li> </ul>			
--	--	--	--	--	--

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	3	3	1	2	1	3	1	1
CO 2	3	2	2	3	3	2	2	1	1	1	2
CO 3	3	3	2	3	3	3	3	3	2	3	3
CO 4	3	2	3	3	1	3	3	3	3	3	3
CO 5	3	2	2	3	3	2	3	3	3	3	2

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

##### Summative Assessment (SA)

- Written test
- Open book test
- Problem based assignments
- Individual project report
- Case study report
- Team project report
- Literature survey

- h. Standardized Test
- Formative Assessment (FA)
- a. Practical Assignment
  - b. Viva
  - c. Quiz
  - d. Interview
  - e. Class Discussion
  - f. Seminar
  - g. Group Tutorial work
  - h. Home assignments
  - i. Self and peer Assessments
  - j. Oral presentations
  - k. Observation of practical skills

## REFERENCES

1. Carnegie, D. How to win friends and influence people.
2. Young, D. Crucial skills to improve your conversations.
3. Carbary, J. Content based networking.
4. Higdon, R., & Higdon, J. Freakishly effective social media for network marketing.
5. Labarr, A. S. The Power of Networking.
6. Kellog, T. Networking Mistakes.
7. Salpeter, M. Social Networking for Career Success.

Programme	BBA				
Course Code					
Course Title	<b>Total Quality Management</b>				
Type of Course	<b>Core Course / Minor</b>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This course introduces the principles of Total Quality Management (TQM), a customer-oriented approach that emphasizes continuous improvement in all aspects of business operations. Aimed at graduate students and professionals seeking to deepen their understanding of quality management systems, the curriculum is designed to foster a comprehensive understanding of TQM's role in enhancing organizational performance and competitiveness.				

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
----	--------------	------------------	---------------------	-----------------------

CO1	Understand the Evolution and Principles of TQM	U	C	Standardised Test
CO2	Grasp Core TQM Concepts	Ap	P	Case Study and Classroom Discussion
CO3	Apply TQM Tools and Techniques	Ap	P	Case Study and Classroom Discussion
CO4	Analyse TQM Implementation Strategies	U	C	Standardised Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Overview of Total Quality Management</b>		<b>10</b>	<b>20</b>	<b>16</b>
	1	Concept, Meaning, Definition of Quality			
	2	Need for Quality, Evolution of Quality			
	3	Dimensions of Product and Service Quality			
	4	Basic Concepts of TQM			
	5	TQM Framework			
	6	Contributions of Deming, Juran and Crosby			
	7	Barriers to TQM			
	8	Customer Focus, Customer Orientation, Customer Satisfaction, Customer Complaints, Customer Retention			
<b>II</b>	<b>TQM Principles</b>		<b>12</b>	<b>18</b>	
	5	Leadership - Quality Statements			
	6	Strategic quality planning, Quality Councils			
	7	Employee Involvement, Motivation, Empowerment, Team and Teamwork, Recognition and Reward			
	8	Performance Appraisal			
	9	Continuous Process Improvement, PDCA Cycle, 5S, Kaizen			
	10	Supplier Partnership, Partnering, Supplier Selection, Supplier Rating			
<b>III</b>	<b>TQM Tools and Techniques</b>		<b>14</b>	<b>18</b>	
	9	The Seven Traditional Tools of Quality			
	10	New Management Tools - Six Sigma-Concepts			
	11	Bench Marking- Concepts			
	12	Reason to Bench Mark FMEA			
	13	Stages, Types			
	14	Quality Circles			
	15	Cost of Quality			
16	Quality Function Deployment (QFD)				



	17	Taguchi Quality Loss Function, TPM, Concepts, Improvement Needs			
	18	Performance Measures			
<b>IV</b>	<b>Quality Management System</b>		<b>12</b>	<b>18</b>	
	18	Introduction, Benefits of ISO Registration			
	19	ISO 9000 Series of Standards, Sector-Specific Standards: AS 9100, TS16949, TL 9000, ISO 9001			
	20	Requirements, Implementation, Documentation, Audits, Registration			
	21	Environmental Management System: Introduction, ISO 14000 Series Standards, Concepts of ISO 1400, Requirements of ISO 14001			
	22	Benefits of EMS			
<b>V</b>	<b>Open Ended Module:</b>		<b>12</b>	<b>10</b>	
	<ul style="list-style-type: none"> <li>• Quality Improvement Projects: Assign students to small groups and task them with identifying a real-life problem either within the university or a local business. They will apply TQM tools and techniques, such as the PDCA cycle, 5 Whys analysis, or Six Sigma methodologies, to propose and, if possible, implement improvements.</li> <li>• Case Study Analysis and Presentation: Utilize case studies of successful and unsuccessful TQM implementations across various industries. Students will analyse these cases to understand the factors that led to success or failure, focusing on leadership, culture, customer focus, and continuous improvement. They will present their findings and recommendations, fostering public speaking skills and critical analysis.</li> <li>• Guest Lectures and Industry Visits: Invite quality management professionals from different industries to share their experiences and insights on TQM practices, challenges, and outcomes. Organize visits to companies that are renowned for their TQM practices, allowing students to observe TQM in action and engage with professionals in the field.</li> </ul>				

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	1	3	3	3	2	2	3	1

CO 2	3	3	3	3	3	3	3	2	2	3	3
CO 3	3	3	3	3	3	3	3	2	2	3	3
CO 4	3	3	3	3	3	3	3	2	2	3	3

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment - CCA (Continuous Comprehensive Assessment) -

##### Summative Assessment (SA)

- a. Written Test
- b. Open Book Test
- c. Problem Based Assignments
- e. Individual Project Report
- f. Case Study Report
- g. Team Project Report
- h. Literature Survey
- i. Standardized Test

##### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial Work
- h. Home Assignments
- i. Self and Peer Assessments
- j. Oral Presentations
- k. Observation of Practical Skills

### REFERENCES

- a. Evans, J. R., & Lindsey, W. M. (2012). The Management and Control of Quality (8th ed., First Indian ed.). Cengage Learning.

- b. Janakiraman, B., & Gopal. (2006). Total Quality Management - Text and Cases. Prentice Hall of India Pvt. Ltd.
- c. Suganthi, L., & Anand Samuel. (2006). Total Quality Management. Prentice Hall of India Pvt. Ltd.

Programme	BBA				
Course Code					
Course Title	<b>Sustainable Business Environment</b>				
Type of Course	<b>VAC</b>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites					
Course Summary	<p>This course begins with an introduction to the business environment, providing a foundational understanding of the external factors that impact businesses. Students then delve into the political and economic environment, examining how government policies and macroeconomic trends influence business operations and strategies. Next, the focus shifts to sustainable business practices, where learners explore ways to align business activities with environmental and social responsibility for long-term viability. Finally, the course covers the technological and socio-cultural environment, equipping students with insights into how technological advancements and cultural dynamics shape industries and consumer behavior. Through these modules, students gain a holistic understanding of the multifaceted business landscape, preparing them to navigate complexities and drive sustainable business growth.</p>				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Enable learner to gain a comprehensive grasp of the external factors shaping organizational operations, strategies, and performance, facilitating informed decision-making for sustained success	U	C	Standardized Test

CO2	Enable the learner to analyze the government influence on business environment, comprehend the intricate relationship between regulatory policies and business operations, enabling adept navigation of legal frameworks for sustainable growth and compliance.	Ap	P	Observation and Practical Skills
CO3	Enable the learner to grasp the significance of macroeconomic factors and global trends in shaping business decisions and strategies for sustained profitability.	Ap	P	Observation and Practical Skills
CO4	Enable the learner to understand the impact of government policies and regulations on business operations, enabling strategic adaptation to navigate regulatory complexities and foster sustainable growth.	U	C	Standardized Test
CO5	Enable learner to analyze how innovations drive industry evolution, while in the socio-cultural module, analyze cultural dynamics to adapt strategies for diverse consumer markets.	Ap	P	Case Study
CO6	Enable students to explore sustainable business practices to ensure long-term viability and positive impact on both society and the environment	Ap	P	Observation and Practical Skills
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Internal (25)	External (50)
<b>I</b>	<b>Business and It's environment</b>				
	1	Business – Nature, Concepts and Meaning.			

	2	Business environment- Nature, Concepts and Meaning.			
	3	Business Environment- Components			
	4	Business Environment- Types and its Role in Business			
	5	Role of Economic Policy in Business.	9		12
	6	Business Ethics			
<b>II</b>	<b>Economic and Political Environment</b>				
	6	Economy- Meaning, Nature and its Role in Indian context.			
	7	Factors affecting economy (Macro & Micro)			
	8	Political institutions- (Legislature- Executive- Judiciary)	9		12
	9	Role of Center and State Governments on Economy-			
	10	Economic policies- impact of Fiscal, Monetary, EXIM policy and industrial policy on business.			
	11	Impact of Liberalization, Privatization and Globalization in Indian context			
<b>III</b>	<b>Technological and Socio-cultural environment</b>			20	
	10	Concept of technology in business environment and importance of making technological policies.			
	11	Role of AI in business environment.			
	12	Nature of Corporate governance- factors influencing Corporate governance	9		12
	13	Mechanisms of Corporate governance			
	14	Nature of culture- impact of culture on business.			
<b>IV</b>	<b>Sustainable Business Environment</b>				
	17	Natural environment-meaning and influence on business			
	18	Environmental regulation and policy instruments.			
	19	Introduction to Sustainability and sustainable development			
	20	Sustainability standards	9		14
	21	Sustainable products and Eco branding			
	22	Sustainable value frame work and green supply chain			
<b>V</b>	<b>Open Ended Module</b>				
		In collaboration with an NGO, organize a field trip to an ecologically significant location. After the visit, students will be tasked with preparing a SWOT analysis to assess the potential for making this place business-friendly.	9	5	

### Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6
CO 1	2	2	2	2	1	2	1	3	2	1
CO 2	3	2	3	1	2	2	1	3	3	2
CO 3	3	2	2	1	1	2	2	3	3	2
CO 4	2	2	1	2	1	1	2	2	2	2

CO 5	3	2	3	2	2	1	2	3	2	2
CO 6	2	2	3	1	1	2	2	2	2	3

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

##### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

##### Formative Assessment (FA)

- ss. Practical Assignment
- tt. Viva
- uu. Quiz
- vv. Interview
- ww. Class Discussion
- xx. Seminar
- yy. Group Tutorial work
- zz. Home assignments
- aaa. Self and peer Assessments
- bbb. Oral presentations
- ccc. Observation of practical skills

### REFERENCES

1. K. Aswathappa, Essentials of Business Environment, Himalaya Publishing House Pvt. Ltd, Ninth Edition 2007.
2. Rosy Joshi, Sangam Kapoor, Business Environment, Kalyani Publishers, Third Revised edition 2011.

3. Francis Cherunilam, Business Environment, Himalaya Publishing House, Himalaya Publishing House Pvt. Ltd., 22<sup>nd</sup> Edition 2013.
4. S.Adhikari- Business Environment
5. Misra and Pun- Business Environment
6. Ruddar Dutt and Sundaram K.P.S - Business Environment
7. Chidambara K- Business Environment, Vikas Publishing House
8. The Rise and fall of Nations-Ruchir Sharma, Penguin Books limited, 2017

**SUGGESTED READINGS:**

1. Green to Gold: How Smart Companies Use Environmental Strategy to Innovate, Create Value, and Build Competitive Advantage, Daniel C. Esty, Andrew S. Winston
2. Business and Sustainability, Michael Blowfield
3. The Triple Bottom Line: How Today's Best-Run Companies Are Achieving Economic, Social and Environmental Success - and How You Can Too, by Andrew Savitz
4. The New Sustainability Advantage: Seven Business Case Benefits of a Triple Bottom Line, Bob Willard
5. Various articles, cases, research literature, websites in the related area

Programme	BBA				
Course Code					
Course Title	<b>Strategic Management</b>				
Type of Course	<b>Core Course</b>				
Semester	7				
Academic Level	400 – 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	3	-	2	75
Pre-requisites					
Course Summary	This course introduces the key concepts, tools, and principles of strategy formulation and competitive analysis. It is concerned with managerial decisions and actions that affect the performance and survival of business enterprises. The course is focused on the information, analyses, organisational processes, and skills and business judgment managers must use to devise strategies, position their businesses, define firm boundaries and maximize long-term profits in the face of uncertainty and competition.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the concept, process and levels of strategic management	U	C	Standardised Test
CO2	Have proficiency in competitive strategies in different types of industries	Ap	P	Case Study and Classroom Discussion

CO3	Have proficiency in forms of corporate restructuring	Ap	P	Case Study and Classroom Discussion
CO4	Ability to identify strategic issues and design appropriate courses of action	U	C	Standardised Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (75)	Internal (30)	External (70)
<b>I</b>	<b>Overview of Strategic Management</b>		<b>11</b>	<b>10</b>	<b>16</b>
	1	Concept and Process of Strategic Management			
	2	Benefits of Strategic Management, Vision and Mission			
	3	Functional Strategies: Human Resource Strategy, Marketing Strategy, Financial Strategy			
	4	Levels of Strategies: Corporate, Business and Operational Level Strategy			
<b>II</b>	<b>Strategy Formulation</b>		<b>11</b>		<b>18</b>
	5	Strategic Formulation - Strategic Choice, Stages, and Importance of Strategic Formulation			
	6	Formulation of Alternative Strategies: Mergers, Acquisitions, Joint Ventures, Diversification, Turnaround, Divestment, Liquidation			
	7	Corporate Portfolio Analysis - SWOT Analysis, PESTE			
	8	Michael Porter's Five Force Analysis, BCG Matrix, GE Nine Cell Matrix, Hofer's Matrix, McKinsey 7 -S Model			
<b>III</b>	<b>Strategy Implementation, Evaluation and Control</b>		<b>11</b>		<b>18</b>
	9	Concept of Strategy Implementation			
	10	Nature of Strategy Implementation			
	11	Behavioral, Structural, Functional and Procedural Implementations			
	12	Criteria of Strategy Evaluation			
	13	Strategy Surveillance			
	14	Mechanism for Controlling Strategy			
	15	Du Pont's Control Model			
	16	Concept of Value Chain			
	17	Strategy Audit			
<b>IV</b>	<b>Corporate Restructuring</b>		<b>12</b>		<b>18</b>
	18	Concept, Need of Corporate Restructuring			
	19	Factors of Corporate Restructuring - Internal and External			
	20	Forms of Corporate Restructuring			
	21	Indian Strategic Alliances and International Businesses - Importance, Types			



	22	Governing Strategies of PPP Model			
<b>V</b>	<b>Practicum</b>		<b>30</b>	<b>20</b>	
	1	Expert Guest Lectures and Workshops: Invite industry experts to share insights on strategic challenges they have faced and the strategies they have employed to overcome them.			
	2	Debate on Strategic Decisions: Organize debates on strategic decisions taken by real-world companies, whether successful or not. Topics can include mergers and acquisitions, market entry strategies, diversification, or strategic alliances.			
	3	Case Study Analysis and Presentation: Select contemporary case studies from leading business journals or case repositories that highlight strategic challenges faced by organizations. Assign these case studies to students for in-depth analysis, asking them to identify the strategic issues, evaluate the options, and recommend actions. Encourage students to present their findings in class, fostering a discussion that explores diverse strategic perspectives.			

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	1	3	3	3	2	2	3	2
CO 2	3	3	3	3	3	3	3	2	2	3	3
CO 3	3	3	3	3	3	3	3	2	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	3	1

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment - CCA (Continuous Comprehensive Assessment) -**

Summative Assessment(SA)

- a. Written Test
- b. Open Book Test
- c. Problem Based Assignments

- e. Individual Project Report
- f. Case Study Report
- g. Team Project Report
- h. Literature Survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial Work
- h. Home Assignments
- i. Self and Peer Assessments
- j. Oral Presentations
- k. Observation of Practical Skills

**REFERENCES**

1. Thomas, J. (Year of Publication). Strategic Management - Text and Cases. Pearson.
2. Hill, C. W. L., Schilling, M. A., & Jones, G. R. (Year of Publication). Strategic Management. Cengage Learning.
3. Werther, Jr, W. B., & Chandler, D. (Year of Publication). Strategic Management and CSR Strategic Corporate Social Responsibility: Stakeholders in a Global Environment. Sage.
4. Srinivasan, R. (Year of Publication). Strategic Management: The Indian Context. Prentice Hall of India.
5. Kazmi, A. (Year of Publication). Strategic Management. Tata McGraw Hill.
6. Glueck, W. F., & Lavch, L. R. (Year of Publication). Business Policy and Strategic Management. McGraw Hill.

**SUGGESTED READINGS:**

1. Porter, E, Michael Competitive Advantage - Creating and Sustaining Superior Performance. London, Free Press
2. Shrivastava, R. M, Management Policy and Strategic Management. Mumbai, Himalaya Publishing House.
3. Gregory G. Dess and Alex Miller, Strategic Management. New Delhi, McGraw Hill.

Programme	BBA				
Course Code					
Course Title	<b>Data Analysis Tools for Social Scientists</b>				
Type of Course	<b>Core Course</b>				
Semester	7				
Academic Level	400- 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours

	4	3	-	2	75
Pre-requisites					
Course Summary	This course provides a comprehensive introduction to social science research methods and data analysis. It covers the entire research process, from formulating research questions to communicating research findings effectively. Students will learn various research designs and methodologies, ethical considerations, sampling techniques, and data collection methods commonly used in social science research. The course also emphasizes the importance of data management, visualization, and effective communication of research findings. Students will explore the role of data journalism in informing public opinion and understand the ethical and legal considerations involved in data communication.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Comprehend the steps involved in developing a research plan, from formulating research questions to selecting appropriate methodologies.	U	C	Instructor-created exams / Quiz
CO2	Enable the learner to gain proficiency in designing research studies, including hypothesis development, selection of research design, and methodology.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Design a variety of data collection instruments for contemporary business research issues and apply the principles of sampling and sample size determination to contemporary business research problems	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Demonstrate an understanding of ethical considerations inherent in social science research, including participant consent, confidentiality, and minimizing harm.	U	C	Instructor-created exams / Home Assignments
CO5	Construct different types of testable hypotheses and interpret the statistical test outcomes	Ap	P	One Minute Reflection Writing assignments
CO6	Formulate alternative research designs for a real-life business research problem and discuss the pros and cons of each design and research proposal.	Ap	P	Viva Voce

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
 Metacognitive Knowledge (M)

**Detailed Syllabus:**

Module	Unit	Content	Hrs (75)	Internal (30)	External (70)
<b>I</b>	<b>Developing Research Plan</b>		<b>11</b>	<b>10</b>	<b>16</b>
	1	Steps involved in developing research plan.			
	2	Research question formulation and hypothesis development.			
	3	Ethical considerations in social science research			
	4	Research design and methodology selection.			
	5	Sampling techniques in social science research			
	6	Data collection methods in social science research			
<b>II</b>	<b>Foundations of Data Analysis in Social Science Research</b>		<b>11</b>		<b>18</b>
	7	Introduction to data analysis tools and techniques for social science research			
	8	Data types and measurement in social science research			
	9	Data cleaning, management, and visualization techniques			
	10	Basic statistical concepts and analysis methods			
	11	Practical exercises using software tools for data analysis and visualization			
12	Preparing a research plan and ethical considerations				
<b>III</b>	<b>Advanced Data Analysis Techniques for Social Science Research</b>		<b>12</b>		<b>18</b>
	13	Modelling in social science research, including logistic regression and probability			
	14	Techniques for measuring latent variables and analysing spatial data			
	15	Methods for survey design, administration, and data coding			
	16	Understanding confounding factors and causality in social science research			
	17	Application of data analysis tools to predict outcomes in the social world			
	18	Practical exercises using software tools for advanced data analysis and modelling			
<b>IV</b>	<b>Communication of Data in Social Science Research</b>		<b>11</b>		<b>18</b>
	19	Importance of effective communication of social science data			
	20	Role of data journalism in informing public opinion			
	21	Effective data visualization principles and software tools			
	22	Writing and presenting research reports and papers			

	23	Ethical and legal considerations in data communication and journalism			
V	<b>Practicum</b>		30	20	
		<ul style="list-style-type: none"> <li>• Practical exercises using software tools for data analysis and communication</li> <li>• Case studies on data journalism and storytelling using social science data</li> <li>• Data-Driven Societal Issue Analysis: Students are tasked with selecting a current societal issue (e.g., income inequality, gender disparities, climate change impacts on communities) and utilizing data analysis tools to explore, analyse, and visualize data related to their chosen issue.</li> <li>• Data Visualization Competitions: Encourage creativity and technical skill development by hosting competitions for the most insightful or innovative visual representation of data.</li> </ul>			

#### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	2	2	2	1	2	1	1
CO 2	3	3	2	3	2	3	1	2	2	1	1
CO 3	3	3	2	3	2	2	1	1	2	2	2
CO 4	2	2	2	2	2	1	2	1	1	2	2
CO 5	3	2	2	3	2	3	2	2	1	2	2
CO 6	2	2	3	2	2	3	1	1	2	2	2

#### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low

2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

**REFERENCES**

1. C.R.Kothari, Gaurav Garg. 2019. Research methodology: Methods and techniques (4th revised ed.). New Age International (P) Ltd., Publishers.
2. S.P.Gupta. 2017. Statistical Methods. Sultan Chand & Sons, New Delhi. 44th Edition.
3. Chawla, D, & Sondhi,N. (2011) Research Methodology Concepts and Cases ,1st Edition, Vikas Publishing House, New Delhi.
4. Johnson, R.A. & Wichern, D.W. (1997) Business Statistics-Decision Making with Data, 1st Edition, John Wiley & Sons, United States.
5. Malhotra, N & Dash. S (2010) Marketing Research - An Applied Orientation ,6th Edition, Pearson, Prentice Hall of India, New Delhi.
6. Donald R. Cooper and Pamela S. Schindler (2013), Business Research Methods, Tata McGraw Hill
7. Williams Zickmund G (2003), Business Research Methods, 7th Edition, Pearson Education
8. Hair, Anderson, Tatham and Black (2006), 5th Edition, Multivariate Data Analysis, Pearson Education
9. O.R. Krishnaswamy (2005), Methodology of Research in Social Sciences, 2nd Edition, Himalaya Publishers.

10. Kumar, R. (2019). Research methodology: A step-by-step guide for beginners (5th ed.). SAGE Publications India Pvt Ltd.
11. Panneerselvam, R. (2014). Research methodology (3rd ed.). PHI Learning Pvt. Ltd.
12. Ranjit Kumar. (2019). Research methodology: A step-by-step guide for beginners (5th ed.). SAGE Publications India Pvt Ltd.
13. Uma Sekaran and Roger Bougie. (2016). Research methods for business: A skill-building approach (7th ed.). John Wiley & Sons, Inc.
14. Vohra, N. D. (2013). Research methodology and techniques in agriculture (3rd ed.). New India Publishing Agency.
15. Garg, G. (2017). Research methodology: Principles and techniques (2nd ed.). R. Chand & Company Ltd.
16. Sen, S. N., & Baboo, B. (2013). Research methodology: Methods and techniques (2nd ed.). New Central Book Agency.

**SUGGESTED READINGS:**

- a. Luck, David J and Rubin, Ronald S., Marketing Research, Seventh edition, Prentice Hall of India
- b. Aaker, David A; Kumar V and George S., Marketing Research, Sixth edition, John Wiley & Sons
- c. Boyd, Harper W, Westphall, Ralph & Stasch, Stanely F, Market Research – Text & Cases, Richard D. Irwin Inc. Homewood, Illinois.
- d. Morling, B. (2021). Research methods in psychology: Evaluating a world of information (4th ed.). W. W. Norton & Company.
- e. Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approach (5th ed.). SAGE Publications.
- f. Neuman, W. L. (2019). Social research methods: Qualitative and quantitative approaches (8th ed.). Pearson.
- g. Babbie, E. R. (2019). The practice of social research (14th ed.). Cengage Learning.
- h. Gravetter, F. J., & Forzano, L. B. (2019). Research methods for the behavioral sciences (6th ed.). Cengage Learning.
- i. Monette, D. R., Sullivan, T. J., & DeJong, C. R. (2019). Applied social research: A tool for the human services (10th ed.). Cengage Learning.
- j. Patten, M. L. (2018). Understanding research methods: An overview of the essentials (10th ed.). Routledge.
- k. Gliner, J. A., Morgan, G. A., & Leech, N. L. (2016). Research methods in applied settings: An integrated approach to design and analysis (3rd ed.). Routledge.
- l. Field, A. (2020). Discovering statistics using IBM SPSS statistics (5th ed.). SAGE Publication
- m. R. P. Rastogi. (2018). Research methodology: A step-by-step guide for beginners (5th ed.). SAGE Publications India Pvt Ltd.

Online Content

[https://onlinecourses.swayam2.ac.in/cec20\\_hs17/preview](https://onlinecourses.swayam2.ac.in/cec20_hs17/preview)

**Courses in the Area of Specialisation/ Elective**

Programme	BBA
Course Code	
Course Title	<b>Security Analysis and Portfolio Management</b>

Type of Course	<b>(Elective Course 1) Group 1 - Finance</b>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	No pre-requisites for this course				
Course Summary	Securities analysis and portfolio management course provides a comprehensive exploration of key concepts and practices in the field of investment. The course aims to equip learners with the knowledge and skills necessary to make informed and strategic investment decisions				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Familiarize with the theory and practice of investment analysis and portfolio management	U	C	Instructor-created exams / Quiz
CO2	Analyse the relationship between risk and return	Ap	P	Seminar Presentation / Group Tutorial Work
CO3	Comprehend the portfolio and capital market theories and apply to formulate the optimal portfolio based on the investor constraints	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Visualize the meaning and types of efficient capital market.	U	C	Instructor-created exams / Quiz
CO5	Evaluate the performance of different portfolios by applying quantitative tools to identify the best investment alternatives in designing and re-designing the portfolio.	Ap	P	Seminar Presentation / Group Tutorial Work
CO6	Evaluate strategies followed by various portfolio manager.	Ap	P	Seminar Presentation / Group Tutorial Work
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				



**Detailed Syllabus:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs (60)</b>	<b>Internal (30)</b>	<b>External (70)</b>
<b>I</b>	<b>Investment, Risk and Return &amp; Valuation of Securities</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Introduction to Investment: Objectives, Investment and Speculation			
	2	Types of Financial Investments, Sources of Investment Information			
	3	Return and Risk Analysis Return: Concept of Return, Computation of Return. Risk: Concept of Risk, Systematic and Unsystematic Risk, Sources of Investment Risk, Measurement of Risk			
	4	Bond and fixed income instruments valuation – valuation of equity and preference shares			
<b>II</b>	<b>Fundamental and Technical Analysis</b>		<b>12</b>		<b>18</b>
	5	Securities Analysis Fundamental Analysis: Analysis of Economy, Tools for Economic Analysis			
	6	Industry Analysis: Different Stages of Industry Life-cycle, Key Factors in Industry Analysis			
	7	Company Analysis: Tools for Profitability and Financial Soundness			
	8	Technical Analysis: Theories of Technical Analysis: Dow Theory, Elliot Wave Theory. Charting Tools			
<b>III</b>	<b>Portfolio Theory and Capital Market Theory</b>		<b>12</b>		<b>18</b>
	9	Markowitz portfolio theory			
	10	Risk and risk aversion			
	11	Efficient Frontier and Utility			
	12	Capital Market Theory – Capital Market Line (CML) & Separation Theorem			
	13	Market Portfolio, Security Market Line (SML)			
	14	Capital Asset Pricing Models			
	15	CAPM and Arbitrage pricing theories			
	16	Market mechanism, testable hypothesis about market efficiency			
	17	Implications of efficiency market hypothesis for security analysis and portfolio management			
<b>IV</b>	<b>Portfolio Management</b>		<b>12</b>		<b>18</b>
	18	Discussion on Passive Vs Active management			
	19	Passive strategies and active strategies of Portfolio Management			
	20	Asset Allocation Strategies			
	21	Portfolio Evaluation Measures – Sharpe ratio, Treynor ratio and Jensen’s Alpha			
	22	Portfolio monitoring and revision			

V	<b>Open Ended Module:</b>				12	10	
		<ul style="list-style-type: none"> <li>• Creating Awareness and Sessions on Online Trading</li> </ul>					

**30% Problems and 70% Theory.**

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	3	3	2	3	3	3	2	2
CO 2	2	3	2	3	3	3	3	2	3	3	3
CO 3	2	3	2	3	3	3	1	3	3	2	2
CO 4	2	3	3	3	2	3	3	3	2	3	3
CO 5	2	3	2	3	2	3	3	3	3	3	3
CO 6	3	3	3	3	3	2	3	3	3	2	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- Written test
- Open book test
- Laboratory report
- Problem based assignments

- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Reilly, Frank R, Keith C. Brown (2012), Investment Analysis and Portfolio Management, Thomson – South Western.
2. Chandra, Prasanna (2012), Investment Analysis and Portfolio Management, Fourth edition, McGraw-Hill.
3. Bhalla V. K. (2013), Investment Management – Security Analysis and Portfolio Management, Nineteenth Edition, S. Chand and Company., New Delhi.
4. Khatri, Dhanesh (2017), Security Analysis and Portfolio Management, McGrawHill.
5. Ranganatham R., Madhumathi R. (2012), Security Analysis and Portfolio Management, Pearson Dorling Kindersley (India) Pvt. Ltd.
6. Prasanna Chandra, (2017), Investment Analysis and Portfolio Management, 5th edition McGraw Hill.

Programme	<b>BBA</b>				
Course Code					
Course Title	<b>Financial Derivatives</b>				
Type of Course	<b>(Elective Course 2) Group 1-Finance</b>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This course aims to equip students with the necessary skills to effectively understand and apply financial derivatives in financial markets. As the course progresses, students will gain a comprehensive understanding of different types of financial derivatives and their applications in hedging, speculation, and arbitrage. This course will provide students with practical experience in pricing and valuing financial derivatives, preparing them for roles in financial analysis, risk management, and trading.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the role and importance of financial derivatives in financial markets	U	C	Instructor-created exams / Quiz
CO2	Explore the role of credit risk in swaps	Ap	P	Seminar Presentation / Group Tutorial Work

CO3	Price and value forwards, futures, options, and swaps	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Identify and understand different types of financial derivatives: Forwards, Futures, Options, Swaps.	U	C	Instructor-created exams / Quiz
CO5	Understand and apply different option trading strategies	Ap	P	Seminar Presentation / Group Tutorial Work
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Financial Derivatives</b>		<b>10</b>	<b>20</b>	<b>16</b>
	1	Understanding the role of financial derivatives in financial markets			
	2	Introduction to basic financial derivatives: Forwards, Futures, Options, Swaps			
	3	Overview of derivative markets: Exchange-traded vs OTC derivatives			
	4	Hands-on: Identifying and categorizing different types of financial derivatives			
<b>II</b>	<b>Forwards and Futures</b>		<b>10</b>		<b>18</b>
	5	Understanding forwards and futures contracts			
	6	Pricing of forwards and futures			
	7	Hedging using forwards and futures			
	8	Future Trading Strategies Workshop: Pricing of forwards and futures Group project: Hedging using forwards and futures			
<b>III</b>	<b>Options and Swaps</b>		<b>18</b>		<b>18</b>
	9	Understanding options: Call options, Put options			
	10	Option pricing models: Binomial model, Black-Scholes model			
	11	Option trading strategies			
	12	Hands-on: Option pricing using Binomial model and Black-Scholes model			
	13	Group project: Developing option trading strategies			
	14	Understanding interest rate swaps and currency swaps			
	15	Pricing and valuation of swaps			
	16	Credit risk in swaps			

	17	Hands-on: Pricing and valuation of swaps			
	18	Case study: Managing credit risk in swaps			
<b>IV</b>	<b>Hedging</b>		<b>10</b>		<b>18</b>
	19	Concepts, Basics, Long and short hedges			
	20	Cross hedging			
	21	Basis risk and hedging			
	22	Devising a hedging strategy, Managing of hedge			
<b>V</b>	<b>Open Ended Module:</b>		<b>12</b>	<b>10</b>	
	1	<b>Interaction with Industry Expert:</b> A session with an industry expert to discuss real-world applications and trends in financial derivatives			

**40% Problems 60% Theory**

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	3	3	2	3	3	3	3	2
CO 2	3	3	2	3	3	3	2	3	3	3	3
CO 3	2	2	2	3	3	2	3	3	3	3	2
CO 4	3	2	2	3	2	3	3	3	2	2	3
CO 5	2	3	2	3	3	3	1	2	3	3	3

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) - Summative Assessment (SA)**

- a. Written test
- b. Open book test

- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. John C. Hull (2018), Options, Futures, and Other Derivatives, Pearson
2. Robert L. McDonald (2020), Derivatives Markets, Pearson
3. Jamil Baz and George Chacko (2021), Financial Derivatives: Pricing, Applications, and Mathematics.

Programme	BBA				
Course Code					
Course Title	<b>Strategic Financial Management</b>				
Type of Course	<b>(Elective Course 3) Group 1 - Finance</b>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This comprehensive Financial Strategy and Planning course delves into the core principles of strategic financial management, encompassing five modules that cover topics such as the application of strategy and planning in financial contexts, techniques for financial forecasting, risk evaluation in capital budgeting, business valuation methods, and sources of international long-term finance. Students will gain practical insights into decision-making processes, profitability analysis, and sensitivity analysis, developing proficiency in utilizing discounted cash flow models for valuation and navigating risks associated with international projects financing. The course also explores various forms of export finance,				

	documentary credit, and the latest trends in strategic financial management, including corporate governance and fintech strategies. By the course's conclusion, students will emerge with a well-rounded understanding of strategic financial decision-making and an ability to apply these concepts in diverse financial scenarios.
--	--

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the meaning of strategy and planning in the context of financial management.	U	C	Instructor-created exams / Quiz
CO2	Analyze the financial planning process and its role in decision-making and problem-solving.	Ap	P	Seminar Presentation / Group Tutorial Work
CO3	Equip with the knowledge and skills necessary to navigate strategic financial management challenges in both domestic and international contexts.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Equipped with the knowledge and skills required for strategic financial decision-making in various business scenarios, demonstrating proficiency in forecasting, risk evaluation, valuation, and international financial management.	Ap	P	Seminar Presentation / Group Tutorial Work

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Financial Strategy and Planning</b>		<b>9</b>	<b>20</b>	<b>16</b>
	1	Meaning of Strategic Financial Management			
	2	Capital Allocation and Corporate Strategy, Major Kinds of Strategies and Policies			
	3	Financial Models – Tools or Techniques of Financial Modeling – Process of Financial Model Development -			
	4	Applications of Financial Models – Types of Financial Models			
	<b>Risk evaluation in Capital Budgeting</b>		<b>15</b>		<b>18</b>
5	Investments Decisions under Risk and Uncertainty – Techniques of Investment Decision – Risk Adjusted Discount Rate, Certainty Equivalent Factor, Statistical Method, Sensitivity Analysis and Simulation Method –				



	6	Corporate Valuation -approaches to Corporate Valuation – Adjusted Book Value Approach, Stock and Debt Approach,			
	7	Comparable Companies Approach			
	8	Discounted Cash Flow Approach			
	9	Concept of Free Cash Flow to the Firm, Two and Three Stage Valuation Models.			
<b>III</b>	<b>Valuation of Business</b>		<b>14</b>		
	10	Value of Share and Company			18
	11	Asset based Valuation			
	12	Value Metrics - Shareholder Value Creation – Traditional and Modern Approaches			
	13	Approaches to Value Based Management – Marakon Approach, Alcar Approach, McKinsey Approach, EVA Approach, BCG HOLT Approach.			
	14	Metrics for Measurement of Performance – EPS, ROI, EBIT, EBITDA, RONA, ROCE, TSR, TBR, MVA, CVA, CFROI			
	15	Concept of Economic Depreciation. Executive Compensation and Value Creation. Employee Stock Option Plan. Balanced Scorecard			
<b>IV</b>	<b>Corporate Restructuring</b>		<b>10</b>		
	16	Meaning and forms of corporate Restructuring – Spin off, Split off, Split up, Leveraged Buyout(LBOs) and other forms of corporate Restructuring			18
	17	Mergers and Amalgamations – reasons for Merger, Benefits and Cost of Merger			
	18	Takeovers – Business Alliances – Managing an Acquisition			
	19	Divestitures – Ownership Restructuring – Privatisation			
	20	Dynamics of Restructuring – Buy Back of Shares – Demergers.			
	21	Bilateral Credit, Special Economic Zones,			
	22	Disinvestment and their strategies			
	23	Latest Development, Trends & Practices in strategic financial management - Corporate Governance, Fintech strategies, Management Buyouts			
<b>V</b>	<b>Open Ended Module:</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>Expert Lecture on Strategic Financial Management</li> </ul>			

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
--	-------	-------	-------	------	-----	-----	-----	-----	-----	-----	-----

CO 1	2	2	3	3	3	3	2	3	3	3	2
CO 2	3	3	2	3	2	3	3	3	2	3	3
CO 3	3	3	3	3	3	3	3	1	3	3	2
CO 4	3	3	2	3	3	2	3	3	3	2	3
CO 5	3	3	2	3	2	3	3	3	3	3	3
CO 6	3	3	2	3	3	3	2	3	3	3	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar

- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Rajni Sofat and Preeti Hiro, (2011), Strategic Financial Management, PHI, Delhi.
2. Weaver and Weston, (2001), Strategic Corporate Finance, Cengage Learning, Delhi.
3. Chandra, Prasanna, (2007), Financial Management, Tata McGraw Hill, Delhi.
4. Khan, M.Y. & Jain, P.K, (2009), Basic Financial Management, Tata McGraw Hill, ND.
5. Ravi M, Kishore (2011), Strategic Financial Management, Taxmann's 2011 Edition.
6. Damodaran, Corporate Finance: Theory and Practice, Wiley & Sons.

## SUGGESTED READINGS:

1. Jakhotiya G. P. (2010) Strategic Financial Management Vikas Publishing House

Programme	BBA				
Course Code					
Course Title	<b>Financial Analytics</b>				
Type of Course	<b>(Elective Course 4) Group 1 - Finance</b>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	Understanding the fundamentals of financial analytics, testing the common asset pricing models, examining market interdependence estimating non-linear models, forecasting financial data using econometric techniques, and assessing their efficacy.				

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic concept of financial analytics	U	C	Practical Assignment / Observation of Practical Skills

CO2	The capacity to use corporate problem-solving strategies and mathematics in practical business contexts	Ap	P	Seminar Presentation / Group Tutorial Work
CO3	Possessing the ability to think design	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Possessing analytical and creative thinking abilities	U	C	Practical Assignment / Observation of Practical Skills
CO5	Being able to provide quantitative product or service solutions in a variety of managerial settings while adhering to all applicable standards and reasonable limits.	Ap	P	Seminar Presentation / Group Tutorial Work
CO6	Possessing computational thinking (the capacity to comprehend database logic and convert large amounts of data into abstract notions)	Ap	P	Seminar Presentation / Group Tutorial Work
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction</b>		<b>15</b>	<b>20</b>	<b>16</b>
	1	Importance of Business forecasting-economic theory/econometric models-concept of a random variable			
	2	Discrete and continuous-Hypothesis testing-variable selection			
	3	Ordinary least squares estimators (OLS) method-Critical evaluation of the classical linear regression model (Auto correlation, Multicollinearity, Heteroscedasticity and Model specification errors)-goodness of fit - R <sup>2</sup> and adjusted R <sup>2</sup> ; partial regression coefficients; testing hypotheses – individual and joint, BLUE property			

	4	functional forms of regression model-endogeneity-Z/F/T/Chi-Square distribution			
<b>II</b>	<b>Time Series Analysis</b>		<b>18</b>		<b>18</b>
	5	Stationary stochastic process			
	6	Non stationary stochastic process			
	7	Unit root			
	8	Trend stationary and difference stationary, Measures of forecast performance: Mean square error and root mean square error-Limitations of econometric forecasts			
	9	Integrated Moving Average [ARIMA]-Vector auto regression (VAR)-Granger causality test			
	10	Cointegration and error correction model-Volatility models: Auto Regressive Conditional Heteroskedasticity [ARCH], Generalized Auto Regressive Conditional Heteroskedasticity [GARCH]			
<b>III</b>	<b>Panel Data Analysis</b>		<b>10</b>		<b>18</b>
	11	Panel data regression models- -Random effects model (REM) and Fixed effects least squares dummy variables (LSDV) models			
	12	Pooled OLS			
	13	Random effects model (REM)			
	14	Fixed effects			
	15	Effects least squares dummy variables (LSDV) models			
	16	random effects			
	17	Hausman test			
	18	One way and two-way models			
	19	random coefficient model (Hierarchical /multi-level models)			
<b>IV</b>	<b>Portfolio Optimization Models</b>		<b>5</b>		<b>18</b>
	20	William sharp CAPM Model			
	21	3 Factor FAMA Model, model Markowitz, Black Scholes			
	22	Monte Carlo Simulations,			
	23	Textual data feed and its impact on forecasting			
	24	Portfolio optimization models and option pricing tools			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>Lecture from industry experts on contemporary financial issues.</li> <li>Practical Sessions by using appropriate software's.</li> </ul>			

**80% Problem 20% Theory**

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	3	3	3	3	2	3	3	3	2
CO 2	3	3	2	3	2	3	3	3	2	3	3
CO 3	3	3	3	3	3	3	3	1	3	3	2
CO 4	3	3	2	3	3	2	3	3	3	2	3
CO 5	3	3	3	3	2	3	3	3	3	3	3
CO 6	3	3	2	3	3	3	2	3	3	3	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview

- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Damodar N. Gujarati, Dawn C Porter, Sangeetha Gunasekar (2011), Basic Econometrics, 5th edition, McGraw- Hill.
2. Gujarati. D, (2014), Econometrics by example, Palgrave Macmillan.
3. Brooks. C (2014), Introductory Econometrics for Finance, Cambridge University Press.
4. Christopher Dougherty (2007) , Introduction to Econometrics, Oxford University Press, 3rd edition, Indian Edition, 2007.
5. Jan Kmenta, (2008), Elements of Econometrics, Indian Reprint, Khosla Publishing, House, 2nd edition.
6. Tsay. R. S. (2005) , Analysis of financial time series, Vol. 543), John Wiley & Sons.

Programme	BBA				
Course Code					
Course Title	<b>People Management Skills</b>				
Type of Course	<b>(Elective Course 1) Group 2 - Human Resource Management</b>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	To induce and inspire the managerial competencies among students for better organizational effectiveness and understand the people psychology when managing people and to implement efficient strategies to deal with toxic employees in an organization.				

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category	Evaluation Tools used
CO1	Implementation of strategies and mechanisms to handle problematic employee behaviour.	P	C	Instructor-created exams / Quiz

CO2	To improve employee performance for organizational effectiveness.	E	C	Practical Assignment / Observation of Practical Skills
CO3	Application of Assertiveness Training, Stress management for effectiveness in people management and Social Support.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	To implement strategies for dealing toxic employees efficiently.	P	C	Instructor-created exams / Home Assignments
CO5	Manage a Stubborn- Defensive- Defiant Employee.	E	P	One Minute Reflection Writing assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>An Introduction to People Management Skills</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	People Management Skills -Introduction, Definition			
	2	Significance of People Management in an organization, People Management as Human Resource Function			
	3	Steps to Improve People Management Skills, Key Components of People Management			
	4	Attributes of People Management- How to be a People's Leader.			
<b>II</b>	<b>Models of People Management</b>		<b>12</b>	<b>18</b>	
	5	The Situational Leadership Model, The Blake-Mouton Managerial Grid, The grow model			
	6	The 4C Model, The SCARF Model			
	7	Types of Toxic Employees: The Shirker, The Pessimist, The Gossip, The Climber, The instigator, The Bully			
	8	Behaviour of Toxic Employees			
	9	How to handle Toxic Employees, Strategies for managing toxic employees at work place			
<b>III</b>	<b>Psychology of people management skills</b>		<b>12</b>		<b>18</b>
	10	Psychology of People Management			
	11	Skills Strategies and Mechanisms to handle Problematic Employee Behaviour			



	12	Building Cohesive Teams			
	13	How to be a Successful Team Manager			
	14	Identifying sources of Ineffective Performance.			
	15	Performance Diagnosis, Factors that influence Performance, Legal issues in Performance Appraisal.			
	16	Strategies to Improve Performance			
	17	Lean Management, Quality Management Systems,			
	18	Six-sigma Practices, Quick Response Manufacturing.			
<b>IV</b>	<b>Self-Management Skills</b>		<b>12</b>		<b>18</b>
	19	Self-Management Skills, Stress Management, Three steps to manage stress			
	20	Emotional Intelligence, Intelligence Quotient, Theories of Stress Management			
	21	Assertiveness Training, Stress and Social Support			
	22	Group Processes and Changing Values for Understanding and Coping with Stress			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>• Role-Playing Scenarios: Design scenarios that reflect real-world challenges in managing people. Divide students into groups and assign roles such as manager, employee, HR professional, and client. Scenarios could include addressing performance issues, navigating team conflicts, or negotiating work-life balance.</li> <li>• Management Skill Workshops: Organize workshops focusing on specific people management skills, such as emotional intelligence, active listening, conflict resolution, and motivational techniques. These workshops can include exercises, discussions, and guest speakers from the industry to provide insights and practical advice.</li> <li>• Project-Based Learning: Assign long-term projects that require students to apply people management skills to plan, execute, and complete a project. This could involve organizing an event, starting a mini-enterprise, or developing a campaign on a social issue.</li> <li>• Mindfulness and Reflection Sessions: Incorporate mindfulness exercises and reflection sessions to help students develop self-awareness and emotional regulation—key components of effective people management. Activities could include guided meditations, journaling about leadership experiences, or group discussions on managing stress and fostering a positive work environment.</li> </ul>			

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	3	3	3	2	3	3	3	3
CO 2	2	3	3	3	2	3	3	2	3	3	3
CO 3	3	3	3	1	3	3	2	3	3	3	3
CO 4	3	2	3	3	3	2	3	3	3	2	2
CO 5	2	3	3	3	3	3	3	1	2	3	3

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz

- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Armstrong, M., & Taylor, S. A handbook of human resource management practice. Kogan Page Publishers.
2. DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (Year of Publication). Human resource management (11th ed.). Wiley.
3. Flippo, E. B. (Year of Publication). Personnel management (6th ed.). McGraw-Hill.
4. Pigors, P., Myers, C. A., & Malm, F. T. (Year of Publication). Management of human resources. McGraw-Hill.
5. Storey, J. (Year of Publication). New perspectives on human resource. Routledge Publishers.

Programme	BBA				
Course Code					
Course Title	<b>Performance Management</b>				
Type of Course	<b>(Elective Course 2) Group 2 - Human Resource Management</b>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	The objective of this course is to sensitize the students to the multi-faceted nature of Performance Management, to make them understand the issues, complexities and challenges of Performance Management and to enable them to relate the Performance Management to rewards/Compensation Management and behavioural change.				

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Facilitate the student in remembering fundamental concepts related to performance	U	C	Instructor-created exams / Quiz

	management in the context of measurement of performance, job evaluation and organizational structure.			
CO2	Empower the students to understand complex ideas in performance management to make them ready for application in organizational contexts.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Build application skills in performance management strategies and principles to ensure efficient management of performance for domestic and international workforce	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Provide the competencies to analyse performance management skills to negate various issues affecting day to day business	U	C	Instructor-created exams / Home Assignments
CO5	To help the student in developing the skill to assess the impact of designing and implementing unique performance management strategies to excel in ever changing business environment.	Ap	P	One Minute Reflection Writing assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Definition, Scope, Features, Principles			
	2	Benefits, History and Process of Performance Management (PM)			
	3	Performance planning, Corporate Strategy and its Linkage			
	3	Key Result Areas (KRA) and Key Performance Indicators (KPI).			
	4	Managing Performance throughout the year, Reviewing Performance			
	5	Identifying Performance Gaps, Developing Performance, Rewarding and Recognition of Performance.			
<b>II</b>	<b>Measurement of Performance</b>		<b>12</b>		<b>18</b>
	6	Types of Performance Measure			
	7	Performance Standards, Performance Metrics			

	8	Organisational Performance			
	9	Team Performance, and Individual Performance.			
	10	Criteria for Performance Measure, Issues in Measuring Performance, Performance Development Review			
<b>III</b>	<b>Perspectives to Performance Management System</b>		<b>12</b>		<b>18</b>
	11	Systems and Formats -Graphic Rating System			
	12	Behavioural Anchor System			
	13	Balanced Score Card System			
	14	360-Degree System-			
	15	Formats for Scaling and Measurement			
	16	Performance Appraisal and PM, PM Cycle, Designing Appraisal Form			
	17	Performance Feedback and Counselling			
<b>IV</b>	<b>Error in Performance Appraisal</b>		<b>12</b>		<b>18</b>
	18	Major Errors in Performance Appraisal, Ambiguous Standards, Subjectivity and Biasness			
	19	Halo Effects, Recency Error, Leniency Error, Central tendency, and Attribution Error			
	20	Virtual PM			
	21	Evaluation of an Effective PM			
	22	Coaching, and Counselling in performance, Problem Solving.			
	23	Current Issues and Trends in PM.			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>360-Degree Feedback Exercise: Simulate a 360-degree feedback process where students assess their peers, are assessed by them, and conduct a self-assessment. This exercise can include aspects such as teamwork, communication skills, and leadership abilities. It introduces students to comprehensive feedback mechanisms and teaches them the value of multiple perspectives in assessing performance.</li> <li>Performance Improvement Plan Workshop: Design a workshop where students learn how to develop and implement Performance Improvement Plans (PIPs). Students can work on hypothetical scenarios where an employee's performance is below expectations, requiring them to draft a PIP that includes specific improvement objectives, resources for improvement, and timelines.</li> <li>Goal Setting and Monitoring Activity: Engage students in setting personal or group goals related to their academic or project work, along with specific metrics for success. Regular check-ins can be scheduled to monitor progress, adjust goals as needed, and discuss challenges and achievements.</li> <li>Interactive Workshops on Feedback Techniques: Conduct workshops focused on effective feedback</li> </ul>			

		techniques, including positive reinforcement, constructive criticism, and motivational feedback. Role-playing, discussions, and feedback practice sessions can help students master the art of delivering feedback that is both informative and empowering.			
--	--	---	--	--	--

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	2	2	3	3	1	2	1	2	1	3
CO 2	2	3	2	3	3	2	2	2	2	2	3
CO 3	3	3	3	3	2	3	3	3	2	2	3
CO 4	3	3	3	3	1	3	3	3	3	3	2
CO 5	3	3	3	3	1	3	3	2	3	3	3

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

##### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Problem based assignments
- d. Individual project report
- e. Case study report
- f. Team project report
- g. Literature survey

- h. Standardized Test
- Formative Assessment (FA)
- a. Practical Assignment
  - b. Viva
  - c. Quiz
  - d. Interview
  - e. Class Discussion
  - f. Seminar
  - g. Group Tutorial work
  - h. Home assignments
  - i. Self and peer Assessments
  - j. Oral presentations
  - k. Observation of practical skills

## REFERENCES

1. Weiss, T. B., & Hartle, F. (1998). Reengineering performance management. Vanity Books International.
2. Bagchi, S. N. (2010). Performance management. Cengage Learning.
3. Kandula, S. R. (2011). Performance management. PHI.
4. Aguinis, H. (2012). Performance management. Pearson.
5. Dixit, V. (2007). Performance management. Vrinda Publications.
6. Neale, F. (Ed.). (1995). Handbook of performance management. Jaico Publishing House.
7. Goel, D. (2009). Performance appraisal and compensation management: A modern approach. PHI.

Programme	BBA				
Course Code					
Course Title	<b>Training And Development</b>				
Type of Course	<b>(Elective Course 3) Group 2 - Human Resource Management</b>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	All organisations need to pay adequate attention to equip their employees. Rapid progress in technology has changed not only in the physical facilities but also in the abstract qualities required of the men who are using them. This paper will attempt to orient the students to tailor themselves to meet the specific needs of the organizations in training and development activities				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Facilitate the student in remembering fundamental concepts related to training and development such as training need analysis, training design etc.	U	C	Instructor-created exams / Quiz
CO2	Empower the students to understand complex ideas in training and development to make them ready for application in real life business scenarios.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Build application skills in different training and development strategies to build a future ready, competent and diverse workforce	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Provide the skills to analyse and identify various training and development related issues affecting day to day business faced by the organization and solve them.	U	C	Instructor-created exams / Home Assignments
CO5	To help the students in developing the skill to assess the impact of relevant training and development interventions that facilitate futuristic business strategies.	Ap	P	One Minute Reflection Writing assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Introduction: Training - Concept, Training Process, Methods of training			
	2	Training function in Traditional and Modern Organizations			
	3	Stakeholders in Training, Internal Customers, and their expectations, Understanding changing nature of work place,			
	4	Skills and Competencies needed in the context of changing technology, values and aspirations of people.			
	5	Role of training and development in HRD			



	6	Opportunities and Challenges for training			
	7	Training and Organizational Development			
<b>II</b>	<b>Training Need Analysis</b>		<b>12</b>		<b>18</b>
	8	Relevance of TNA, The TNA Model, Identifying Organizational Performance Gaps			
	9	Framework for conducting TNA			
	10	Organizational Analysis, Task Analysis, Person Analysis			
	11	Output of TNA, Training and Non-training needs			
	12	Approaches to TNA, Proactive and Reactive TNA			
<b>III</b>	<b>Training Design</b>		<b>12</b>		<b>18</b>
	13	Training Design, Organizational Constraints, Developing Training Objectives, Focus on Trainee, Training Design,			
	14	Training and Organizational Intervention			
	15	Training methods: On the Job and Off the Job Training Methods,			
	16	Impact of training on Individuals and Organisations			
	17	Computer Based Training Methods - E Learning and Delivery Systems			
<b>IV</b>	<b>Training, Development, and Implementation</b>		<b>12</b>		<b>18</b>
	18	Development of Training – Choosing Instructional Methods, Materials and Equipment			
	19	Training Facilities, KSA of Trainer			
	20	Alternatives to Development, Implementation of Training: Dry Run, Pilot Programme, Transfer of Training.			
	21	Key Areas of Organizational Training-Current Issues			
	22	Key Areas of Organizational Training- Trends.			
<b>V</b>	<b>Open Ended Module:</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>• Design and Deliver Workshops: Students are divided into small groups and tasked with designing and delivering a workshop on a specific topic related to Training and Development. Each group selects a topic, researches best practices, designs a training module, and then delivers it to their peers.</li> <li>• Digital Learning Content Creation: With the rise of e-learning, the ability to create engaging digital content is invaluable. Students will learn about different digital learning platforms and tools, then apply this knowledge by creating their own e-learning module or video tutorial on a T&amp;D topic.</li> <li>• Gamification of Training: Students design a gamified training module that incorporates elements such as points, badges, leaderboards, and challenges to engage learners. This activity can be based on a theoretical concept from the T&amp;D curriculum, transforming it into an interactive learning experience.</li> </ul>			

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	2	2	3	1	2	1	2	1	3
CO 2	2	3	2	3	3	1	3	2	2	2	3
CO 3	3	3	3	3	3	3	3	2	3	3	3
CO 4	3	3	3	3	1	3	3	3	2	3	2
CO 5	3	3	3	3	1	3	3	3	3	2	3

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:****Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

## Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Problem based assignments
- d. Individual project report
- e. Case study report
- f. Team project report
- g. Literature survey
- h. Standardized Test

## Formative Assessment (FA)

- a. Practical Assignment

- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Blanchard, P. N., & Thacker, J. Effective Training: Systems, Strategies. V Star Publications.
2. Lynton, R. P., & Pareek, U. (2006). Training for Development. Vistaar Publications (Sage Group).
3. Sloman, M. Training Strategy for Implementing Training. Infinity Books.
4. Saks, A. M., & Haccoun, R. R. Performance Management through. Pearson.
5. Blanchard, P. N., & Thacker, J. (5th ed.). Effective Training, Systems, Strategies, and Practices. Pearson.
6. Bhatia, S. K. Training & Development. Deep & Deep Publishers.
7. Lynton, R., & Pareek, U. Training & Development. Prentice Hall.
8. Dessler, G., & Warkkey, B. Human Resource Management. Pearson.
9. Decenzo, D., & Robbins, S. Fundamentals of Human Resource Management. John Wiley and Sons.

Programme	BBA				
Course Code					
Course Title	<b>HR Analytics</b>				
Type of Course	<b>(Elective Course 4) Group 2 - Human Resource Management</b>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This introductory course introduces students to HRM metrics and analytics. This course intends to increase students' awareness of the usefulness of HRM metrics and analytics and equip in using them at the workplace. Complexity in today's workforce, new technology investments, economic pressures, talent as a competitive edge, aligning the people strategy with the business strategy and many other reasons are driving a change in HR to be analytics-dependent.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To develop an understanding of metrics and analytical models and their implications in HR operations	U	C	Instructor-created exams / Quiz
CO2	Develop application skills in HR analytics based on the understanding of the different contents delivered to apply them with illustrations and cases.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Identify and use human resource data in organizations for decision making and develop an action	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Enable the students to understand comprehensively the concepts of HR metrics, analytics, balanced scorecard, dashboard creation, and predictive analytics to make them cognitively fit for application.	U	C	Instructor-created exams / Home Assignments
CO5	To design metrics for HR Analytics and Perform HR analytics using any software.	Ap	P	One Minute Reflection Writing assignments
CO6	Impart skills to analyse the real HR data to explore and establish relationships in the areas of HR decisions.	Ap	P	Instructor-created exams / Quiz
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to HR Analytics</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Meaning, Definition, Importance of HR Analytics			
	2	Challenges of HR Analytics			
	3	Evolution of HR Analytics			
	4	The Analytics Process Model (APM) and its Phases			
	5	Understanding HR Indicators, Metrics and Data			
	6	Frameworks of HR Analytics: LAMP Framework			
	7	Frameworks of HR Analytics: HCM 21 Framework			

	8	Approaches for Designing HR Metrics - The Inside-Out Approach			
	9	Approaches for Designing HR Metrics -The Outside -In Approach			
<b>II</b>	<b>HR Practices and Benchmarking</b>		<b>12</b>		<b>18</b>
	10	HR Metrics and HR Analytics - Analytical Pyramid			
	11	Key Influencers in HR Analytics Process			
	12	Descriptive, Strategic and Predictive models			
	13	HR Valuations: Benchmarking, Dashboarding of KPIs			
	14	Performance and Goal Setting, Providing Performance Feedback			
<b>III</b>	<b>HR Analytics for Decision-making</b>		<b>12</b>		<b>18</b>
	15	Staffing - Supply and Demand forecasting			
	16	Recruitment and Selection			
	17	Training and Development			
	18	Performance Appraisal			
	19	Talent Management			
	20	Employee Engagement			
	21	Compensation management			
<b>IV</b>	<b>Future of HR Analytics</b>		<b>12</b>		<b>18</b>
	22	Factors determining adoption of HR Analytics			
	23	HR Analytics as a Change Management Process			
	24	HR Analytics Adoption: Responsibility of HR Department			
	25	HR analytics and Job Market			
<b>V</b>	<b>Open Ended Module:</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>• Case Study Analysis: Engage students in the analysis of real-world HR Analytics case studies from diverse industries. This activity can be structured to include a comprehensive review of the situation, the analytics techniques employed, and the outcomes achieved. Students can work in groups to dissect the case, identify the key HR issues addressed, and evaluate the effectiveness of the analytics approach.</li> <li>• Workshops on HR Analytics Tools: Organize workshops led by industry experts on the use of specific HR Analytics tools and software. This could include training on data visualization tools statistical analysis software.</li> <li>• Guest Lectures from Industry Practitioners: Invite HR professionals who specialize in analytics to share their experiences, challenges, and insights with students.</li> </ul>			

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	2	3	3	1	2	1	2	3
CO 2	3	3	2	2	3	3	1	2	1	3	3
CO 3	3	3	2	2	3	3	1	2	1	3	3
CO 4	3	3	2	2	3	3	1	2	1	2	2
CO 5	3	3	2	3	3	3	1	2	1	3	3
CO 6	3	3	2	3	3	3	3	2	1	3	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion

- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Yadav, R. S., & Maheshwari, S. HR Analytics: Connecting Data and Theory. Wiley.
2. Fitz-Enz, J. The New HR Analytics: Predicting the Economic Value of Your Company's Human Capital Investments. American Management Association.
3. Bassi, L., Carpenter, R., & McMurrer, D. HR Analytics Handbook. Reed Business.
4. Prasad, B. V. S., & Sangeetha, K. HR Metrics: An Introduction. IUP.

## SUGGESTED READINGS:

1. Becker, B E ., Huafelid, M.A. & Ulrich, D (2001). The HR Scorecard: Linking people, strategy, and performance. Harvard Business Review Press.
2. Bhattacharyya, D.K. (2017). Understanding Theories and Applications of HR Analytics. Sage Publications.
3. Sullivan, J (2010). HR metrics. Kennedy Information.
4. Gregory, I E (2013). HR Metrics: Practical Measurement Tools for People Management. Knowledge Resources. (ISBN: 9781869221690)
5. Bucknall, H., Wei Z (2007). Magic Numbers for Human resource Management. Wiley India.
6. Valerie, P., & Andreasson R. HR Metrics: Bench marking human resources Christman, W (2012) HR Metrics That Matter. HR smart
7. HR Metrics standards & glossary published by the HR metrics service. Version 8.0/December 2012
8. HR metrics service, HR metrics Interpretation guide published by BC HRMA version 3.4 / December 2012.

Programme	BBA				
Course Code					
Course Title	<b>Consumer Behaviour and Market Analysis</b>				
Type of Course	<b>(Elective Course 1) Group 3 - Marketing Management</b>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This course provides an in-depth examination of the psychological, social, cultural, and economic factors that influence consumers' purchasing decisions and how these decisions impact the market. It combines classic theories with modern digital analytics techniques to equip students with				

	the tools necessary to analyze, predict, and influence consumer behavior. Through interactive lectures, case studies, real-world projects, and the latest technology in consumer analytics, students will gain a holistic understanding of the complexities of consumer behavior and market analysis.
--	---

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Trace the stages of the consumer decision-making journey and understand various models of consumer behaviour.	U	C	Standardized Test
CO2	Understanding conceptual theories of consumer behavior.	U	C	Standardized Test
CO3	Be able to develop and categorize appropriate marketing strategies for different segments of consumers.	Ap	P	Classroom Discussion
CO4	Grasp diverse theories shaping consumer behaviour and synthesize their own interpretations.	An	P	Standardized Test
CO5	Recognize the different groups influencing consumer behaviour and analyse their contributions to buying choices	An	P	Case Study
CO6	Demonstrate the ability to outline and categorize the stages and procedures involved in marketing research.	E	M	Mini research report preparation
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Understanding the concept of consumer buying behavior</b>		<b>13</b>	<b>20</b>	<b>16</b>
	1	Marketing concept and the role of consumer.			
	2	Consumer behavior- Factors influencing consumer buying behaviour, Buyer decision making process.			
	3	Models of consumer behaviour - Economic model, Psychoanalytical model, Engel Kollat Blackwell model, Howard -Sheth model, Nicosia model			
	4	Industrial markets- Industrial buying behaviour concepts & strategies.			
<b>II</b>	<b>Theories of Consumer Behaviour</b>		<b>13</b>		<b>18</b>



	5	Market segmentation concept. Uses of market segmentation- Dimensions of consumerism.			
	6	Motivation- Buying Motives-Theories of motivation- Max-Neef's fundamental human needs, Murray's psychogenic needs theory, Ditcher's consumption motives.			
	7	Perception – Concept. Consumer perception formation- An overview of personality theories - Self concept			
	8	Learning: The learning process - Pavlov's and skinner theory of learning. VAL's typology.			
<b>III</b>	<b>Reference Group</b>		<b>13</b>		<b>18</b>
	9	Attitude- Attitude formation and change- Reference group- relevance of reference group. AIO lifestyle.			
	10	Reference groups and their relevance – opinion leadership – class and culture – social class and consumer behaviour.			
	11	Culture, Sub - culture, Cultural relevance to marketing decisions, Cultural Values, Cultural Changes, Cross cultural understandings.			
	12	Family: Family Life Cycle, family Purchasing decisions. Celebrities as reference group.			
<b>IV</b>	<b>Organizational Culture &amp; Emerging Trends</b>		<b>11</b>		<b>18</b>
	13	Marketing Information system- Concept and components.			
	14	Role of market intelligence.			
	15	Marketing research concepts –steps of marketing research-data-Methods of collecting Market data- Primary data- Questionnaire design- Marketing research design and analysis - scaling techniques. Secondary data – sources – problems of fit and accuracy;			
<b>V</b>	<b>Open Ended Module</b>		<b>10</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>• Case Studies Analysis: Select case studies from diverse industries and have students analyse them in groups. This activity encourages critical thinking and application of theoretical concepts to real-life scenarios. Students could examine the decision-making process of consumers, the effectiveness of marketing strategies employed by companies, and the impact of external factors on consumer behaviour.</li> <li>• Consumer Behaviour Journals: Encourage students to maintain journals documenting their own purchasing decisions over a period. This reflective exercise can help students connect theory with their own behaviour, making abstract concepts more tangible.</li> <li>• Research Projects: Assign research projects where students can choose a specific aspect of consumer behaviour or market trend to investigate. This</li> </ul>			

		could involve primary research through surveys and interviews or secondary research analysing existing data			
--	--	---	--	--	--

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	1	1	2	3	2	1	1	1	2	3
CO 2	1	1	1	2	2	3	2	2	1	3	3
CO 3	2	3	3	3	2	3	2	2	1	3	3
CO 4	3	2	3	2	2	3	2	2	1	3	2
CO 5	2	3	3	2	2	3	2	2	1	3	3
CO 6	3	3	2	3	2	3	2	2	1	3	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report

- h. Literature survey
  - i. Standardized Test
- Formative Assessment (FA)
- a. Practical Assignment
  - b. Viva
  - c. Quiz
  - d. Interview
  - e. Class Discussion
  - f. Seminar
  - g. Group Tutorial work
  - h. Home assignments
  - i. Self and peer Assessments
  - j. Oral presentations
  - k. Observation of practical skills

## REFERENCES

1. Hawkins, D. I., Motherbaugh, D. L., & Kleiser, S. B. (Year of Publication). *Consumer Behaviour: Building Marketing Strategy*. McGraw Hill.
2. Blackwell, R. D., Miniard, P. W., Engel, J. F., & Rahman, Z. *Consumer Behaviour*. Cengage.
3. Schiffman, L. G., & Kanuk, L. L. *Consumer Behavior*. Prentice Hall of India.
4. Wilson, A. *Marketing Research: An integrated approach*. Pearson.
5. Malhotra, N. K., & Dash, S. *Marketing research: An applied orientation*. Pearson.
6. Sahney, S. *Consumer Behavior*. Oxford.

Programme	BBA				
Course Code					
Course Title	<b>Marketing Metrics</b>				
Type of Course	<b>(Elective Course 2) Group 3 - Marketing Management</b>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	The course focuses on the systematic measurement and analysis of various marketing activities to evaluate their effectiveness in strategic decision-making. Covering both traditional and digital marketing channels, the course delves into Key Performance Indicators (KPIs), Customer-Centric Metrics, and advanced analytics techniques.				

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Analyze and synthesize the strategic importance of Marketing Metrics in the contemporary business landscape.	C	C	Standardized Test
CO2	Identify and Select Key Performance Indicators (KPIs)	R	P	Classroom Discussion
CO3	Comprehensive understanding of Customer-Centric Metrics	U	C	Standardized Test
CO4	Proficiency in Digital Marketing Metrics	Ap	P	Observation and Practical skills
CO5	Practical Application in Real-World Scenarios.	Ap	P	Case study
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Marketing Metrics</b>		<b>10</b>	<b>20</b>	<b>16</b>
	1	Definition and importance of marketing metrics Overview of the marketing performance measurement process			
	2	Link between marketing metrics and business objectives			
	3	Key Performance Indicators (KPIs) in Marketing: Identification and selection of relevant KPIs. Difference between leading and lagging indicators			
	4	Setting SMART objectives for marketing campaigns			
<b>II</b>	<b>Product, Price, Promotion and Distribution Metrics</b>		<b>15</b>		<b>18</b>
	5	Product Metrics: Product sales and revenue Market share and penetration Customer satisfaction and feedback			
	6	Price Metrics: Price elasticity Gross margin and profitability Price optimization strategies			
	7	Promotion Metrics: Return on advertising spend (ROAS) Return on Investment (ROI) for Marketing Campaigns Gross Rating Points			
	8	Distribution Metrics: Channel performance and efficiency Inventory turnover Metrix Retailer satisfaction metrics			
<b>III</b>	<b>Customer Acquisition and Retention Metrics</b>		<b>13</b>		<b>18</b>
	9	Customer Acquisition Metrix			

	10	Cost per Acquisition (CPA)			
	11	Conversion Rate			
	12	Customer Lifetime Value (CLV)			
	13	Customer Retention Metrics			
	14	Churn Rate			
	15	Repeat Purchase Rate			
	16	Customer Satisfaction (CSAT) and Net Promoter Score (NPS)			
	17	Customer Loyalty Metrics			
<b>IV</b>	<b>Digital Marketing Metrics</b>		<b>10</b>		<b>18</b>
	18	Return on Investment (ROI) in marketing			
	19	Website Traffic and Engagement Metrics			
	20	Social Media Metrics (likes, shares, comments)			
	21	Email Marketing Metrics (open rate, click-through rate)			
	22	Search Engine Optimization (SEO) Metrics			
<b>V</b>	<b>Open Ended Module:</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>• Case Study Analysis: Incorporate the analysis of real-world case studies where students can dissect successful and unsuccessful marketing campaigns, focusing on the metrics used to measure their performance.</li> <li>• Guest Speaker Series: Invite industry professionals who specialize in digital marketing, data analytics, or strategic planning to share insights on how they use marketing metrics in their roles.</li> <li>• Interactive Quizzes and Games: Develop quizzes or online games that test students' knowledge of marketing metrics in a fun and engaging way. This could include scenario-based questions where students have to choose the right metric to assess a particular marketing strategy's success.</li> <li>• Social Media Campaign Analysis: Challenge students to pick a social media campaign and analyse its performance using relevant metrics. They should consider engagement rates, reach, conversion rates, and any other pertinent metrics. This project can culminate in a presentation where students propose strategies for optimizing the campaign's performance based on their analysis.</li> </ul>			

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
--	----------	----------	----------	------	-----	-----	-----	-----	-----	-----	-----

CO 1	3	2	1	1	1	2	1	1	3	1	3
CO 2	1	2	1	1	2	2	1	1	1	1	3
CO 3	1	2	1	1	1	1	1	1	1	1	3
CO 4	1	3	1	1	1	1	1	1	1	1	2
CO 5	3	1	1	1	1	2	3	2	3	1	3
CO 6	1	1	2	1	1	1	1	1	1	3	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work

- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Farris, P. W., Bendle, N. T., Pfeifer, P. E., & Reibstein, D. J. (2015). *Marketing metrics: The definitive guide to measuring marketing performance*. Pearson.
2. Hayes, B. E. (2008). *Measuring customer satisfaction and loyalty*. ASQ Quality Press.
3. Lenskold, J. D. (2003). *Marketing ROI: The path to campaign, customer, and corporate profitability*. McGraw-Hill Education.
4. Siegel, E. (2013). *Predictive analytics: The power to predict who will click, buy, lie, or die*. John Wiley & Sons.

## SUGGESTED READINGS

1. Hollensen, S. (2015). *Marketing Management: A Relationship Approach*. Pearson.
2. Ambler, T., & Roberts, J. H. (2008). *Assessing Marketing Performance: Don't settle for a silver metric*. *Journal of Marketing Management*, 24(7-8), 733-750

Programme	BBA				
Course Code					
Course Title	<b>Integrated Marketing Communication</b>				
Type of Course	<b>(Elective Course 3) Group 3 - Marketing Management</b>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	<p>The Integrated Marketing Communication (IMC) course in Calicut University's Bachelor of Business Administration (BBA) programme aims to provide students with a solid foundation in marketing communication strategies. As part of the four-year undergraduate programme, the emphasis is on key outcomes such as establishing a strong management foundation, effective application of business knowledge, fostering an entrepreneurial orientation, and utilizing digital technologies in business management. Classified as a minor, the IMC course concentrates on both principles and practical applications, covering foundational concepts, IMC elements, contemporary tools, and an open-ended module that integrates theory with practical experiences. The assessment methods, aligned with the university's programme objectives, ensure students are well-prepared for the complexities of the business world. The course's justification lies in its significant</p>				

	contribution to achieving the broader objectives of the BBA programme by equipping students with essential skills for effective marketing communication in diverse business environments.
--	---

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the principles and objectives of Integrated Marketing Communication (IMC) and distinguish between IMC and traditional promotion.	U	C	Instructor-created exams/Expert Talk
CO2	Capable of utilizing marketing communication models to assess and evaluate marketing communication strategies effectively.	Ap	P	Practical Assignment / Group Tutorial work/ Case Study Report
CO3	Capable of proficiently employing the IMC planning process.	Ap	P	Seminar/Observation of practical skills/Case study
CO4	Able to comprehend the social, ethical, economic, and legal facets of advertising, and conduct a critical analysis of the societal and cultural effects of advertising.	U	C	Expert Talk/Industry Visit
CO5	Effectively utilize diverse types and tools of sales promotion, while critically assessing various techniques employed in sales promotion.	Ap	P	Practical Work
CO6	Able to analyze and compare different elements of IMC.	An	C	Written test/Case study report
CO7	Able to apply contemporary tools of IMC.	Ap	P	Practical Work
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
I	<b>Foundations of Integrated Marketing Communication (IMC)</b>		12	20	16
	1	Introduction to Marketing Communication: Concept & Objective of Marketing Communication - Principles of			



		Effective Marketing Communications - Ethics in Marketing Communications - Factors Influencing Marketing Communication Mix.			
	2	Models of Marketing Communication: AIDAS Model - DAGMAR Model - Heightened Appreciation Model - Model of Joyee - Levidge and Steiner Model. (Case Study Analysis)			
	3	Overview of Integrated Marketing Communication (IMC): Evolution - Meaning and Definition of IMC - Features of IMC -Advantages and Disadvantages of IMC -Steps in IMC Planning Process - Role of IMC in Marketing.			
	4	Difference between Integrated Marketing Communication (IMC) and Traditional Promotion.			
<b>II</b>	<b>Elements of IMC- I (Advertising and Sales Promotion)</b>		<b>12</b>		<b>18</b>
	5	Advertising: Advertising as a Tool of Marketing Communication: Definition, Objectives, Features, Advantages, and Disadvantages. Social – Ethical - Economic and Legal Aspects of Advertising, Advertising and Promotion Ethics, Advertising and Children, Social and Cultural Consequences. (Case Study Analysis).			
	6	Sales Promotion: Concept, Advantages and Disadvantages, Types and Tools of Sales Promotion. Scope and Role of Sales Promotion, Growth of Sales Promotion, Consumer Oriented Sales Promotion, Techniques in Sales Promotion.			
<b>III</b>	<b>Elements of IMC- II (Public Relations, Personal Selling, Publicity, and Direct Marketing)</b>		<b>12</b>		<b>18</b>
	7	Public Relations: Meaning - Objectives - Types - Process - Tools – Features – Functions - Advantages and Disadvantages of PR, Role of PR in IMC.			
	8	Personal Selling: Features, Advantages, and Disadvantages, Personal Selling in IMC, Qualities of Good Sales People, Strategic Issues in Designing Personal Selling.			
	9	Publicity: Goals of publicity, Role, Types, and Limitations of Publicity - PR vs. Publicity.			
	10	Direct Marketing: Concept, Advantages, and Disadvantages. Modern Tools of Direct Marketing, Developing Integrated Direct Marketing Programme.			
<b>IV</b>	<b>Contemporary IMC Tools</b>		<b>12</b>		<b>18</b>
	11	Digital Marketing: Meaning – Advantages – Disadvantages – Types. Ethics in Digital Marketing. Digital Display Marketing			
	12	Internet Advertising: Components - Advantages - Limitations -and Types of Internet Advertising.			
	13	Mobile Marketing: Meaning - Types of Mobile Marketing - SMS Marketing.			
	14	Online Advertising: Meaning- Advantages- Disadvantages.			

	15	Search Engine Marketing: SEO and SEM - Display or Banner Ads - Rich Media (Pop-Ups, Video Ads - Websites and Sponsored Sites).			
	16	Social Media Advertising: Advantages and Disadvantages - Advertising on Social Networks (Facebook, LinkedIn, Twitter, etc.) - Social media (Blogging, Video Sharing - YouTube, Photo sharing – Instagram, Podcasts).			
<b>V</b>	<b>Open Ended Module:</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>• IMC Campaign Development Project: Divide students into groups and assign each group the task of developing a comprehensive IMC campaign for a given product or service. This project should encompass market research, target audience identification, setting objectives, selecting appropriate communication channels, creating consistent messaging, and measuring campaign effectiveness.</li> <li>• Social Media Strategy Workshop: Conduct workshops focused on developing social media strategies as a critical component of IMC. Students learn how to create content calendars, use social media analytics tools, and develop strategies for engagement, influencer partnerships, and paid promotions.</li> <li>• Cross-Media Storytelling Workshop: Host a workshop on creating cohesive narratives that can be adapted across different media channels. Students work on storytelling techniques that ensure brand messages are consistent yet optimized for each channel, whether it's print, digital, social media, or broadcast.</li> <li>• Public Relations Crisis Simulation: Create a crisis management simulation where students must develop a communication plan to address a hypothetical crisis affecting a brand. This exercise teaches students the importance of public relations within IMC, focusing on message consistency, media relations, and stakeholder communication during a crisis.</li> </ul>			

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO3	PSO 4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	3	2	3	2	3	2	3	3
CO 2	3	2	3	2	3	2	3	2	2	2	3

CO 3	3	2	3	2	3	2	3	2	3	2	3
CO 4	3	2	2	3	2	3	2	3	2	3	2
CO 5	3	2	3	2	3	2	3	2	3	2	3
CO 6	3	2	3	2	3	2	3	2	3	2	2
CO7	3	2	3	2	3	2	3	2	3	3	3

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Naikar, S., Halpeth, B., & Chandratre, S. (2016). Integrated Marketing Communications. Himalaya Publishing House.
2. Hardy, J., Mercury, I., & Powell, H. (2014). The Advertising Handbook. Routledge.
3. Clow, K. E., & Baack, D. E. (Latest Edition). Integrated Advertising, Promotion, and Marketing. Pearson
4. Shah, K. (Year of Publication). Advertising and Integrated Marketing Communications. McGraw Hill.
5. Murthy, S. N., & Bhojanna, U. (2016). Advertising: An IMC perspective. Excel Books.
6. Kumar, N. (2016). Integrated Marketing Communication. Himalaya.

Programme	BBA				
Course Code					
Course Title	<b>Strategic Hospitality Marketing</b>				
Type of Course	<b>(Elective Course 4) Group 3 - Marketing Management</b>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	<p>Calicut University's BBA programme shapes graduates with strong management foundations, problem-solving skills, and a global outlook. The third-semester course, Strategic Foundations of Hospitality Marketing, immerses students in the complexities of the hospitality industry. Programme outcomes (POs) stress management knowledge, problem-solving, entrepreneurship, global awareness, and ethics, aligning seamlessly with programme-specific outcomes (PSOs) focusing on professional development, critical thinking, innovation, and entrepreneurial leadership. Course outcomes (COs) are well-mapped to both PSOs and POs, ensuring a comprehensive blend of theory and practice. Assessment rubrics support a thorough evaluation with a variety of assessments. Enriched with global content and digital technology, the syllabus readies students for the dynamic hospitality sector. The open-ended module, including a hands-on industry visit, highlights the programme's commitment to practical engagement, providing valuable experiences to analyze exemplary industry practices. Overall, the programme offers a streamlined, forward-looking educational experience.</p>				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
----	--------------	------------------	---------------------	-----------------------

CO1	Understand the foundational theories and principles of hospitality marketing.	R	C	Instructor-created exams/Quiz
CO2	Apply marketing knowledge to analyze and solve business problems in the hospitality sector.	Ap	P	Practical Assignment/ Case Study Report
CO3	Analyze and interpret Hospitality Consumer Behavior for Strategic Decision-Making	Ap	P	Case study analysis, Group project, Presentation
CO4	Understand and analyze the comprehensive environmental dynamics impacting the Hospitality Sector.	An	C	Written test/Case study report
CO5	Develop Strategic Expertise in Market Segmentation, Targeting, and Positioning for Effective Hospitality Marketing.	Ap	P	Case study analysis/ Group project/Written test
CO6	Synthesize Practical Insights through Industry Visits and Case Study Analysis in Hospitality Marketing	C	P	Case study analysis, Group project, Presentation
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Hospitality Marketing</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Understanding the Hospitality Industry: Introduction - Meaning - Nature of Hospitality - Features of Hospitality Services. Current Service Trends in the Hospitality Sector - Key Issues impacting the Hospitality Industry in Both India and Global Context. [Case Study 1: Addressing Key Service Challenges in the Restaurant Sector].			
	2	Overview of Hospitality Marketing: Meaning -Definition – Characteristics – Principles - Importance – Challenges & Ethics in Hospitality Marketing.			
	3	Hospitality Products: Definition and Scope of Hospitality Products - Classification of Hospitality Products - Unique Characteristics of Hospitality Offerings - Nature of Hospitality Products and Services. [Case Study 2: Differentiating Service Offerings in Luxury Hotels: A Comparative Analysis].			
<b>II</b>	<b>Understanding Hospitality Consumer Behavior</b>		<b>12</b>		<b>18</b>

	4	Hospitality Consumers' Behavior: Introduction – Defining and understanding Consumer in Hospitality Services - Factors that Influence Consumer Behavior (External and Internal Factors). [Case Study 3: Analysing the Impact of Cultural Factors on Consumer Preferences in International Hotel Chains].			
	5	Consumer Decision-Making in Hospitality: Overview - Stages in the Consumer Decision-Making Process - Factors Influencing Decision-Making at Each Stage- Application of Decision-Making Models in Hospitality. [Case Study 4: Application of Consumer Decision-Making Models in the Selection of Airlines for Business Travel].			
	6	Consumer Problems in Hospitality: Identifying Consumer Problems in Hospitality - Consumer Problem-Solving Processes, Consumer Problem-Solving Techniques - Strategies for Problem Resolution in Service Encounters.			
<b>III</b>	<b>Hospitality Marketing Environment</b>		<b>12</b>		<b>18</b>
	7	Understanding Environmental Dynamics: Meaning, Definition, Significance and Other Considerations of Hospitality Marketing Environment.			
	8	Environmental influence on Hospitality Sector: Macro Environment- Meaning, Definition & Factors (Political – Economic- Socio-Cultural – Technological – Environmental - Legal) and Micro Environment- Meaning, Definition & Factors (Customers, Employees, Suppliers, Intermediaries, Competitors, and Public Media) & their roles – Analysis Tool (PESTEL analysis & SWOT analysis).			
<b>IV</b>	<b>Market Segmentation, Targeting, and Positioning in Hospitality Marketing</b>		<b>12</b>		<b>18</b>
	9	Market Segmentation in Hospitality Marketing: Meaning, Definition & Importance - Variables for Market Segmentation in the Hospitality Industry- Criteria for effective Market Segment selection – Market Segmentation Strategy.			
	10	Introduction to Market Targeting: Overview - Significance of Targeting in Hospitality Marketing - Targeting Approaches in Hospitality - Exploring Innovative Targeting Approaches Leveraging Digital Technology.			
	11	Market Positioning: Meaning and Definition of Market Positioning - Importance of Effective Positioning in Hospitality - Positioning Strategies in Hospitality. Implementing Digital Strategies in Global Positioning for Competitive Edge. [Case Study 5: Successful Brand Repositioning in the Fast-Food Industry].			
<b>V</b>	<b>Open Ended Module:</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>Industry Immersion Experiences: Facilitate field trips or virtual tours to local hospitality businesses, followed by Q&amp;A sessions with marketing professionals in the hospitality sector. This direct</li> </ul>			

		<p>interaction allows students to gain insights into the practical challenges and opportunities in hospitality marketing and to apply theoretical knowledge in real-world contexts.</p> <ul style="list-style-type: none"> <li>• Hospitality Marketing Plan Competition: Divide the class into teams and challenge them to create comprehensive marketing plans for a fictional or local hospitality business (e.g., hotel, restaurant, travel agency). This project should include market research, target audience identification, branding strategies, digital marketing plans, and budget allocations.</li> <li>• Digital Marketing Workshops: Organize workshops focusing on digital marketing skills specific to the hospitality industry, such as search engine optimization (SEO) for hospitality websites, social media marketing for hotels and restaurants, and email marketing strategies for customer loyalty programmes.</li> <li>• Sustainability Project: With sustainability becoming increasingly important in the hospitality industry, task students with developing a strategic marketing plan for a hospitality business that emphasizes sustainable practices. Students should research sustainable tourism trends, identify target markets interested in eco-friendly travel, and propose marketing strategies that highlight the business's commitment to sustainability.</li> </ul>			
--	--	---	--	--	--

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	2	2	3	2	2	2	2	1	3
CO 2	3	3	1	1	3	3	1	2	2	1	3
CO 3	3	3	2	2	3	3	3	2	1	1	3
CO 4	3	3	1	3	3	3	2	3	2	1	2
CO 5	3	3	3	2	3	3	3	3	1	3	3

CO 6	3	3	3	2	3	3	3	1	3	1	2
---------	---	---	---	---	---	---	---	---	---	---	---

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

**Summative Assessment (SA)**

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

**Formative Assessment (FA)**

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

**REFERENCES**

1. Morrison, A. M. Hospitality and travel marketing. Thomas Learning Inc
2. Kotler, P., Bowen, J. T., & Makens, J. C. (Year of Publication). Marketing for hospitality and tourism. Pearson Education Publication
3. Abbey, J. R. (2003). Hospitality sales and marketing. Educational Institute of the American Hotel & Lodging Association.
4. Reid, R. D., & Bojanic, D. C. (2016). Hospitality marketing management. John Wiley & Sons.
5. Enz, C. A. (2009). Strategic hospitality management: Theory and practice for the hospitality industry. John Wiley & Sons.



6. Abbey, J. R., & Schroeder, S. P. (2007). Hospitality sales and marketing. Delmar Cengage Learning.

Programme	BBA				
Course Code					
Course Title	<b>World Class Manufacturing</b>				
Type of Course	<b>(Elective Course 1) Group 4 - Operations Management</b>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This course introduces the students with the world class manufacturing environment and optimised production principles. It is concerned with the development and evolution of world class manufacturing. The course is focused on the importance manufacturing unique along the globe.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Discover best practices adopted by industry in the sphere of World Class Manufacturing	U	C	Standardised Test
CO 2	Examine the use of IT Planning Methodology for World Class Manufacturing	An	P	Case Study and Classroom Discussion
CO 3	Discuss latest trends and developments in technology and systems around the world pertaining to World Class Manufacturing	U	C	Standardised Test

CO 4	Implement the World Class Manufacturing Plan across an organisation	Ap	P	Case Study and Classroom Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**Detailed Syllabus:**

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to World Class Manufacturing</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Historical Perspective World Class Excellent Organisations			
	2	Models for Manufacturing Excellence: Schonberger, Halls, Gunn and Maskell Models			
	3	Imperatives for Success - Technology, Systems Approach and Change in the Mindset			
	4	Technology Principles Advocated by Eliyahu Goldtratt, Porters Dynamic Diamond Theory and its Importance to WCM			
<b>II</b>	<b>Benchmarking</b>		<b>12</b>		<b>18</b>
	5	Concept of Benchmarking, Bottleneck and Best Practices			
	6	Best Performers, Gaining Competitive Edge Through World Class Manufacturing			
	7	Value Added Manufacturing, Value Stream Mapping, Eliminating Waste			
	8	Toyota Production System			
<b>III</b>	<b>System and Tools for World Class Manufacturing</b>		<b>12</b>		<b>18</b>
	9	Improving Product & Process Design			
	10	Optimizing, Procurement & Stores Practices			
	11	SQC, FMS, Rapid Prototyping, Poka Yoke, 5-S,3 M, JIT			
	12	CAD, CAM, CIM			
	13	Robotics			
	14	Concurrent Engineering, Group Technology, Cellular Manufacturing			

	15	Taguchis' Quality Loss Function			
	16	Robust Design Concepts			
	17	Designing Products through 'Fuzzy' Logic			
<b>IV</b>	<b>Typical Characteristics of WCM Companies</b>		<b>12</b>		<b>18</b>
	18	Performance Indicators like POP, TOPP and AMBITE Systems			
	19	World Class Performance, Six Sigma Philosophy.			
	20	Green Manufacturing, Clean Manufacturing, Agile Manufacturing, Quick Response Manufacturing, Lean Manufacturing,			
	21	Artificial Intelligence in World Class Manufacturing and its Relation in Creating World Class Products			
	22	Indian Scenario on World Class Manufacturing -Task Ahead			
<b>V</b>	<b>Open Ended Module:</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>• Sustainable Manufacturing Project: Assign teams to work on projects that aim to redesign an existing product or process to make it more sustainable, using WCM and sustainable manufacturing principles. This could involve material selection, energy efficiency, waste reduction, or lifecycle analysis.</li> <li>• Kaizen Event for Campus Improvements: Host a Kaizen event where students identify areas for improvement within the campus or academic processes and apply Kaizen methodologies to propose and implement solutions.</li> <li>• Cross-Cultural Manufacturing Studies: Develop a course module or series of workshops that explore how WCM principles are adapted and applied in different cultural contexts around the world.</li> </ul>			

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	1	3	3	3	2	2	2	3
CO 2	3	3	3	3	3	2	3	2	2	3	3

CO 3	3	3	3	3	3	2	3	2	2	2	3
CO 4	3	3	2	3	3	3	3	2	2	2	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment - CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written Test
- b. Open Book Test
- c. Problem Based Assignments
- e. Individual Project Report
- f. Case Study Report
- g. Team Project Report
- h. Literature Survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial Work
- h. Home Assignments
- i. Self and Peer Assessments
- j. Oral Presentations
- k. Observation of Practical Skills

**REFERENCES**

1. Adam, E. E., Jr., & Ebert, R. J. Production and Operations Management. New Delhi: Prentice Hall Learning Pvt. Ltd.
2. Liker, J. K. The Toyota Way - 14 Management Principles. McGraw Hill Publications.
3. Chase, R. B., & Jacob, R. Operations Management for Competitive Advantage.

McGraw Hill Publications.

- Schonberger, R. J. World Class Manufacturing - The Lessons of Simplicity. Free Press.

**SUGGESTED READINGS:**

- World Class Manufacturing Strategic Perspective, Sahay B. S., Saxena KBC., and Ashish Kumar., New Delhi, Mac Milan Publications.
- Just In Time Manufacturing, Korgaonkar M.G., New Delhi, Mac Milan Publications.
- Making Common Sense Common Practice, Moore Ron, Oxford, Elsevier Butterworth-Heinemann.

Programme	BBA				
Course Code					
Course Title	<b>Quality Management</b>				
Type of Course	<b>(Elective Course 2) Group 4 - Operations Management</b>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This course introduces the students with the various principles and practices of Quality Management. It is concerned with the creation of quality conscious work culture.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understanding the evolution of Quality management.	U	C	Standardised Test
CO2	Understanding of quality philosophies and practices.	U	C	Standardised Test
CO3	Ability to apply statistical process control to enhance quality.	Ap	P	Case Study and Classroom Discussion
CO4	Ability to apply quality tools to enhance organization's quality performance	Ap	P	Case Study and Classroom Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Quality Management</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Need for Quality, Evolution of Quality, Total Quality - Attitude and Involvement of Top Management, Customer Focus, Customer Perception, Customer Retention			
	2	Dimensions of Product and Service Quality, Cost of Quality			
	3	Quality Gurus - Crosby, Deming, Masaaki Imai, Feigenbaum, Ishikawa, Juran, Oakland, Shigeo Shingo, and Taguchi.			
	4	Quality Circle, Japanese 5S Principles, and 8D Methodology			
<b>II</b>	<b>Statistical Process Control (SPC)</b>		<b>12</b>		<b>18</b>
	5	SPC - Meaning, Significance. Construction of Control Charts for Variables and Attributes.			
	6	Process Capability - Meaning, Significance and Measurement. Six sigma			
	7	Reliability Concepts, Reliability in Series and Parallel, Product Life Characteristics Curve			
	8	Total productive maintenance (TMP), Terotechnology. Business Process Improvement (BPI), Reengineering Process			
<b>III</b>	<b>Quality Tools</b>		<b>12</b>		<b>18</b>
	9	Tools of Quality			
	10	Bench Marking			
	11	Six Sigma			
	12	Failure Mode Effect Analysis (FMEA)			
	13	FMEA Stages, Design, Process and Documentation			
	14	Quality Function Deployment (QFD) - Benefits			
	15	House of Quality			
	16	Parameter and Tolerance Design			
17	Signal to Noise Ratio				
<b>IV</b>	<b>Quality Management Systems</b>		<b>12</b>		<b>18</b>
	18	Introduction Quality Management Systems, Elements, Documentation Guidelines for Performance Improvements			
	19	Quality Audits, BIS, ISO 9000			
	20	TQM Culture, Framework, Benefits, Awareness and Obstacles.			
	21	Employee Involvement - Motivation, Empowerment, Team and Teamwork, Recognition and Reward, Performance Appraisal			
	22	Supplier - Selection, Partnering, Supplier Rating			
<b>V</b>	<b>Open Ended Module:</b>		<b>12</b>	<b>10</b>	

		<ul style="list-style-type: none"> <li>Lean Manufacturing Workshop: Organize a hands-on workshop where participants can apply Lean principles to streamline operations in a simulated manufacturing setup. Tasks can include identifying waste, implementing 5S methodology, and designing a Kanban system</li> <li>Quality Management Escape Room: Design an escape room challenge themed around solving quality-related problems. Participants must use their knowledge of Total Quality Management (TQM) principles, Six Sigma, and ISO standards to find clues and solve puzzles to "escape."</li> <li>Case Study Analysis and Role Play: Present real-life case studies of companies that successfully implemented Quality Management systems. Follow up with role-play sessions where students assume roles within these companies, making decisions to address quality challenges.</li> </ul>			
--	--	--	--	--	--

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	1	3	3	3	2	2	2	3
CO 2	3	3	3	3	3	2	3	2	2	3	3
CO 3	3	3	3	3	3	2	3	2	2	2	3
CO 4	3	3	2	3	3	3	3	2	2	2	2

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment - CCA (Continuous Comprehensive Assessment) -

#### Summative Assessment (SA)

- Written Test
- Open Book Test
- Problem Based Assignments
- Individual Project Report
- Case Study Report
- Team Project Report
- Literature Survey

- i. Standardized Test
- Formative Assessment (FA)
- a. Practical Assignment
  - b. Viva
  - c. Quiz
  - d. Interview
  - e. Class Discussion
  - f. Seminar
  - g. Group Tutorial Work
  - h. Home Assignments
  - i. Self and Peer Assessments
  - j. Oral Presentations
  - k. Observation of Practical Skills

## REFERENCES

1. Bhat, K. S. (n.d.). Total Quality Management - Text and Cases (1st ed.). Himalaya Publishing House.
2. Charantimath, P. M. (n.d.). Total Quality Management (2nd ed.). Pearson Education.
3. Montgomery, D. C. (n.d.). Introduction to Statistical Quality Control (4th ed.). Wiley India Pvt Limited.
4. Panneerselvam, R., & Sivasankaran, P. (n.d.). Quality Management. PHI Learning.

## SUGGESTED READINGS:

1. Hughes Chris, 1985. Productions and Operations Management, London, Pan Books.

Programme	BBA				
Course Code					
Course Title	<b>Total Productive Maintenance</b>				
Type of Course	<b>(Elective Course 3) Group 4 - Operations Management</b>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This course aims at introducing Total Productive Maintenance (TPM) at the beginner's level It is concerned with the understanding to prevent equipment problems and reduce expenditures. It is also intended to understand constant improvement in the overall equipment effectiveness (OEE) as it relates to equipment and capital assets				

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
----	--------------	------------------	---------------------	-----------------------



CO1	Understand how TPM improves operations by preventing equipment breakdowns; prevention of product defects and rejects; improving equipment effectiveness and efficiency; involving and training operators in equipment maintenance	U	C	Standardised Test
CO2	Understand the usage of tools for TPM implementation and able to identify and eliminate loss through TPM implementation	An	P	Case Study and Classroom Discussion
CO3	Understand the roles and responsibilities of a TPM implementation organization and the critical issues	U	C	Standardised Test
CO4	Understand the economic side to TPM	Ap	P	Case Study and Classroom Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Maintenance</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Evolution of Maintenance Concept, Objectives and Functions			
	2	TPM, System Effectiveness			
	3	Reliability Centered Maintenance (RCM), Maintainability Prediction,			
	4	Maintenance Cost			
<b>II</b>	<b>Maintenance Types</b>		<b>12</b>		<b>18</b>
	5	Minimal Repair, Maintenance Types			
	6	Balancing Preventive Maintenance and Breakdown Maintenance			
	7	Preventive Maintenance Schedules			
	8	Replacement Models			
<b>III</b>	<b>Zero Breakdowns</b>		<b>12</b>		<b>18</b>
	9	Zero Defects and TPM			
	10	Zero Breakdowns and Maximizing Equipment Effectiveness			
	11	Autonomous Maintenance Programme			
	12	Eight Pillars of TPM			
	13	Maintenance Inventory Controls			
	14	Improving Maintenance Efficiency and Effectiveness			

	15	TPM Organization - Management Decision - Establishment of Basic Policies and Goals - Formation of Master Plan			
	16	TPM Small Group Activities			
	17	TPM implementation			
<b>IV</b>	<b>Human Factors in Maintenance</b>		<b>12</b>	<b>18</b>	
	18	Human Factors in Maintenance, Maintenance Manuals, Maintenance Staffing Methods			
	19	Queuing Applications, Simulation			
	20	Spare Parts Management			
	21	Maintenance Planning and Scheduling			
	22	Condition Monitoring Techniques, Vibration Monitoring, Signature Analysis, Wear Debris Monitoring, Expert systems, Corrosion Monitoring and Control			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>• Cross-Functional Team Projects: Form teams comprising members from different academic disciplines to work on a project that involves implementing a TPM programme for a hypothetical or real facility. This mirrors the cross-functional teams used in TPM initiatives in industry.</li> <li>• TPM Kaizen Events: Organize Kaizen events specifically focused on TPM, where students identify and eliminate waste in maintenance processes and propose improvements to enhance overall equipment effectiveness (OEE).</li> <li>• Industry Case Studies and Role Play: Analyse case studies of successful TPM implementations in various industries. Follow up with role-playing exercises where students assume different roles within a company, making decisions on implementing or improving TPM practices.</li> </ul>			

#### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	1	3	3	3	2	2	2	3
CO 2	3	2	3	3	3	2	3	2	2	3	3
CO 3	2	3	3	3	3	2	3	2	2	2	3
CO 4	3	3	2	3	3	3	3	2	2	2	2

#### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

## Assessment Rubrics:

### Mode of Assessment - CCA (Continuous Comprehensive Assessment) -

#### Summative Assessment (SA)

- a. Written Test
- b. Open Book Test
- c. Problem Based Assignments
- e. Individual Project Report
- f. Case Study Report
- g. Team Project Report
- h. Literature Survey
- i. Standardized Test

#### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial Work
- h. Home Assignments
- i. Self and Peer Assessments
- j. Oral Presentations
- k. Observation of Practical Skills

## REFERENCES

1. Nakajima, S. (1992). Introduction to TPM. Productivity Press.
2. Goto, F. (1992). Equipment planning for TPM: Maintenance Prevention Design. Productivity Press.
3. Kelly, A. (1991). Maintenance Planning and Control. Butterworth.
4. Suzuki, T. (1993). New Directions for TPM. Productivity Press.

## SUGGESTED READINGS:

1. Fumio Gotoh, MasajiTajiri,, 1999 ‘Autonomous maintenance in Seven Steps : Implementing TPM on the ShopFloor’, Productivity Press.
2. Japan Institute of Plant Maintenances, 1997, ‘Autonomous maintenance for Operators’, Productivity Pres.
3. Jardine AK, , 2012,Maintenance, Replacement and Reliability, Pitman Publishing. Kern Peng, ‘Equipment Management in the Post-Maintenance Era: A New Alternative to Total Productive Maintenance (TPM), Productivity Press.

<b>Programme</b>	<b>BBA</b>
Course Code	
Course Title	<b>Service Operations Management</b>
Type of Course	<b>(Elective Course 4) Group 4 - Operations Management</b>
Semester	6

Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This course is intended to understand the growing significance and impact of services on the growth and economy. It also examines traditional and new approaches for achieving operational competitiveness in service businesses.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Critically analyse the types of service operations and operational parameters that are imperative for organizational success.	U	C	Standardised Test
CO2	Evaluate and compare strategies leading to improvement of service operations quality.	An	P	Case Study and Classroom Discussion
CO3	Analyse the important aspects of service systems that control the provision of capacity to meet customer requirements effectively.	U	C	Standardised Test
CO4	Implement statistical methods and management techniques to monitor, control and improve service processes of an organization.	Ap	P	Case Study and Classroom Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
I	<b>Introduction to Services</b>		12	20	16
	1	Importance, Role in Economy Service Sector - Growth; Nature of Services - The Nature and Classification of Services			

	2	The Future Of Services., E Commerce And Public Sector Developments - Manufacturing Continuum			
	3	Service Classification , Service Package, Distinctive Characteristics, Open-Systems View			
	4	Service Strategy, Strategic Service Vision, Competitive Environment			
<b>II</b>	<b>Changing Paradigms in Competitiveness of Services</b>		<b>12</b>		<b>18</b>
	5	Generic Strategies, Winning Customers; Role of Information Technology; Stages In Service Firm Competitiveness; Internet Strategies			
	6	Environmental strategies, Global trends in Services Sector-			
	7	Inventory Management in Services - Retail Discounting Model, Newsvendor Model; Managing Waiting Lines - Queuing Systems, psychology of Waiting			
	8	Managing for Growth - Expansion Strategies, Franchising, Globalization			
<b>III</b>	<b>Service Design &amp; Quality</b>		<b>12</b>		<b>18</b>
	9	New Service Development – Design Elements - Service Blue-Printing - Process Structure – Generic Approaches - Value to Customer			
	10	Retail Design Strategies - Store Size - Network Configuration; Managing Service Experience			
	11	Experience Economy, Key Dimensions; Vehicle Routing and Scheduling, Service Design and Operations Strategy			
	12	Service Quality: Leveraging Value Over Cost in Service Delivery, Globalization of Services			
	13	Service Quality Dimensions, Service Quality - Five Gap Model & Kano’s Model Measuring Service Quality - SERVQUAL			
	14	Walk-through Audit; Quality Service by Design - Service Recovery - Service Guarantees;			
	15	Service Encounter - triad, Creating Service Orientation, Service Profit Chain; Front - Office Back - Office Interface - Service Decoupling			
	16	Linking the Service Model to the P & L. Testing and Adapting a Firm’s Service Model.			
	17	Compensation and Performance Reporting Systems. The Role of Operations in Successful M & A.			
<b>IV</b>	<b>Implementations of Telecommunication Development</b>		<b>12</b>		<b>18</b>
	18	Mobile Application and Consumer Services			
	19	Block Chain Technology			
	20	Data-Backed Performance Measurement			
	21	Employee Analytics			
	22	Improving Demand Responsiveness - Advanced Planning and Scheduling (APS) & Services Operations			
<b>V</b>	<b>Open Ended Module:</b>		<b>12</b>	<b>10</b>	

		<ul style="list-style-type: none"> <li>• Service Design Sprints: Implement a condensed version of a design sprint focused on developing or improving a service. Students work in teams to identify a problem, brainstorm solutions, prototype, and test their ideas with potential users within a short period.</li> <li>• Service Failure Analysis and Recovery Workshops: Analyse real-world cases of service failures and conduct workshops where students role-play different stakeholders (e.g., service provider, customer, manager) to explore effective service recovery strategies.</li> <li>• Collaborative Service Innovation Projects: Partner with local businesses or non-profit organizations to identify service improvement or innovation opportunities. Students work in teams to propose and, if possible, implement their solutions.</li> </ul>			
--	--	---	--	--	--

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	1	3	3	3	2	2	2	3
CO 2	3	3	3	3	3	2	3	2	2	3	3
CO 3	3	2	3	3	3	2	3	2	2	2	3
CO 4	3	3	2	3	3	3	3	2	2	2	2

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment - CCA (Continuous Comprehensive Assessment) -

#### Summative Assessment (SA)

- Written Test
- Open Book Test
- Problem Based Assignments
- Individual Project Report
- Case Study Report
- Team Project Report

- h. Literature Survey
  - i. Standardized Test
- Formative Assessment (FA)
- a. Practical Assignment
  - b. Viva
  - c. Quiz
  - d. Interview
  - e. Class Discussion
  - f. Seminar
  - g. Group Tutorial Work
  - h. Home Assignments
  - i. Self and Peer Assessments
  - j. Oral Presentations
  - k. Observation of Practical Skills

## REFERENCES

1. Fitzsimmons, J. A. (1997). *Service Management: Operations, Strategy, Information Technology*. Tata McGraw-Hill.
2. Metters, R., King-Metters, K., Pullman, M., & Walton, S. (2003). *Successful Service Operations Management* (2nd ed.). South-Western, Cengage Learning.
3. Haksever, C., Render, B., Russell, R. S., & Murdick, R. G. (2008). *Service Management and Operations* (2nd ed.). Pearson Education.

## SUGGESTED READINGS:

1. Hughes Chris, 1985. *Productions and Operations Management*, London, Pan Books.

Programme	BBA				
Course Code					
Course Title	<b>Logistics</b>				
Type of Course	<b>(Elective Course 1) Group 5 – Logistics</b>				
Semester	5				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	This course focuses on developing a strong understanding of cost, revenue, and profit in a business, as well as recording and interpreting financial data. It provides students with the necessary knowledge and skills to communicate effectively using financial data.				

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
----	--------------	------------------	---------------------	-----------------------

CO1	Able to understand basic principles and concepts of supply chain management including Procurement, Production, Distribution, and Logistics	U	C	Instructor-created exams / Quiz
CO2	Able to gain expertise in designing and managing transportation networks, distribution channels and logistics process.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Able to Understand the principles of warehouse management including layout design, material handling equipment and efficient storage practices.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Able to explore the complexities of managing supply chain on a global scale including international trade regulations and customs procedures	U	C	Instructor-created exams / Home Assignments
CO5	Able to enhance communication and Collaboration skills to facilitate effective coordination among different stakeholders in supply chain by considering social and ethical responsibilities.	Ap	P	One Minute Reflection Writing assignments
CO6	Able to proficient in leveraging technology for Logistics function and will gain expertise in implementing digital tools for planning and minimizing cost.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
I	<b>Introduction to Logistics Management</b>		12	20	16
	1	Definition - Evolution of the concept -Elements -- process - activities.			
	2	Role of Logistics management - Integrated Logistics Management			
	3	Role of logistics managers in strategic decisions			



	4	Stages -Role of logistics providers - Emerging concept in logistics.			
	5	Outsourcing Logistics: Reasons - Third party logistics provider - Fourth party Logistics providers(4PL)			
	6	Logistics interface with marketing - Retails logistics.			
	7	Customer service - importance elements - the order cycle system			
	8	Distribution channels - Functions performed - Types designing			
	<b>Supply Chain Management</b>				
II	7	An Introduction –Concept – Evolution and Development – Difference – Necessity and objectives	12	18	
	8	Role – Scope – Functions and Importance – Local and International Supply Chains			
	9	Benefits and Issues – Types of Supply Chain management tool – SCM building blocks			
	10	Supply Chain Drivers and Obstacles – International Logistics and Supply Chain Management			
	11	Key Supply Chain Business Processes: Planning – Sourcing – Producing – Distributing and Paying			
	12	Purchasing and Supplier Management: Sourcing and Supplier Management, Outsourcing – Global Sourcing			
	13	Vendor Identification – Selection – Evaluation – Development – Supplier Relationship Management			
	<b>Introduction to Warehousing</b>				
III	14	Concepts – Need for warehousing–Issues affecting warehousing –Various warehousing facilities	12	18	
	15	Different types of warehouses –Characteristics of ideal warehouses			
	16	Introduction to Inventory Management- Role of inventory – Functions of inventory			
	17	Types of inventories – Cost of inventories -Need to hold inventory.			
	18	Functions of inventory - Types of inventories – WIP inventory – Finished goods inventory			
	<b>Transportation</b>				
IV	19	Introduction: Role of distribution in supply chain – transportation management – designing distribution channels	12	18	
	20	Distribution models – Advantages of distribution models – disadvantages of distribution models			
	21	Pre-requisites of distribution - Transportation Models: Various models of transportation (multimodal and intermodal)			
	22	Merits of each all models of transportation – understanding the components of multimodal transportation			
	23	Application of information technology in transportation			
	<b>Open Ended Module</b>				
V	24				

		<ul style="list-style-type: none"> <li>• International Trade and Export &amp; Import Documentation</li> <li>• Case Study Analysis: Students are given case studies of landmark legal cases or recent legal disputes involving corporate regulations. They analyse the cases, focusing on the legal principles involved, the decisions made, and their implications for the business environment.</li> <li>• Legislation Drafting Workshop: Students are tasked with drafting a piece of legislation or regulatory guidelines for emerging industries (e.g., fintech, cryptocurrency, e-commerce) or for addressing contemporary issues (e.g., data privacy, corporate social responsibility).</li> <li>• Legal Research Project: Assign a research project where students investigate and report on the evolution of a particular area of corporate law, comparing different jurisdictions or analysing the impact of a significant regulatory change.</li> </ul>	12	10	
--	--	---	----	----	--

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	2	2	2	1	2	1	3
CO 2	3	3	2	3	2	3	1	2	2	1	3
CO 3	3	3	2	3	2	2	1	1	2	2	3
CO 4	2	2	2	2	2	1	2	1	1	2	2
CO 5	3	2	2	3	2	3	2	2	1	2	3
CO 6	2	2	3	2	2	3	1	1	2	2	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low

2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

3. Summative Assessment (SA)
  - a. Written test
  - b. Open book test
  - c. Laboratory report
  - d. Problem based assignments
  - e. Individual project report
  - f. Case study report
  - g. Team project report
  - h. Literature survey
  - i. Standardized Test
4. Formative Assessment (FA)
  - a. Practical Assignment
  - b. Viva
  - c. Quiz
  - d. Interview
  - e. Class Discussion
  - f. Seminar
  - g. Group Tutorial work
  - h. Home assignments
  - i. Self and peer Assessments
  - j. Oral presentations
  - k. Observation of practical skills

**REFERENCES:**

- a. Sunil Chopra, Supply Chain Management
- b. Agarwal, Logistics Supply Chain Management
- c. Martin Christopher. Logistics and Supply Chain Management. Pearson
- d. Raghuram G. Logistics and Supply Chain Management. Mac Millan
- e. N. Chandrasekharan, Supply Chain Management

Programme	BBA				
Course Code					
Course Title	<b>Air Cargo Logistics Management</b>				
Type of Course	<b>(Elective Course 2) Group 5 - Logistics</b>				
Semester	5				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours

	4	4	-		60
Pre-requisites					
Course Summary	Air Cargo Logistics Management at the undergraduate level is a comprehensive programme designed to equip students with the knowledge and skills necessary to effectively manage the complex and dynamic world of air cargo transportation. The course covers various aspects of logistics management, with a specific focus on air freight operations. It explores the entire logistics process, from the point of origin to the final destination, emphasizing the unique challenges and considerations associated with air transportation				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Able to build strong foundation on theories, principles, and practices of Air Cargo Operations.	U	C	Instructor-created exams / Quiz
CO2	Able to solve the air cargo logistics problems and explore the opportunities and challenges in air cargo security	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Able to analyse and apply air cargo Strategies that foster a culture of innovation within cargo packaging solution.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Able to acquire a comprehensive understanding of the challenges and strategies involved in managing air cargo across global culture (Inter culture, cross culture and global)	U	C	Instructor-created exams / Home Assignments
CO5	Able to possess the knowledge and skills to integrate social, ethical and sustainability and green logistics.	Ap	P	One Minute Reflection Writing assignments
CO6	Able to proficient in leveraging technology for warehousing function and will gain expertise in implementing digital twins and automation in warehousing and cargo operations.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
I	<b>Introduction to Air Cargo</b>		13	20	18
	1	Introduction, Advantages, Definition, Aviation, and airline terminology			
	2	Country, currency, airlines, different types of aircraft			
	3	Aircraft manufacturers, international air routes			
	4	Airports, Airport codes, Airline consortium, hub & spoke			
	5	Consortium, Risk associated with air cargo logistics			
	6	Air cargo services, Related services			
	7	Advices - Booking – SLI – Labelling			
II	<b>Introduction to Airline Industry</b>		14	20	20
	7	Introduction, History, Importance of Air cargo industry			
	8	navigation systems, Air transport system, Functions			
	9	Terminal area, Landside operations			
	10	Civil Aviation, Safety and Security, aircraft operator's security programme			
	11	Security v/s facilitation - Training and Awareness in Airline			
	12	rescue and firefighting, Issues and Challenges			
III	<b>Airline Marketing and Customer Service</b>		10	16	16
	14	Introduction of Marketing, Marketing Environment,			
	15	Marketing Research, Airline Marketing Strategies and Planning			
	16	Airline Marketing Segmentation, SWOT Analysis			
	17	Consignee - Controlled Cargo, Sales Leads, Airline Routing Instructions			
	18	Customer Service, Future Trends in Airline Marketing			
	<b>Air Freight Forwarding</b>		11	16	16
	19	Air freight Exports and Imports, Air freight Special Cargoes			
	20	Air freight Consolidation, Air freight Documentation			
	21	Air Way Bill (AWB), Communication, Freight Handling COD shipments			
	22	POD, Dangerous (DGR) or hazardous goods,			
V	<b>Open Ended Module</b>		12	10	
		<ul style="list-style-type: none"> <li>Case Study Analysis: Students are given case studies of air cargo legal cases. They analyse the cases, focusing on the legal principles involved, the decisions made, and their implications for the business environment.</li> <li>Field Visits: Should visit major airports in India.</li> </ul>			

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	2	2	2	1	2	1	3
CO 2	3	3	2	3	2	3	1	2	2	1	3
CO 3	3	3	2	3	2	2	1	1	2	2	3
CO 4	2	2	2	2	2	1	2	1	1	2	2
CO 5	3	2	2	3	2	3	2	2	1	2	3
CO 6	2	2	3	2	2	3	1	1	2	2	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:****Mode of Assessment – CCA (Continuous Comprehensive Assessment) -****Summative Assessment (SA)**

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

**Formative Assessment (FA)**

- a. Practical Assignment
- b. Viva
- c. Quiz

- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

- a. Simon Taylor, Air transport logistics, Hampton
- b. Paul Jackson and William Brackenridge, Air cargo distributions: A management analysis of its economic and marketing benefits, Grower Press.
- c. Peter S. Smith, Air Freight: operations, marketing and economics, Faber
- d. John Walter Wood, Airports: Some elements of design and future developments.
- e. Ratandeep Singh, Aviation Century: Wings of change –A global survey.
- f. P.S. Senguttavan, Fundamentals of Air transport management, Oxford Atlas –Oxford Publishing

Programme	BBA				
Course Code					
Course Title	<b>Export &amp; Import – Policies &amp; Procedures</b>				
Type of Course	<b>(Elective Course 3) Group 5 - Logistics</b>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	The undergraduate-level course on Export-Import Policies and Procedures is designed to provide students with a comprehensive understanding of the principles, regulations, and practices governing international trade. The course explores the complexities of exporting and importing goods and services, focusing on the legal, logistical, and strategic aspects involved in global trade transactions.				

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Able to build strong foundation on theories, principles, and practices of international trade.	U	C	Instructor-created exams / Quiz

CO2	Able to solve the export and import problems and explore the opportunities and challenges in international trade.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Able to analyse and apply Strategies that foster a culture of innovation within an entrepreneurial environment.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Able to acquire a comprehensive understanding of the challenges and strategies involved in managing risk across diverse culture (Inter culture, cross culture and global)	U	C	Instructor-created exams / Home Assignments
CO5	Able to possess the knowledge and skills to integrate social, ethical and sustainable trade practices	Ap	P	One Minute Reflection Writing assignments
CO6	Able to proficient in leveraging technology for paperless transaction function and will gain expertise in implementing digital platforms like EDI, RFID etc for the development.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to International Trade</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Meaning, Features, Advantages of International Trade			
	2	Scope, Benefits, Problems of International Trade			
	3	Domestic business v/s international business			
	4	Mode of entry into international market			
	5	International Financial Institutions-IMF, world Bank			
	6	IBRD-IDA-IFC-			
	7	ICSID ,EXIM Bank			
<b>II</b>	<b>International Trade Agreements</b>		<b>12</b>		<b>18</b>
	7	Introduction to Trade Agreements, Types, Bilateral Agreement, Plurilateral			
	8	Multilateral Agreements, GATT, Merits and Demerits,			
	9	WTO, WTO agreements,			
	10	TRIPS, TRIMS			
	11	GATS and AoA,			



	12	Trade facilitation Issues			
	13	Functions and role of financial institutions in economic development			
<b>III</b>	<b>Foreign Trade Policies</b>		<b>12</b>	<b>18</b>	
	14	Introduction to foreign trade, Highlights, Export Incentives, Schemes			
	15	Assistance viz EPCG, FMS, FPS, MDA, DBK			
	16	Institutional Frame Work of Foreign Trade			
	17	Export Promotion Organization			
	18	EPC, CBDGFT			
<b>IV</b>	<b>Regional Economic Integrations</b>		<b>12</b>	<b>18</b>	
	19	Introduction of Economic Integration, Meaning and rationale			
	20	Different Forms of integrations, European Union, NAFTA			
	21	ASEAN, SAFTA, APEC,			
	22	Other Groupings			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>Case Study Analysis: Students are given case studies of Export and Import cases or recent legal disputes involving export procedures. They analyse the cases, focusing on the legal principles involved, the decisions made, and their implications for the business environment.</li> <li>Port Visit: Students shall visit major ports in India to learn the port operations and Import and Export Policies.</li> </ul>			

#### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	2	2	2	1	2	1	3
CO 2	3	3	2	3	2	3	1	2	2	1	3
CO 3	3	3	2	3	2	2	1	1	2	2	3
CO 4	2	2	2	2	2	1	2	1	1	2	2
CO 5	3	2	2	3	2	3	2	2	1	2	3

CO 6	2	2	3	2	2	3	1	1	2	2	2
---------	---	---	---	---	---	---	---	---	---	---	---

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

**REFERENCES**

1. Dr. Khushpat S,Jain. Export Procedures and Documentation. Himalaya Publishing House
2. Dr. Francis Cherunilam. International Marketing (Text and Cases). Himalaya Publishing House
3. Paras Ram. Export-What, Where and How. Anupam Publishers
4. T.A.S. Balagopal. Export Management. Himalaya Publishing House

Programme	BBA				
Course Code					
Course Title	<b>Shipping and Ocean Freight Logistics Management</b>				
Type of Course	<b>(Elective Course 4) Group 5 - Logistics</b>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	This comprehensive course is designed for students aiming to deepen their understanding of the intricacies involved in shipping and ocean freight logistics management. It is structured to provide a holistic overview of the global shipping industry, including key concepts, practices, and the regulatory environment that governs it. The curriculum is meticulously crafted to cater to the needs of future professionals seeking careers in maritime logistics, shipping management, and international trade.				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Able to build strong foundation on theories, principles, and practices of Shipping and Ocean freight Logistics	U	C	Instructor-created exams / Quiz
CO2	Able to solve the Logistics problems and explore the opportunities and challenges in shipping and ocean freight logistics.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Able to analyse and apply logistics Strategies that foster a culture of innovation within an entrepreneurial environment.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Able to acquire a comprehensive understanding of the challenges and strategies involved in managing shipping across diverse culture (Inter culture, cross culture and global)	U	C	Instructor-created exams / Home Assignments

CO5	Able to possess the knowledge and skills to integrate social and ethical consideration into freight Decision making.	Ap	P	One Minute Reflection Writing assignments
CO6	Able to proficient in leveraging technology for shipping and freight logistics function and will gain expertise in implementing digital tools for shipping and freight logistics systems.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
I	<b>Shipping Industry and Business</b>		12	20	16
	1	Basics of a ship,			
	2	Uses of a ship or a floating vessel			
	3	Description of a ship,			
	4	Classification of ship (route point) (cargo carried)			
	5	Tonnages and Cubic's,			
	6	Different Cargo (Packing, Utility or Value)			
	7	Trimming, Cleansing, Unitized Cargo			
II	<b>Shipping Lines</b>		12	20	18
	7	Hub and Spoke, Advices, Containers			
	8	Container Numbering,			
	9	Shipping Process, Quotations			
	10	Process Flow – Shipping Sales – Leads			
	11	Flag Registration			
	12	Drafts and Load lines			
III	<b>Stevedoring, Lighterage Services and Security</b>		12	20	18
	14	Introduction of Stevedoring, Automated Container Handling, Lighterage Services			
	15	Pilotage, Introduction to Port, Operational unit			
	16	Port Services, Seaports, Vessel Operations			
	17	Port charges, Security at Ports and Harbors			
IV	<b>Operations and Shipment Planning</b>		12	20	18
	19	Introduction, Basics of Shipment Planning			
	20	Preparing and Loading Containers, Consolidation			

	21	Container De-stuffing	<b>12</b>		<b>18</b>
	22	Types of container services, Less Container Load (LCL), Full Container Load (FCL)			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>• Case Study Analysis</li> <li>• Visit: 1. Major Ports in India 2. Major Vessels</li> <li>• Organization Visit: Major Exporting &amp; Importing Organizations</li> </ul>			

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	2	2	2	1	2	1	3
CO 2	3	3	2	3	2	3	1	2	2	1	3
CO 3	3	3	2	3	2	2	1	1	2	2	3
CO 4	2	2	2	2	2	1	2	1	1	2	2
CO 5	3	2	2	3	2	3	2	2	1	2	3
CO 6	2	2	3	2	2	3	1	1	2	2	2

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

Summative Assessment (SA)

a. Written test

- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

**REFERENCES**

1. John F. Wilson. Carriage of Goods by Sea. Harlow: Longman
2. J.R.Whittaker. Containerization. Hemisphere: Wiley
3. Cyril Frederick Hardy Cufley. Ocean Freights and Chartering. Adlard Coles Nautical

Programme	BBA				
Course Code					
Course Title	<b>Data Visualization for Analytics</b>				
Type of Course	<b>(Elective Course 1) Group 6 - Business Analytics</b>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This course introduces the basic design principles and techniques for visualizing data interactively. The course intends to provide understanding on how visual representations can help in the analysis and understanding of complex data in the first place. The course also teaches on how to design visualizations, and how to implement interactive visualizations using effective software tools. Students will also learn to evaluate the effectiveness of visualization designs, and think critically about each design decision, such as choice of color and choice of visual encoding. Students will create their own data visualizations and learn to use Open-Source data visualization tools.				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the concept of visualization and its significance in conveying information effectively	U	C	Instructor-created exams / Quiz
CO2	Gain practical skills in creating specific visualizations, including bar charts, line charts, dot plots, tables, heat maps, and data-based grids.	Ap	P	Seminar Presentation / Group Tutorial Work
CO3	Acquire skills in text visualization techniques, including word clouds, word trees, tag clouds, theme visualization, topic modelling, seriation, and quantification.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Explore metadata, semantics, and conceptual data in the context of visualization	U	C	Instructor-created exams / Quiz
CO5	Apply data transformations such as aggregation and filtering for visualization	Ap	P	Seminar Presentation / Group Tutorial Work
CO6	Evaluate existing visualizations based on data visualization theory and principles	Ap	P	Seminar Presentation / Group Tutorial Work
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**Detailed Syllabus:**

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Value of visualization</b>		<b>10</b>	<b>20</b>	<b>16</b>
	1	What is visualization			
	2	Why create visualizations			
	3	Conveying information to others – Telling stories with data			
	4	Data checking and verification - Data Maps – Time series – Graphical excellence			

<b>II</b>	<b>Data and Image Models</b>		<b>15</b>		<b>18</b>
	5	Visualization reference model.			
	6	Data: physical and abstract types, metadata, semantics, conceptual data properties of images			
	7	Conceptual model – relational data model – statistical data model, dimensions and measures – Roll-up and Drill-down			
8	Visual encoding and sign systems - Multidimensional Data -Large design space				
<b>III</b>	<b>Design of Visualization</b>		<b>13</b>		<b>18</b>
	9	Visual encodings, mapping data to image			
	10	Design criteria, expressiveness, effectiveness			
	11	Data transformation – Presentation, titles, captions, annotations, legend and grid lines			
	12	Testing designs			
	13	Graphical integrity			
	14	Charting, Bar chart, Line chart, Dot plot			
	15	Tables, Heat-maps			
	16	Data-based grids			
17	Multi-functioning labels.				
<b>IV</b>	<b>Exploratory Data Analysis</b>		<b>10</b>		<b>18</b>
	18	EDA vs Classical Data analysis – Goals of EDA – Assumptions – Data diagnostics – Statistical models into graphics			
	19	Confirmatory analysis – Hypothesis formulation – Testing procedure, significance – Graphical inference			
	20	Text visualization: Text data; documents, SMS, tweets, logs, tags - Word clouds, word trees and tag clouds			
	21	Theme visualization			
22	Topic modelling –Seriation, Quantification.				
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
	1	Practical sessions by using appropriate softwares.			

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	3	3	3	2	3	3	3	2	3	3
CO 2	3	3	3	3	3	3	3	3	3	3	3



CO 3	2	3	3	3	2	3	3	3	2	3	3
CO 4	3	3	3	3	3	3	3	3	3	3	2
CO 5	2	3	2	3	2	3	2	3	2	3	3
CO 6	3	3	3	3	3	3	3	3	3	3	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Tufte, E, Envisioning Information, Graphics Press.
2. Tamara Munzner, Visualization Analysis and Design, CRC Press.
3. Nathan Yau, Visualize This- The FlowingData Guide to Design, Visualization, and Statistics, Wiley.
4. S,A.Vivek., & Kumar, Rakesh. S. (2019). Business Analytics: An Introduction. SS Book Series. (ISBN: 978-93-5391-992-4)
5. Scott Murray, Interactive Data Visualization for the Web, O'Reilly.

## SUGGESTED READINGS:

1. Colin Ware, Visual Thinking for Design, Morgan Kaufman, 2008.
2. Exploratory Data Analysis, NIST Engineering Statistics Handbook
3. Heer, J. and Shneiderman, B., Interactive dynamics for visual analytics, Communications of the ACM 55, Vol 4, pp. 45-54, 2012.

Programme	BBA				
Course Code					
Course Title	<b>Data Analytics Using R</b>				
Type of Course	<b>(Elective Course 2) Group 6 - Business Analytics</b>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	There are no prerequisites for this course.				
Course Summary	This course, "Introduction to R Programming " provides participants with a comprehensive introduction to the R programming language, covering essential concepts such as data types, exploratory functions, and advanced topics like arrays, matrices, and vectors. The course also explores the practical application of supervised learning models, including Single Linear Regression, Multiple Linear Regression, Binary Logistic Regression, Decision Trees, and Random Forest, with a focus on solving business cases. This combination of R programming fundamentals and hands-on experience with predictive modelling equips participants with valuable skills for efficient data manipulation and analysis, fostering their ability to make informed, data-driven decisions in diverse professional contexts.				

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the syntax of R	U	C	Instructor-created exams / Quiz

CO2	To take a large dataset, break it up into manageable pieces and use a range of qualitative and quantitative methods	Ap	P	Seminar Presentation / Group Tutorial Work
CO3	To learn tools that help to communicate the findings using R visualization packages	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	To acquire skills in R programming for processing text-based data and interpreting the results	Ap	p	Seminar Presentation / Group Tutorial Work
CO5	To bring out the insights from the data analysis using R	Ap	P	Seminar Presentation / Group Tutorial Work
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Data analytics using R</b>		<b>10</b>	<b>20</b>	<b>16</b>
	1	Introduction to R: Getting started with an IDE – R Studio			
	2	Console as a calculator – variable assignment – arithmetic in R - basic data types			
	3	Numeric, integers, logical and characters – type match errors – type checking – type conversion			
	4	Familiarization with packages.			
<b>II</b>	<b>Reading data using R</b>		<b>15</b>		<b>18</b>
	5	Basic read writes operations			
	6	understanding exploratory functions to cover Summary & Structure of data			
	7	Data behavioural description using measures of central tendency and measures of dispersion			
<b>III</b>	<b>Arrays and Matrices</b>		<b>15</b>		<b>18</b>
	8	Arrays and Matrices: Array indexing – Array function – Array arithmetic. Construct matrix			
	9	Matrix naming – Matrix indexing			
	10	Matrix multiplication, linear equations, determinants			
	11	Least square fitting – Matrix partitioning – Frequency tables and factors			

	12	Levels and summary functions– ordered factor.			
	13	Vectors and Loop functions: Create vectors			
	14	Element naming – Vector arithmetic – Select elements – Multiple elements			
	15	Compare vectors – Logical vectors – Missing values			
	16	Modify subset of elements			
	17	Control statements – if statements, for loop, repeat, while			
<b>IV</b>	<b>Supervised Learning</b>		<b>10</b>		<b>18</b>
	18	Description of supervised modelling technique. Family of Regressions SLR, BLR, MLR Modelling			
	19	Concept -Building the model - Model diagnostics and evaluation			
	20	Solving Business case using SLR, MLR, BLR.			
	21	Decision Tree: Decision Tree Concept - Building the model - Model diagnostics and evaluation			
	22	Random Forest: Random Forest Concept - Building the model - Model diagnostics and evaluation			
<b>V</b>	<b>Open Ended Module:</b>		<b>12</b>	<b>10</b>	
	1	Practical Sessions, Solving Business case using Random Forest method & Solving Business case using Decision Tree method			

### Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	3	3	3	2	3	3	3	2	3	3
CO 2	2	3	3	3	2	3	3	3	2	3	3
CO 3	3	3	2	3	3	3	2	3	3	3	3
CO 4	3	3	3	3	3	3	3	3	3	3	2
CO 5	2	3	3	3	2	3	3	3	2	3	3

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. William N. Venables, David M. Smith, An Introduction to R, Second edition, Network Theory Limited.
2. Robert Kabacoff, R in Action: Data Analysis and Graphics with R, Manning Publication Company.
3. Camm, Cochran, Essentials of Business Analytics, Cengage Learning.

## SUGGESTED READINGS:

1. R for Data Science by Hardley Wickham & Garret Grolemond.
2. Hands-On Programmemeing with R by Grolemond and Garrett.
3. Beginning R: The Statistical Programmemeing Language by Mark Gardener.
4. R for Everyone: Advanced Analytics and Graphics by Jared P. Lande.

Programme	BBA				
Course Code					
Course Title	<b>Data Analytics using Python</b>				
Type of Course	<b>(Elective Course 3) Group 6 - Business Analytics</b>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This comprehensive course provides a strong foundation in Python programming. It emphasizes practical data manipulation skills using				

	Pandas and NumPy, introduces machine learning concepts, and specifically focuses on supervised learning, exploring various algorithms and their real-world applications across different domains. By the end of the course, students will have gained the necessary skills to work with data in Python and a fundamental understanding of supervised learning, setting the stage for further exploration in machine learning.
--	---

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Attain a high level of proficiency in Python programming, enabling students to write and understand code, implement algorithms, and solve computational problems	U	C	Instructor-created exams / Home
CO2	Develop advanced skills in data handling, including reading and writing files, loading and manipulating data using Pandas, and applying array-oriented programming techniques with NumPy.	Ap	P	One Minute Reflection Writing assignments
CO3	Demonstrate proficiency in utilizing Python data structures, including lists, tuples, sets, and dictionaries, for efficient organization and manipulation of data.	Ap	P	One Minute Reflection Writing assignments
CO4	Attain competence in practical data science skills, including data cleaning, preparation, visualization, and aggregation/group operations, essential for effective analysis and interpretation of data	Ap	P	One Minute Reflection Writing assignments
CO5	Cultivate critical thinking skills to assess the strengths and limitations of different machine learning algorithms, promoting informed decision-making in problem-solving	Ap	P	One Minute Reflection Writing assignments
CO6	Apply Python programming and machine learning concepts to practical scenarios across diverse domains, highlighting the relevance and applicability of the learned skills	Ap	P	One Minute Reflection Writing assignments

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
Metacognitive Knowledge (M)

**Detailed Syllabus:**

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Data analytics using Python</b>		<b>13</b>	<b>20</b>	<b>16</b>
	1	Overview, Python Features			
	2	Basic Syntax, Variable Types, Basic Operators, decision making			
	3	Loops, Python Data Structures - Lists and Tuples, Sets, Dictionaries, Date & time, Functions			
	4	Functions, Scope of Variables, Objects and Classes			
<b>II</b>	<b>Working with Data in Python</b>		<b>15</b>		<b>18</b>
	5	Reading files with Open, writing files with Open, loading data with Pandas, working with and saving with Pandas			
	6	Array oriented Programming with Numpy			
	7	Data cleaning and preparation, Plotting and Visualization, Data Aggregation and Group Operations			
	8	Framework for building ML Systems, KDD process model, CRISP-DM & SEMMA, Machine learning Python packages, Machine Learning Core Libraries			
<b>III</b>	<b>Machine Learning</b>		<b>10</b>		<b>18</b>
	9	Introduction to Machine Learning			
	10	History and Evolution			
	11	Machine Learning categories			
	12	Supervised, Unsupervised and Reinforcement learning			
	13	Framework for building ML Systems			
	14	KDD process model, CRISP-DM & SEMMA,			
	15	Machine learning Python packages.			
16	Machine Learning Core Libraries				
<b>IV</b>	<b>Supervised Learning</b>		<b>10</b>		<b>18</b>
	17	Introduction to classification, Linear Regression			
	18	Metrics for evaluating linear model,			
	19	Multivariate regression, Non-Linear Regression, K-Nearest Neighbour,			
	20	Decision Trees, Logistic Regression			
	21	Support Vector Machines, Model Evaluation			
	22	Applications of supervised learning in multiple domains.			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
	1	Practical Sessions			

**Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	3	3	3	2	3	3	3	2	3	3
CO 2	2	3	3	3	2	3	3	3	2	3	3
CO 3	3	3	2	3	3	3	2	3	3	3	3
CO 4	3	3	3	3	3	3	3	3	3	3	2
CO 5	2	3	3	3	2	3	3	3	2	3	3
CO 6	2	3	3	3	2	3	3	3	2	3	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills



## REFERENCES

1. Manaranjan Pradhan, U Dinesh Kumar, Machine Learning using Python.
2. Michael Bowles, Machine Learning in Python.
3. Srinivasa Raghavan and Vincy Joseph, Machine Learning.

## SUGGESTED READINGS:

1. Mastering Machine Learning with Python in Six Steps: A Practical Implementation Guide to Predictive Data Analytics Using Python by Manohar Swaminathan.
2. Machine Learning by Tom Mitchell.
3. Machine Learning for Absolute Beginners: A Plain English Introduction (First Edition by Oliver Theobald.
4. Ultimate Step by Step Guide to Machine Language using Python: Predictive modelling concepts explained in simple terms for beginners by Daneyal Anis.

Programme	BBA				
Course Code					
Course Title	<b>Advanced Data Analytics for Business Decision</b>				
Type of Course	<b>(Elective Course 4) Group 6 - Business Analytics</b>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	There are no prerequisites for this course				
Course Summary	This business analytics course offers a comprehensive journey through the key methodologies and tools in analytics. By the course's conclusion, participants will have acquired a robust skill set, enabling them to leverage analytics for effective business decision-making and problem-solving, with hands-on experience using relevant software tools.				

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the distinct methodologies, tools, and business applications associated with each type of analytics	U	C	Practical Assignment / Observation of Practical Skills
CO2	Develop a thorough comprehension of the fundamental concepts and principles underlying business analytics	Ap	P	Instructor-created exams / Quiz

CO3	Gain hands-on experience in applying analytics using tools like R and E Views software	Ap	P	Instructor-created exams / Quiz
CO4	Enable the students to apply analytics concepts to contribute effectively to strategic decision-making processes within various business domains	U	C	Practical Assignment / Observation of Practical Skills
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Business Analytics</b>		<b>10</b>	<b>20</b>	<b>16</b>
	1	Introduction to Business Analytics, Why Analytics, Introduction to descriptive Analytics, Predictive Analytics, Prescriptive Analytics			
	2	Big Data Analytics			
	3	Web and Social Media Analytics, Machine Learning Algorithms			
	4	(Supervise learning algorithm, unsupervised algorithm, reinforcement algorithm, evolutionary learning algorithm)			
<b>II</b>	<b>Descriptive Analytics</b>		<b>15</b>		<b>18</b>
	5	Data Types and Scales, Structured and Unstructured Data, Cross-Sectional, Time Series, and Panel Data, Types of Data Measurement Scales, Population and Sample.			
	6	Measures of Central Tendency, mean (Or Average) Value, Median, Mode, Percentile, Decile, and Quartile, Measures of Variation			
	7	Inter-Quartile Distance (IQD), Variance and Standard Deviation, Measures of Shape – Skewness and Kurtosis			
	8	Hands-on on descriptive analysis			
<b>III</b>	<b>Predictive analytics</b>		<b>18</b>		<b>18</b>
	9	Simple linear regression, Estimation of Parameters Using Ordinary Least Squares			
	10	Interpretation of Simple Linear Regression Coefficients			
	11	Spurious Regression			
	12	Residual Analysis			
	13	Outlier Analysis			
	14	Multiple Linear Regression, Correlation and Regression Model, Interpretation of MLR Coefficients			

	15	Standardized Regression Co-efficient, Co-efficient of Multiple Determination (R-Square) and Adjusted R-Square, F-Test.			
	16	Validation of Overall Regression Model			
	17	Analyzing predictive analysis using R software.			
<b>IV</b>	<b>Prescriptive analysis</b>		<b>5</b>	<b>18</b>	
	18	Linear Programming, Linear Programming (LP) Model Building			
	19	Linear Programming Problem (LPP) Terminologies			
	20	Simple method			
	21	Graphical method, Introduction to Multi-Criteria Decision-Making (MCDM),			
22	Data visualization using software like power Bi and Tableau.				
<b>V</b>	<b>Open Ended Module:</b>		<b>12</b>	<b>10</b>	
	1	<b>Hands On</b>			

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	3	2	3	3	2	3	3	3	2	3
CO 2	3	3	3	3	3	3	3	2	3	3	3
CO 3	3	3	2	3	3	3	1	3	3	2	3
CO 4	2	3	2	3	2	3	3	3	2	3	2
CO 5	3	2	3	3	3	3	3	3	3	3	3
CO 6	3	3	3	2	3	2	3	3	3	2	2

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

## **Assessment Rubrics:**

### **Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

#### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

#### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Standardized Test
- j. Oral presentations
- k. Observation of practical skills

## **REFERENCES**

1. Kumar, U. Dinesh (2017), Business analytics: The science of data-driven decision making, Wiley.
2. Wickham, H., Çetinkaya-Rundel, M., & Grolemund, G., R for data science., O'Reilly Media, Inc."
3. Albright, S. C., & Winston, W. L., Business analytics: Data analysis and decision making, Cengage Learning, Inc.
4. Provost, F., & Fawcett, T., Data Science for Business: What you need to know about data mining and data-analytic thinking, O'Reilly Media, Inc."

Programme	BBA				
Course Code					
Course Title	<b>Design Thinking</b>				
Type of Course	<b>(Elective Course 1) Group 7 - Entrepreneurship</b>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	This course provides a comprehensive introduction to design thinking and its pivotal role in fostering innovation within business contexts. It also covers idea selection and evaluation techniques, risk assessment, and leadership decision-making models essential for guiding innovation projects to success.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Enable the learner to understand Design Thinking and identify the stages and history of design thinking.	U	C	Instructor-created exams / Quiz
CO2	Enable the learner to apply various approaches for reframing problems from different perspective.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Develop empathy for target groups and apply user-centred design principles to problem definition. Employ ideation techniques for creative problem-solving.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Understanding user behaviour, values, and adoption patterns crucial for successful innovation.	U	C	Instructor-created exams / Home Assignments
CO5	Evaluate thinking methodologies like inside the box, outside the box, and systematic inventive thinking and apply creative thinking techniques to problem-solving.	Ap	P	One Minute Reflection Writing assignments
CO6	Apply decision-making tools for assessing business ideas and mitigate risks using assessment	Ap	P	Viva Voce

	models like the Kepner Tregoe matrix.			
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>The Foundation for Innovation</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Introduction to design thinking and its importance in business innovation.			
	2	History of Design Thinking			
	3	Stages of Design Thinking			
	4	Understanding the problem framing process and its significance in identifying pain points.			
	5	Approaches to reframing problems from multiple perspectives (deep, emotional, broad, and dynamic).			
<b>II</b>	<b>Stages of Designing Thinking Process</b>		<b>12</b>		<b>18</b>
	6	Develop Empathy for Your Target Group			
	7	Define the Problem			
	8	Ideate for Solutions - Introduction to ideation, creative problem solving, and generating ideas.			
	9	Prototyping the Ideas - Exploration to Validation, Leading Concept Development, Best practices for developing innovative prototypes			
	10	Testing the Design Solutions			
	11	Communication and structure in innovation implementation			
	12	Importance of stakeholder analysis and developing a communication plan.			
<b>III</b>	<b>Methods and techniques for Generating Ideas</b>		<b>12</b>		<b>18</b>
	13	Thinking Inside the Box Method – Meaning, Importance, Problems related to this method			
	14	Systematic Inventive Thinking – Detailed Understanding			
	15	Thinking Outside the Box Method – Meaning, Importance, Problems related to this method			
	16	Detailed Understanding of Mind mapping, Brainstorming, Brainwriting, SCAMPER, Role-playing, Storyboarding, Synectic, etc			
	17	Understanding user behavior and values as critical factors in innovation. - Refine innovation ideas using design heuristics, apply research-based personas and behavior models to make innovations easier to adopt			
	18	B.J. Fogg Behavioral Model.			
<b>IV</b>	<b>Methods and techniques for Idea Valuation</b>		<b>12</b>		<b>18</b>
	19	Idea Selection and Evaluation: A-T-A-R model			

	20	Checklists for idea evaluation: Scoring the suitability of business idea, Evaluating an idea for a business or product, Evaluating new product idea			
	21	Cost-benefit analysis - Decision trees - Evaluation matrix			
	22	FMEA - Failure Modes and Effects Analysis			
	23	Kano model- Kepner Tregoe matrix - NAF – Novelty, Attractiveness, Feasibility study			
	24	PMI analysis- TRIZ- Vroom-Yetton-Jago contingency model			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>• Case Study Analysis</li> <li>• Problem Framing Exercise: Present students with a complex problem and ask them to frame it from different perspectives, such as user needs, business objectives, and societal impact. Encourage them to explore the problem space thoroughly and identify underlying challenges and opportunities.</li> <li>• Ideation Challenge: Organize an ideation challenge where students compete to generate the most creative and feasible solutions to a given problem. Provide them with constraints and prompts to spark creativity, and allow them to pitch their ideas to a panel of judges or peers.</li> <li>• Innovation Pitch Competition: Invite students to develop and pitch innovative business ideas or product concepts. Provide them with resources and mentorship to refine their ideas and develop compelling pitches. Host a pitch competition where students present their ideas to a panel of judges, investors, or industry professionals.</li> <li>• Guest Speaker Series: Invite guest speakers from diverse backgrounds, including design professionals, entrepreneurs, and innovation leaders. Have them share their experiences, insights, and best practices related to design thinking, problem-solving, and innovation. Encourage students to engage with the speakers through Q&amp;A sessions and discussions.</li> </ul>			

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	2	2	2	1	2	1	3

CO 2	3	3	2	3	2	3	1	2	2	1	3
CO 3	3	3	2	3	2	2	1	1	2	2	3
CO 4	2	2	2	2	2	1	2	1	1	2	2
CO 5	3	2	2	3	2	3	2	2	1	2	3
CO 6	2	2	3	2	2	3	1	1	2	2	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations



- k. Observation of practical skills

## REFERENCES

1. Kelley, T., & Kelley, D. (2013). *Creative confidence: Unleashing the creative potential within us all*. Crown Business.
2. Brown, T. (2009). *Change by design: How design thinking transforms organizations and inspires innovation*. Harper Business.
3. Srivastava, S. C., & Sharma, P. (2018). *Innovation and Entrepreneurship: Practice and Principles in the Indian Context*. Sage Publications India Pvt Ltd.
4. Drucker, P. (1985) *Innovation and Entrepreneurship Practices and Principles*. Harper & Row, New York.
5. West, M. A., & Farr, J. L. (1990). *Innovation and Creativity at Work: Psychological and Organizational Strategies*. John Wiley & Sons.
6. David, F. R., & David, F. R. (2021). *Strategic Management: Concepts and Cases* (16th ed.). Pearson Education.
7. Hillier, F. S., & Lieberman, G. J. (2019). *Introduction to Operations Research* (11th ed.). Tata McGraw Hill, New Delhi.
8. Lockwood, T. (Ed.). (2010). *Design thinking: Integrating innovation, customer experience, and brand value*. Allworth Press.

Programme	BBA				
Course Code					
Course Title	<b>Family Business Management</b>				
Type of Course	<b>(Elective Course 2) Group 7 - Entrepreneurship</b>				
Semester	5				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	This course provides an in-depth exploration of family business dynamics, focusing on succession planning, ownership challenges, successor development, and strategic planning. The course also delves into family governance, successor development, and strategic regeneration, preparing students to navigate the complexities of managing and sustaining family businesses across generations.				

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
----	--------------	------------------	---------------------	-----------------------

CO1	Understand the unique synthesis of family and business in family-owned enterprises. Evaluate theories such as the systems theory model, agency theory, and stewardship perspective in the context of family businesses.	U	C	Instructor-created exams / Quiz
CO2	Develop strategies to turn core competencies into competitive advantages and foster strategic regeneration.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Apply tools such as genograms and family emotional intelligence to understand family systems and dynamics.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Identify and nurture next-generation leaders with the attributes and abilities for responsible leadership. Understand the types of CEO spouses and their roles in succession and leadership transition.	U	C	Instructor-created exams / Home Assignments
CO5	Utilize the Business Rejuvenation matrix and intrapreneurship strategies to sustain competitive advantage.	Ap	P	One Minute Reflection Writing assignments
CO6	Apply theoretical concepts and frameworks to real-world scenarios and case studies. Develop practical skills and strategies for managing and sustaining family businesses across generations.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Family Business</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Family Business as a unique synthesis			
	2	Succession and Continuity: The three generation rule- Building Family business that last.			
	3	The systems theory model of Family Business - Agency Theory of Family business - The stewardship perspective of family business			

	4	Competitive Challenges and Competitive advantages of family businesses.			
	5	The role of Genograms and family messages to understand the family system.			
	6	Family emotional intelligence - The ECI-U Model.			
<b>II</b>	<b>Ownership Challenges and Family Governance</b>		<b>12</b>		<b>18</b>
	7	Shareholder Priorities – Managers vs Owners			
	8	Responsibilities of shareholders to the company - Effective Governance of the shareholder - firm relationship			
	9	Family Governance: Structure, Challenges to family governance.			
	10	Managing the challenges of succession			
	11	Enterprise Sustainability: Twelve elements of strategic –fit and its implications on family firms.			
<b>III</b>	<b>Successor Development</b>		<b>12</b>		<b>18</b>
	12	Characteristics of next-generation leaders			
	13	Next-generation attributes interests and abilities for responsible leadership.			
	14	Next-generation personalities- managing interdependence.			
	15	CEO as an architect of succession and continuity - Types of CEO Spouse and the transfer of power.			
	16	New Leaders of the Evolution - Three states of evolution			
<b>IV</b>	<b>Strategic Planning and Transgenerational Entrepreneurship</b>				
	17	Life cycle stages influencing family business strategy			
	18	Turning core competencies into competitive advantage.			
	19	The unique vision of family-controlled businesses.	<b>12</b>		<b>18</b>
	20	Strategic regeneration.			
	21	The Business Rejuvenation matrix.			
	22	Intrapreneurship.			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
		<ul style="list-style-type: none"> <li>• <b>Family Business Case Studies:</b> Assign case studies of real family businesses, both successful and struggling. Have students analyze these cases, identifying challenges related to succession, governance, strategic planning, and leadership</li> <li>• <b>Successor Development Workshop:</b> Conduct workshops focused on successor development and leadership training. Invite leadership development coaches or consultants to facilitate interactive sessions on leadership skills, emotional intelligence, and intergenerational communication.</li> <li>• <b>Family Business Simulation Game:</b> Develop a family business simulation game where students play the role of family members and executives within a fictional family-owned enterprise.</li> <li>• <b>Guest Speaker Series:</b> Invite guest speakers from diverse backgrounds, including family business owners, industry leaders, and academic experts. Have</li> </ul>			

		<p>speakers share their experiences, insights, and lessons learned in managing and leading family-owned enterprises. Allow students to engage with speakers through Q&amp;A sessions and discussions, gaining valuable perspectives on various aspects of family business management.</p> <ul style="list-style-type: none"> <li>• <b>Networking and Mentorship Events:</b> Facilitate networking events and mentorship opportunities for students interested in family business management. Connect students with alumni, industry professionals, and family business owners for mentorship, advice, and career opportunities.</li> </ul>			
--	--	--	--	--	--

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	2	2	2	1	2	1	3
CO 2	3	3	2	3	2	3	1	2	2	1	3
CO 3	3	3	2	3	2	2	1	1	2	2	3
CO 4	2	2	2	2	2	1	2	1	1	2	2
CO 5	3	2	2	3	2	3	2	2	1	2	3
CO 6	2	2	3	2	2	3	1	1	2	2	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

## **Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## **REFERENCES**

1. Gersick, K. E., Davis, J. A., McCollom Hampton, M., & Lansberg, I. (1997). *Generation to Generation: Life Cycles of the Family Business*. Harvard Business Review Press.
2. Sharma, P., Chrisman, J. J., & Chua, J. H. (2015). *Family Business: A New Agenda for Research*. Edward Elgar Publishing.
3. Astrachan, J. H., & Shanker, M. C. (2003). *Family Businesses: Key Issues*. Palgrave Macmillan.
4. Aronoff, C. E., & Ward, J. L. (2011). *Family Business Governance: Maximizing Family and Business Potential*. Palgrave Macmillan.
5. Lansberg, I. (1999). *Succeeding Generations: Realizing the Dream of Families in Business*. Harvard Business Review Press.
6. Zellweger, T., Nason, R. S., & Nordqvist, M. (2012). *Understanding the Family Business*. Routledge.
7. Ward, J. L. (2011). *Keeping the Family Business Healthy: How to Plan for Continuing Growth, Profitability, and Family Leadership*. Palgrave Macmillan.
8. Miller, D., & Le Breton-Miller, I. (2006). *Managing for the Long Run: Lessons in Competitive Advantage from Great Family Businesses*. Harvard Business Press.
9. Sirmon, D. G., Hitt, M. A., & Arregle, J. L. (2011). *Managing Resources, Activities, and Relationships in Family Firms: The Link Between Strategy and Performance*. Edward Elgar Publishing.
10. Davis, A. K., Tagiuri, R., & Friedlander, F. (1982). *The Successful Family Business: A Proactive Plan for Managing the Family and the Business*. Jossey-Bass.

## **SUGGESTED READINGS:**

1. Chrisman, J. J., Chua, J. H., & Sharma, P. (2005). Trends and directions in the development of a strategic management theory of the family firm. *Entrepreneurship Theory and Practice*, 29(5), 555-576
2. Miller, D., Le Breton-Miller, I., & Scholnick, B. (2008). Stewardship vs. stagnation: An empirical comparison of small family and non-family businesses. *Journal of Management Studies*, 45(1), 51-78.
3. Handler, W. C. (1994). Succession in family businesses: A review of the research. *Family Business Review*, 7(2), 133-157.
4. Eddleston, K. A., Kellermanns, F. W., & Zellweger, T. M. (2012). Exploring the entrepreneurial behavior of family firms: Does the stewardship perspective explain differences? *Entrepreneurship Theory and Practice*, 36(2), 347-367.
5. Schulze, W. S., Lubatkin, M. H., & Dino, R. N. (2003). Toward a theory of agency and altruism in family firms. *Journal of Business Venturing*, 18(4), 473-490.
6. Habbershon, T. G., & Williams, M. L. (1999). A resource-based framework for assessing the strategic advantages of family firms. *Family Business Review*, 12(1), 1-25.
7. Zahra, S. A., & Sharma, P. (2004). Family business research: A strategic reflection. *Family Business Review*, 17(4), 331-346.
8. Hiebl, M. R. W., & De Massis, A. (2019). Family firm research: A review of the first decade and directions forward. *Journal of Family Business Strategy*, 10(4), 100242

Programme	BBA				
Course Code					
Course Title	<b>Entrepreneurial Venture Planning and Communication Strategy</b>				
Type of Course	<b>(Elective Course 3) Group 7 - Entrepreneurship</b>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	This course provides a comprehensive overview of entrepreneurship and new venture management, focusing on the process of venture planning, analysis, and communication strategies essential for startup success.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Provide knowledge on the basic concepts and terms related to business plan development, feasibility analysis, opportunity recognition, and stakeholder communication.	U	C	Instructor-created exams / Quiz
CO2	Develop a comprehensive business plan for a new venture.	Ap	P	Practical Assignment /

	Also execute and review the business plan effectively using frameworks like VMOSA and Lean Startup.			Observation of Practical Skills
CO3	Apply strategic planning tools such as SWOT, PESTEL, and Porter's Five Forces for industry and market analysis	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	To impart basic entrepreneurial skills and understandings to run a business efficiently and effectively.	U	C	Instructor-created exams / Home Assignments
CO5	Apply techniques for improving the creative process and fostering innovation in startup environments.	Ap	P	One Minute Reflection Writing assignments
CO6	Conduct risk analysis for new ventures and develop strategies for risk mitigation. Formulate and implement strategies to position the venture successfully in the market.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Venture Planning</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Business Plan and Execution, Review Business Plan, VMOSA.			
	2	The Scope of Entrepreneurship Research			
	3	New Venture options – New business, buy an existing venture, franchisee, Lean Start-up, assessing entrepreneurial behaviour, starting a new venture as a corporate entrepreneur.			
	4	Steps to develop startup's corporate culture			
	5	Organizational Development in startups.			
<b>II</b>	<b>New venture Analysis</b>		<b>12</b>		<b>18</b>
	6	Concept Planning, Feasibility Analysis, Planning the launch of venture, Designing the business.			
	7	SWOT, PESTEL, Formulating strategy, Industry and market analysis, Porter's five forces, potential strategies to position venture successfully.			

	8	Opportunity creation and recognition, Feasibility Analysis, Risk analysis, Lean start-up strategy, strategies for achieving/sustaining competitive advantage.			
	9	Tools for identifying resource requirements and building capabilities, Designing the business model for competitive advantage, strategic partnerships, Resource building.			
	10	Business idea, Opportunity Recognition, Product Planning and Development Process, Establishing Evaluation Criteria, Idea Stage, Concept Stage, Product Stage, Test Marketing Stage,			
	11	Creativity, Innovation and entrepreneurship, Techniques for improving the creative process, Corporate Entrepreneurship, Intrapreneurial leadership characteristics.			
<b>III</b>	<b>The Startups identity: Winning Startup Communication Strategy</b>		<b>12</b>		<b>18</b>
	12	Elevator Pitches for make-it-or-break-it meetings, Reviewing sample elevator pitches of successful startups			
	13	Practical exercise on how to write an effective elevator pitch.			
	14	Professional persona pitch: Building your professional persona, Creating a unique and authentic elevator pitch.			
	15	Perfecting pitch. How write an official resume for business plan and other communication materials. The resume snapshot should briefly describe the venture, then highlight elements of the entrepreneur's background that support the venture and enhance his/her credibility.			
	16	Mission Statement and Vision Statement Defining process.			
<b>IV</b>	<b>Stakeholders Communication Analysis and Planning</b>		<b>12</b>		<b>18</b>
	17	Brand Messaging for Early-stage Startups, Developing initial brand strategy, case studies of successful and failed startups.			
	18	Customer segments, competitors, and community stakeholders might shape communication strategy. Findings must be based on research, with no generalizations or stereotypes.			
	19	Target Customer Research: Analysing target customers, how do target customers communicate? What media target customers primarily consume? Who influences target customers? How they communicate (i.e., the language they prefer in writing or speaking).			
	20	Rationale for selecting target segment(s). How tell a story that resonates with your target audience.			
	21	Employer Brand Management: attract the right employees, interns			
	22	Competing Brands Analysis: Identifying top five competitors, direct or indirect, and conducting in-depth analysis.			
	23	Evaluating competitors branding communication, What media and messages they use.			



V	<b>Open Ended Module</b>		<b>12</b>	<b>10</b>	
	<ul style="list-style-type: none"> <li>• <b>Startup Simulation Game:</b> Divide students into teams and have them simulate the process of launching a startup. Provide each team with a hypothetical business scenario and challenge them to develop a business plan, execute strategies, and navigate various obstacles. Encourage creativity, critical thinking, and collaboration as teams compete to build successful ventures.</li> <li>• <b>Case Study Analysis:</b> Assign case studies of real-world startups, both successful and failed. Have students analyze these cases using frameworks learned in the course, such as SWOT analysis, Porter's Five Forces, and business model canvas. Facilitate discussions on lessons learned, key success factors, and areas for improvement.</li> <li>• <b>Venture Pitch Competition:</b> Organize a venture pitch competition where students pitch their business ideas to a panel of judges, consisting of industry experts, investors, or faculty members. Encourage students to develop compelling elevator pitches and presentation decks that effectively communicate their venture concepts, value propositions, and growth strategies.</li> <li>• <b>Industry Immersion Experience:</b> Arrange industry visits or guest lectures by successful entrepreneurs, startup founders, or industry professionals. Provide students with firsthand exposure to entrepreneurial environments, allowing them to learn from real-world experiences, network with industry leaders, and gain insights into emerging trends and opportunities.</li> <li>• <b>Entrepreneurial Leadership Seminar Series:</b> Invite successful entrepreneurs, industry leaders, and startup mentors to deliver seminars or workshops on entrepreneurial leadership, innovation, and business growth strategies. Encourage students to engage with guest speakers through Q&amp;A sessions, panel discussions, and networking opportunities, allowing them to gain valuable insights and mentorship.</li> <li>• <b>Startup Accelerator Programme:</b> Launch a startup accelerator programme within the course, offering mentorship, resources, and support to student-led startup teams. Provide access to co-working spaces, funding opportunities, and expert guidance to help teams accelerate their venture development process. Encourage regular progress updates, milestone reviews, and peer collaboration to foster a dynamic and supportive entrepreneurial ecosystem.</li> </ul>				

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	2	2	2	1	2	1	3
CO 2	3	3	2	3	2	3	1	2	2	1	3
CO 3	3	3	2	3	2	2	1	1	2	2	3
CO 4	2	2	2	2	2	1	2	1	1	2	2
CO 5	3	2	2	3	2	3	2	2	1	2	3
CO 6	2	2	3	2	2	3	1	1	2	2	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:****Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

## Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

## Formative Assessment (FA)

- a. Practical Assignment

- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Drucker, Peter, *Innovation and Entrepreneurship*, Heinemann, London, 1985
2. Mathew J Manimala, *Entrepreneurship at the Crossroads – Biztantra*
3. Mohanty – *Fundamentals of Entrepreneurship*, Prentice Hall of India
4. Pareek, Udai and Venkateswara Rao T., *Developing Entrepreneurship – A Handbook on Learning Systems*, Learning Systems, Delhi, 1978
5. Kaplan, J.M and Warren A.C., *Patterns of Entrepreneurship Management*, John Wiley & Sons Inc, 2013
6. Charantimath Poornima M, *Entrepreneurship Development and Small Business Enterprises*, Pearson, 2018
7. David.H. Holt, (2016), *Entrepreneurship – New Venture Creation*, Prentice Hall of India, New Delhi.
8. Khanka.S.S, (2014), *Entrepreneurial Development*, 5th Edition, S.Chand Publication, New Delhi.
9. Nuzhath Khatoon, (2016), *Entrepreneurial Development*, 1st Edition, Himalaya Publishing House, New Delhi.
10. Steven Rogers, (2014), *Entrepreneurial Finance*, 3rd edition, McGraw Hill Education, New Delhi.
11. Vasant Desai, (2012), *Entrepreneurial Development*, Himalaya Publishing House, New Delhi.
12. Dr.P.T. Vijayashree & M.Alagammal, (2016), *Entrepreneurial Development & Small Business Management*, Margham Publication, Chennai
13. Sarma, M. S., & Bhatnagar, S. K. (2015). *Entrepreneurship Development and Small Business Enterprises*. Pearson India.
14. Kuratko, D. F., & Rao, T. V. (2017). *Entrepreneurship: Theory, Process, and Practice*. Cengage Learning India.
15. Desai, V., & Desai, V. (2017). *Entrepreneurship: Concepts, Theory and Perspective*. Wiley India Pvt. Limited.

## SUGGESTED READINGS:

1. Barringer, B. R., & Ireland, R. D. (2017). *Entrepreneurship: Successfully Launching New Ventures* (5th ed.). Pearson.
2. Cornwall, J. R., Vang, Z., & Hartman, E. A. (2016). *Entrepreneurship: The Seeds of Success*. Kendall Hunt Publishing Company.
3. Spinelli, S., & Adams, R. J. (2012). *New Venture Creation: Entrepreneurship for the 21st Century* (9th ed.). McGraw-Hill Education.
4. Ries, E. (2011). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown Business.

5. Sarasvathy, S. D. (2009). *Effectuation: Elements of Entrepreneurial Expertise*. Edward Elgar Publishing.
6. Aulet, B. (2013). *Disciplined Entrepreneurship: 24 Steps to a Successful Startup*. Wiley.
7. Kawasaki, G. (2015). *The Art of the Start 2.0: The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything*. Portfolio.
8. Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Wiley.
9. Lee, S., & Kim, K. (2018). *Entrepreneurial Mindset: A Key Driver of Entrepreneurial Development*. *International Journal of Entrepreneurship and Small Business*, 32(1).
10. Smith, J., & Johnson, A. (2020). *The Role of Entrepreneurial Education in Fostering Entrepreneurial Development*. *Journal of Entrepreneurship Education*, 15(2).

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

1 [http://164.100.133.129:81/econtent/Uploads/Entrepreneurship\\_Development.pdf](http://164.100.133.129:81/econtent/Uploads/Entrepreneurship_Development.pdf)

2 <https://www.mooc-list.com/course/essentials-entrepreneurship-thinking-action-coursera>

Programme	BBA				
Course Code					
Course Title	<b>Social Entrepreneurship</b>				
Type of Course	<b>(Elective Course 4) Group 7 - Entrepreneurship</b>				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	The course further examines the analysis of social issues, the concept of social enterprise, and the psychology of social entrepreneurship, focusing on leadership and the integration of corporate social responsibility and government funding. Additionally, it explores the sustainability and impact innovation of social enterprises, including funding strategies and measurement tools.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Gain insights into the origins and historical development of entrepreneurship, including its evolution into social entrepreneurship.	U	C	Instructor-created exams / Quiz
CO2	Develop the ability to recognize and address societal problems through entrepreneurial approaches.	Ap	P	Practical Assignment / Observation of Practical Skills

CO3	Explore the role of stakeholders, including investors, in supporting social enterprises, and the synergy between corporate social responsibility and government funding.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Understand the structure and dynamics of social enterprise business models, including funding sources. Learn about funding mechanisms and strategies for financial sustainability in social enterprises. Familiarize with tools and methodologies for measuring the impact and effectiveness of social enterprises.	U	C	Instructor- created exams / Home Assignments
CO5	Analyze the leadership characteristics and psychological traits essential for social entrepreneurs and assess the compatibility of social change with efficient enterprise management.	Ap	P	One Minute Reflection Writing assignments
CO6	To be able to solve social problems through entrepreneurship.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>History and theories of Entrepreneurship</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	What are the origins of entrepreneurship?			
	2	Exploring the Entrepreneurship Theories			
	3	The evolution of Social Entrepreneurship.			
	4	The need to solve societal problems through entrepreneurship			
	5	Why Charity is not always a solution, and the resources at the bottom of the pyramid			
<b>II</b>	<b>Analysing and Dissecting social issues</b>		<b>12</b>		<b>18</b>
	6	Before exploring with the entrepreneurial mindset, it is important to understand the social cost of the problem at hand			
	7	Why does the problem exist in the first place? What is the root cause of the problem and what is currently being done to resolve it?			

	8	Multiple case studies will be looked with the intent of looking at both current solutions which may be working or falling short			
	9	Most importantly it will be important to find out what is working and what is not and why?			
<b>III</b>	<b>Concept of Social Enterprise</b>		<b>12</b>		<b>18</b>
	10	Social entrepreneurs look to create change. How do go about doing this?			
	11	How does a business model look for a social enterprise?			
	12	Who invests in a social enterprise?			
	13	How does Corporate Social Responsibility and Government Funding go hand in hand with Social enterprise.			
	14	Psychology of a Social Entrepreneur -Leadership			
	15	What are the characteristics of social entrepreneurs' leadership? What are the traits of a social entrepreneurship?			
	16	Are social change and entrepreneurship at odds with each other? Can a social change initiative be run like an efficient enterprise?			
<b>IV</b>	<b>Impact of Innovation and sustainability of a social enterprise</b>		<b>12</b>		<b>18</b>
	17	How are social entrepreneurs funding their enterprises?			
	18	How is the enterprise sustaining itself financially?			
	19	Which tools are available to measure the impact and effectiveness of social enterprises?			
	20	Social entrepreneurs are innovators who create change.			
	21	How do they create and spread this innovation and change?			
	22	Differences between a social enterprise and another enterprise.			
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>		<b>10</b>
	<ul style="list-style-type: none"> <li>• <b>Debate Forum:</b> Organize a debate on the effectiveness of charity versus entrepreneurship in addressing societal problems. Students can research and argue from different perspectives, promoting critical thinking and argumentation skills.</li> <li>• <b>Entrepreneurship Theory Critique:</b> Assign students to critically analyze and present different entrepreneurship theories, discussing their applicability and limitations in the context of social entrepreneurship.</li> <li>• <b>Case Study Analysis:</b> Provide case studies of social issues and ask students to conduct in-depth analyses, identifying root causes, current interventions, and potential solutions. Encourage them to propose innovative approaches.</li> <li>• <b>Social Enterprise Business Plan Competition:</b> Organize a competition where students develop comprehensive business plans for social enterprises addressing real-world challenges. Invite professionals to judge and provide feedback.</li> </ul>				

		<ul style="list-style-type: none"> <li>• <b>Guest Speaker Series:</b> Invite successful social entrepreneurs, investors, and policymakers to share their experiences and insights with students. Encourage interactive discussions and Q&amp;A sessions.</li> <li>• <b>Field Trip to Social Enterprises:</b> Arrange visits to local social enterprises, allowing students to observe their operations, interact with staff, and gain practical insights into running a social enterprise.</li> <li>• <b>Funding Strategy Simulation:</b> Divide students into groups and assign them different scenarios of funding challenges faced by social enterprises. Have them develop and present strategies for overcoming these challenges.</li> </ul>			
--	--	---	--	--	--

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	2	2	2	1	2	1	3
CO 2	3	3	2	3	2	3	1	2	2	1	3
CO 3	3	3	2	3	2	2	1	1	2	2	3
CO 4	2	2	2	2	2	1	2	1	1	2	2
CO 5	3	2	2	3	2	3	2	2	1	2	3
CO 6	2	2	3	2	2	3	1	1	2	2	2

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

## **Assessment Rubrics:**

### **Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

#### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

#### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## **REFERENCES**

1. Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). *Social entrepreneurship: Creating social value through innovative business models*. John Wiley & Sons.
2. Dees, J. G., Emerson, J., & Economy, P. (2002). *Enterprising nonprofits: A toolkit for social entrepreneurs*. John Wiley & Sons.
3. Bornstein, D. (2007). *How to change the world: Social entrepreneurs and the power of new ideas*. Oxford University Press.
4. Elkington, J., & Hartigan, P. (2008). *The power of unreasonable people: How social entrepreneurs create markets that change the world*. Harvard Business Press.
5. Dey, S. K. (2014). *Social Entrepreneurship: Theory and Practice in India*. Oxford University Press.

## **SUGGESTED READINGS:**

1. Mair, J., & Martí, I. (2006). Social entrepreneurship research: A source of explanation, prediction, and delight. *Journal of World Business*, 41(1), 36-44
2. Seelos, C., & Mair, J. (2005). Social entrepreneurship: Creating new business models to serve the poor. *Business Horizons*, 48(3), 241-246.
3. Nicholls, A. (2006). *Social entrepreneurship: New models of sustainable social change*. Oxford University Press.
4. Thompson, J. L. (2002). The world of the social entrepreneur. *International Journal of Public Administration*, 25(5), 489-518.



5. Peredo, A. M., & McLean, M. (2006). Social entrepreneurship: A critical review of the concept. *Journal of World Business*, 41(1), 56-65.
6. Zahra, S. A., Gedajlovic, E., Neubaum, D. O., & Shulman, J. M. (2009). A typology of social entrepreneurs: Motives, search processes and ethical challenges. *Journal of Business Venturing*, 24(5), 519-532.
7. Bhagavatula, S., & Sharma, S. (2018). *Social Entrepreneurship: A South Asian Perspective*. SAGE Publications India Pvt Ltd.
8. Datta, P. B., & Kaur, R. (Eds.). (2017). *Social Entrepreneurship in India: Quarter Idealism and Three-quarter Pragmatism*. Springer.
9. Batliwala, S., & Chakravarty, S. (2010). *Creating Spaces for Women's Leadership: A Grassroots Leadership Training Manual*. Kutch Mahila Vikas Sangathan & Madhyam Books.
10. Mahajan, V., & Bang, A. (2012). *Fifty Years of Development in India: Fifty Years of Development in India: A Tribute to the Small-Scale Industrialists of India*. Pradan.
11. Saikia, A., & Unni, J. (2019). *Social Entrepreneurship in India: A Potential Catalyst for Grassroots Development*. Springer.
12. Pillai, K. R. (2014). *Social Entrepreneurship in India: Quarter Idealism and Three-quarter Pragmatism*. Sage Publications Pvt. Ltd.
13. Jain, S., & Ahuja, P. (2019). *Social Entrepreneurship: A Primer*. Bloomsbury Publishing India Pvt. Ltd.
14. Bhagavatula, S., & Chakraborty, A. (Eds.). (2019). *Social Entrepreneurship and Enterprises in International Perspective: Concepts, Models, and Practices*. Springer.
15. Pati, R. N., & Bhatnagar, N. (Eds.). (2018). *Social Entrepreneurship in India: Contemporary Issues and Challenges*. Springer.

### Elective Courses with No Specialisation

Programme	BBA				
Course Code					
Course Title	<b>Advance Human Resource Management</b>				
Type of Course	<b>Elective</b>				
Semester	7				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	3	-	2	75
Pre-requisites					
Course Summary	The course aims at fostering diverse and inclusive talent by aligning talent acquisition and HR practices with organizational goals and strategies. It aids in development and execution of HR strategies for competitive advantage, harnessing HR analytics and other technology-driven tools. Emphasis is laid on ethical and fair practices and social responsibilities. In a volatile work environment with high attrition tendencies and remote work culture HRM undergoes drastic changes to accommodate and				

	survive such challenges. This structured course is expected to future proof such vagaries of corporate environment.
--	---

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Apply basic international marketing theories and concepts to understand the global marketing environment.	U	C	Instructor-created exams / Quiz
CO2	Undertake strategic business analysis in order to develop appropriate international marketing decisions and policies to suite the dynamic environment.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Identify, analyze, and evaluate data, information, and evidence related to international business opportunities and threats relevant in the current world.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	To recognize and familiarize the official/legal formalities in executing an effective marketing campaign globally.	U	C	Instructor-created exams / Home Assignments
CO5	Recognize and evaluate the regional environment elements and form effective marketing mix strategies accordingly	U	C	One Minute Reflection Writing assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (75)	Internal (30)	External (70)
I	<b>Overview of Strategic Human Resource Management</b>		11	10	16
	1	Meaning, Definition, and Importance of Strategic Human Resource Management			
	2	Aligning HR with Organisational Strategy			
	3	Human Resource Environment: Impact of Globalization on HRM			

	4	Workforce Diversity, Demographic Changes, Global Environment, Changed Role of HR in Organizations			
	5	Development & delivery of HR strategies, Challenges in Strategic Human Resource Management			
	6	Human Resource Information System			
	7	Impact of Strategic HRM,			
	8	SHRM for Competitive Advantage			
	9	Strategic Workforce Planning: Concept and Objectives, Succession Planning,			
	10	Diversity and Inclusion Planning, Employee Retention Strategies, Skill Gap Analysis			
	11	Integrating Ethical considerations into HR policies and practices,			
<b>II</b>	<b>Career Management</b>		<b>11</b>		<b>18</b>
	12	Career Planning and Career Development, Agile Career Development			
	13	Career Management in a Gig Economy, Data Driven Career Insights, Career Pathing and Lattice Structures			
	14	Career Management for Remote and Hybrid Workforce, Strategies for managing a multi-generational work force			
	15	Strategic Employer Branding for Career Attraction			
<b>III</b>	<b>Global HRM</b>		<b>11</b>		<b>18</b>
	16	Definition of International HRM, Difference between International and Domestic HRM			
	16	Organizational Structure in MNC's, International Staffing,			
	17	Role of Expatriates and Non-Expatriates			
	18	Expatriation and Repatriation			
<b>IV</b>	<b>HR Accounting and Audit and Change Management</b>		<b>12</b>		<b>18</b>
	19	Human Resource Accounting and Audit, Scorecard and Report			
	20	Change Management, Organisational Change, Necessity for change, Classification of change			
	21	Kurt Lewin Three Stage Model and Force Field Analysis, Systems Theory, 7 Stage Models, Barke-Litwin Model, Parras Robbortson			
	22	Change Agent, Roel & Skills of a Change Agent, HR Role as Change Agent, Resistance to Change and Minimizing Resistance			
<b>V</b>	<b>Practicum</b>		<b>30</b>	<b>20</b>	
	1	HR Strategy Development Workshops: Students are divided into teams and given a scenario involving a company facing specific HR-related challenges. Each team will develop an HR strategy that addresses these challenges, focusing on aspects such as talent management, diversity and inclusion, and employee engagement. Teams present their strategies to the class, followed by a constructive critique session.			

2	Interactive Case Studies: Students work in groups to analyse detailed case studies of organizations facing complex HR issues. They must propose solutions, considering strategic alignment, stakeholder impact, and long-term sustainability. Presentations are made to the class, followed by feedback sessions.			
3	HRM Innovation Lab: Create an "innovation lab" where students ideate and develop innovative HR solutions, such as new employee wellness programs, technology-driven recruitment tools, or creative benefits packages.			
4	Leadership and Management Role-Play: Role-playing exercises where students assume the roles of HR professionals, managers, and employees in scenarios involving negotiation, conflict resolution, or leadership challenges.			

### Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	2	2	3	3	1	2	1	2	1	3
CO 2	2	3	2	3	3	2	2	2	2	2	3
CO 3	3	3	3	3	2	3	3	3	2	2	3
CO 4	3	3	3	3	1	3	3	3	3	3	2
CO 5	3	3	3	3	1	3	3	2	3	3	3

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

##### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Problem based assignments
- d. Individual project report
- e. Case study report
- f. Team project report
- g. Literature survey
- h. Standardized Test

##### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Reddy, M. S. (2005). Human Resource Planning. Discovery Publishing House.
2. Berger, L. A., & Berger, D. (2003). The Talent Management Handbook. McGraw Hill Professional.
3. Shukla, R. (2009). Talent Management: Process of Developing and Integrating Skilled Workers. Global India Publications.
4. Agarwala, T. Strategic Human Resource Management. Oxford University Press
5. Edwards, M. R. Predictive HR Analytics: Mastering the HR Metric.
6. Fitz-enz, J. HR Metrics: The World Class Way.
7. Ashwatappa, K. (2010). Human Resource Management - Text & Cases. Tata McGraw Hill.
8. Tyson, S. Strategic Prospects for HRM. Jaico Publishing House. [Note: Singh, K. Organisational Change and Development. Sage Publications, Delhi.

Programme	BBA				
Course Code					
Course Title	<b>International Finance</b>				
Type of Course	<b>Elective</b>				
Semester	7				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites					
Course Summary	To familiarize students with the distinct economic elements that provide challenges to a financial manager in an international setting and to give them a conceptual foundation for understanding how financial choices are made in a multinational corporation.				

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
----	--------------	------------------	---------------------	-----------------------

CO1	The function of significant financial organisations in the international capital and foreign exchange markets, as well as the global economic system	U	C	Instructor-created exams / Quiz
CO2	Use the knowledge of foreign exchange hedging to recognise and control the foreign exchange risks that multinational corporations face.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Essential functions of instruments and tactics used in the foreign exchange market	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Learn about the global monetary system	U	C	Instructor-created exams / Home Assignments
CO5	The present state of developing emerging markets is examined, along with the hazards and opportunities that lie ahead for global financial operations such as forex and financial flows.	Ap	P	One Minute Reflection Writing assignments
CO6	A framework for effective decision-making in all pertinent financial and functional areas in a globally competitive economy.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (75)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to International Finance</b>		<b>11</b>	<b>10</b>	<b>16</b>
	1	Financial Globalization – Gold Standard, Bretton Woods System			
	2	Exchange Rate Regimes, Fixed and Floating Exchange Rates.			
	3	Balance of Payments, Preparation of BOP Statement			
	4	Link between BOP and the Economy.			
<b>II</b>	<b>Foreign Exchange and Exposure Management</b>		<b>12</b>		<b>18</b>
	5	Exchange Rate Mechanism: Exchange Rate Quotations, Direct and Indirect quotes,			
	6	Bid and Ask quote, Nominal, Real and Effective Exchange Rates,			
	7	Foreign Exchange Market: Major Participants			

	8	Spot Market: Currency Arbitrage: Forward Market, Arbitrage in Forward Market			
	9	Market for Currency Futures: Forward and Futures Contracts, Hedging in Currency Futures Market			
	10	Market for Currency Options: Types of Option Market, Types of Options, Option pricing, Hedging with Currency Options.			
<b>III</b>	<b>Management of Foreign Exchange and Risk</b>		<b>11</b>		<b>18</b>
	11	Types of Exposure, Foreign Currency Exposure.			
	12	Economic Exposure, Operation exposure.			
	13	Interest rate exposure			
	14	Theories			
	15	Purchase Power Parity			
	16	Interest Rate Parity			
	17	International Fisher Effect			
	18	Foreign Direct Investment			
	19	Mode of Investment			
<b>IV</b>	<b>Cross Border Investment &amp; Finance Decisions</b>		<b>11</b>		<b>18</b>
	20	Cost Benefits of Foreign Direct Investment			
	21	Strategies for FDI			
	22	International Financial market Instruments: International Equities, International Bonds, Short Term and Medium-Term Instruments			
	23	Financial Swaps: Meaning, Interest rate Swap and Hedging, Currency Swap			
	24	Management of Interest Rate Risk.			
<b>V</b>	<b>Practicum</b>		<b>30</b>	<b>20</b>	
		<ul style="list-style-type: none"> <li>International Financial News Analysis: Students subscribe to international financial news sources. Weekly, they select an article related to international finance, summarize it, and present their analysis on its implications for global markets, economies, or specific sectors. This activity fosters awareness of global financial events and their interconnectedness.</li> <li>International Finance Debate : Host debates on hot topics such as the impact of cryptocurrency on global financial systems, the role of international financial institutions in economic development, or the effectiveness of global financial regulations.</li> <li>Students select a global financial crisis (e.g., the 2008 financial crisis, the European debt crisis) to research. They'll explore the origins, key players, government and international responses, and the aftermath. Findings are shared in a comprehensive presentation or report, highlighting lessons learned and implications for future financial stability.</li> <li>Sustainable and Ethical Finance Project: Students research and develop a financial product or strategy that supports sustainable development goals (SDGs) or</li> </ul>			

		ethical business practices. This could involve sustainable bonds, impact investing, or ESG (Environmental, Social, and Governance) criteria in investment decisions. The project includes a presentation of their product/strategy, its potential impact, and the business case.			
--	--	--	--	--	--

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	2	3	2	2	2	1	2	1	2
CO 2	3	2	2	2	2	3	1	2	2	1	3
CO 3	3	3	2	3	2	2	1	1	2	2	2
CO 4	3	2	3	2	2	1	2	1	1	2	1
CO 5	3	3	2	3	2	3	2	2	1	2	3
CO 6	3	2	3	3	2	3	1	1	2	2	3

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments



- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

**REFERENCES**

1. Apte, P.G. (2008). International financial management. Tata McGraw Hills Publications.
2. Levi, M.D. (Year). International finance: The markets and financial management of multinational business. Tata McGraw Hills Publications.
3. Shapiro, A.C. (2008). Multinational financial management. Wiley India Pvt Ltd.
4. Sharan, V. (Year). International financial management. HI Learning Private Limited.
5. Siddaiah, T. (2009). International financial management. Pearson.

Programme	BBA				
Course Code					
Course Title	<b>International Marketing</b>				
Type of Course	<b>Elective</b>				
Semester	7				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	3	-	2	75
Pre-requisites					
Course Summary	The objective of this course is to familiarize the students about the concept of international marketing, its scope and the peculiarities of global marketing environment. Moreover, the students get knowledge in international marketing mix components and its fixation. In the present scenario all business concerns whether big or small seek Global market for their products and services. So, the students should be able to develop				

	appropriate international marketing decisions and policies to suite the dynamic environment.
--	--

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Apply basic international marketing theories and concepts to understand the global marketing environment.	U	C	Instructor-created exams / Quiz
CO2	Undertake strategic business analysis in order to develop appropriate international marketing decisions and policies to suite the dynamic environment.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Identify, analyze, and evaluate data, information, and evidence related to international business opportunities and threats relevant in the current world.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	To recognize and familiarize the official/legal formalities in executing an effective marketing campaign globally.	U	C	Instructor-created exams / Home Assignments
CO5	Recognize and evaluate the regional environment elements and form effective marketing mix strategies accordingly	U	C	One Minute Reflection Writing assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (75)	Internal (30)	External (70)
<b>I</b>	<b>Introduction to Global Trade &amp; Marketing</b>		<b>11</b>	<b>10</b>	<b>16</b>
	1	Rationality of International Trade, Why do countries Trade?			
	2	Introduction to Theories of Trade, Competitive Advantage			
	3	International Marketing: Definitions, Nature, and Scope of International Market			

	4	Principles of International Marketing, Domestic Marketing V/s International Marketing			
	5	Forces Affecting Global Integration and Global Marketing			
	6	Challenges of International Marketing, The Dynamics of International Market			
<b>II</b>	<b>Global Marketing Environment</b>		<b>11</b>		<b>18</b>
	7	Cultural Environment: Elements of Culture, Cultural Analysis, Making culture work for global marketing success			
	8	Economic Environment: Economic Characteristics of Global Market			
	9	Regional Economic Integration & Models of Integration, Emerging and Developing Markets			
	10	Political & Legal Environment: Implications of Embargo, Sanctions, Export & Import Controls			
	11	Political Risks, Legal Restraints, Intellectual Property in International Marketing.			
	12	Technological Environment: Role of Technology in Global Marketing Success			
	13	Technological Advancements in Transportation, Communication and R&D, Artificial Intelligence in Marketing.			
<b>III</b>	<b>International Market Entry &amp; Development</b>		<b>12</b>		<b>18</b>
	14	Basics of Market Entry Strategies: Exporting, Contractual Agreements including Licensing, Franchising, Joint Ventures, Strategic Alliances, Wholly-owned Subsidiaries, Direct Investment			
	15	International Segmentation and Positioning, International Branding Strategies			
	16	Introduction to International Marketing Mix			
	17	Global Product Management: Standardization vs. Differentiation			
	18	Product Planning and Development - Marketing Industrial Products and Services Globally			
	19	Pricing for International Markets: Global Pricing Objectives and Strategies			
	20	Environmental Influences on Pricing Decisions Global Pricing: Three Policy Alternatives Gray Market Goods, Dumping, Price Fixing, Transfer Pricing and Countertrade			
<b>IV</b>	<b>Global Logistics &amp; Promotion Strategies</b>		<b>11</b>		<b>18</b>
	21	Global Logistics Management: International Distribution Systems, Challenges in Global Distribution, Basics of Logistics Documentation			
	22	Global Advertising and Promotional strategies			
	23	Sales Management - Developing Marketing Strategies and Programmes for International Markets			
<b>V</b>	<b>Practicum</b>		<b>30</b>	<b>20</b>	

	International Marketing Plan Competition: Students work in teams to create a marketing plan for a product or service of their choice in a foreign market. The plan should include market analysis, segmentation, targeting, positioning, marketing mix, and financial projections. Teams present their plans to a panel of judges (faculty or industry professionals), and the best plan is awarded.			
	Virtual International Market Visits: Utilize virtual reality (VR) or online platforms to simulate visits to international markets. Students can explore marketplaces, retail environments, and consumer behaviours in different countries. Post-visit, they discuss their observations and how they impact marketing strategies.			
	Cultural Sensitivity Workshop: Students select a brand and develop a digital marketing campaign that includes social media, SEO, content marketing, and online advertising.			

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	2	2	3	3	1	2	1	2	1	2
CO 2	2	3	2	3	3	2	2	2	2	2	3
CO 3	3	3	3	3	2	3	3	3	2	2	2
CO 4	3	3	3	3	1	3	3	3	3	3	1
CO 5	3	3	3	3	1	3	3	2	3	3	3

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

## **Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Problem based assignments
- d. Individual project report
- e. Case study report
- f. Team project report
- g. Literature survey
- h. Standardized Test

### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## **REFERENCES**

1. Czinkota, M., & Ronkainen, I. (2013). International marketing (10th ed.). Cengage Learning.
2. Ghauri, P., & Cateora, P. (2013). International Marketing. (4th ed.) McGraw-Hill Higher Education
3. Brady, D. L. 2014. Essentials of International Marketing
4. Srinivasan, R. (2015). International marketing. Prentice Hall India.
5. Dutta, G. 2016. Global Marketing. India Pearson Education India.
6. Keegan, W.J., & Green, M.C. (2019). Global marketing. Prentice Hall.
7. W. J. Kegan., & M. C. Green. (2013). Global Marketing. Global Edition. Seventh Edition. Pearson Prentice Hall
8. Varshney & Bhattacharya: International marketing management, Sultan Chand & Sons, Edition 9th ,2017,13 Edition

## **SUGGESTED READINGS**

1. "The Role of Digital Marketing in International Business: Emerging Trends and Challenges" Journal of International Marketing
2. "Market Entry Strategies and Emerging Markets: A Case Study Analysis" International Business Review
3. "Cultural Sensitivity in Global Marketing: Strategies for Managing Differences" International Marketing Review
4. "Sustainability and Ethics in Global Marketing Strategies" Journal of World Business
5. "Consumer Behaviour in International Markets: Understanding Cultural Influences" International Journal of Consumer Studies
6. "The Impact of Technology on International Marketing Strategies" Technovation

7. "Global Branding Strategies: Building and Managing International Brand Equity",  
Journal of Brand Management
8. "Global Branding Strategies: Building and Managing International Brand Equity",  
Journal of Brand Management

Programme	BBA				
Course Code					
Course Title	<b>Startup Management</b>				
Type of Course	<b>Elective</b>				
Semester	8				
Academic Level	400 -499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This course equips Bachelor of Business Studies students with essential knowledge and skills in Startup Management. Delving into the dynamic world of entrepreneurship, the curriculum covers key principles such as ideation, legal considerations, feasibility analysis, growth stages, and financial evaluation. Students gain insights from both global and Indian perspectives, exploring renowned works on lean startup methodologies, fundraising, and success frameworks. Practical tools and frameworks are provided to empower students in navigating the complexities of launching and managing successful startups.				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Able to understand new industrial revolution, demonstrating innovative ideation, and effectively launching businesses with a keen awareness of the startup ecosystem and government initiatives.	U	C	Standardized Test
CO2	Able to exhibit proficiency in identifying startup capital needs, evaluating funding sources, assessing risk factors, and navigating the legal environment for startups, ensuring a solid financial foundation and legal compliance.	Ap	P	Observation and Practical Skills

CO3	Able to showcase competence in conducting feasibility analysis, understanding the cost and process of raising capital, addressing unique funding issues for high-tech ventures, and applying various funding approaches to strategically navigate different venture life stages.	Ap	P	Classroom Discussion
CO4	Able to analyze market trends, adapt to industry dynamics, and implement growth strategies aligned with market needs, ensuring successful progression through various stages of venture development.	U	C	Standardized Test
CO5	Able to showcase strategic thinking in planning for harvest and exit, including dealing with failure through exit strategies, maximizing value extraction, stakeholder communication, and handling both voluntary and involuntary liquidation processes with a focus on legal implications and reputation	Ap	P	Case Study
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

### Detailed Syllabus

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Start-up Fundamentals:</b>		<b>11</b>	<b>20</b>	<b>16</b>
	1	The New Industrial Revolution, The Evolution of Industries-Transformation			
	2	Start Up: Meaning, Importance, Driving Forces behind Start-up Opportunities			
	3	Business Start-up and Ideation, Venture Choices, and Decision-Making			
	4	Creative Ideation Techniques: Problem-solving Approaches- Collaborative Brainstorming			
	5	Key Components of Launching a Business, Initial Steps in Business Commencement			
	6	Ideation Process, The Start-up Equation for Success, Concept to Reality, Market Research			

	7	The Start-Up Ecosystem, Start-ups in India in India: Government Initiatives			
<b>II</b>	<b>Startup Capital Requirements and Legal Environment:</b>		<b>15</b>		<b>18</b>
	8	Identifying Startup Capital, Determining Initial Capital Needs, Evaluating Funding Sources, Assessing Risk Factors			
	9	Resource Requirements, Estimating Startup Essential Requirements, Analysing, Operating Costs, Projecting Resource Needs			
	10	Financial Assumptions Construction: Formulating Revenue Projections, Building, Expense Assumption, Creating Profitability Forecasts			
	11	Process Map Construction, Mapping Business Processes, Defining Key, Operational Steps, Identifying Efficiency Gaps			
	12	Legal Environment and Startup Financing, Legal Requirements, Securing, Approvals for New Ventures, Taxation and Duties for Startups			
<b>III</b>	<b>Commencing Financial Considerations:</b>		<b>11</b>		<b>18</b>
	13	Feasibility Analysis- Overview of Feasibility Analysis- Importance in Business Startups, Components of Feasibility Analysis			
	14	Cost and Process of Raising Capital, Capital Requirement: Steps Involved in the Capital Raising Process, Potential Challenges and Solutions			
	15	Unique Funding Issues of High-Tech Ventures, Specific Challenges Faced by High-Tech Ventures, Balancing Risk and Reward in Startups, Strategies for Attracting Investors			
	16	Various Funding Approaches, Funding with Equity, Financing with Debt, Funding Startups with Bootstrapping, Crowd Funding, Strategic Alliances			
<b>IV</b>	<b>Start-up Survival and Growth:</b>		<b>11</b>		<b>18</b>
	17	Stages of Growth in a New Venture, Introduction to Growth Phases, Early-Stage development, Rapid Expansion, Maturity and Stability			
	18	Growing with the Market and Industry, Market Analysis and Adaptation			
	19	Identifying Market Trends, Strategies for Market-Aligned Growth, Industry Dynamics, and Growth Opportunities			
	20	Venture Life Patterns, The life cycle of a venture, Common Patterns and Deviations			
	21	Adaptation Strategies for different life stages, Long-term Planning and Sustainability			
	22	Scaling Ventures, Preparing for Change, Support for Growth and Sustainability of the Venture			
<b>V</b>	<b>Open Ended Module:</b>		<b>12</b>	<b>10</b>	



		Exit Strategies, Selling the Business, Being Acquired, Going Public (IPO) Harvesting Strategies: Maximizing Value Extraction, Stakeholder Communication, Aligning with Organizational Goals Liquidation: Voluntary Liquidation: Decision-Making Process, Fulfilling Creditors' Obligations, Employee Considerations Involuntary Liquidation: Legal Implications, Mitigating Damages, Rebuilding Reputation and Future Ventures			
--	--	---	--	--	--

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	3	1	3	2	2	3	3	1	1
CO 2	2	2	2	3	3	3	2	2	2	1	1
CO 3	3	2	2	3	3	3	2	3	1	1	1
CO 4	3	2	2	3	3	2	2	3	2	2	2
CO 5	3	3	2	2	3	2	2	3	2	2	2

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

#### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report

- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

REFERENCES

1. Raichaudhuri, A. Managing new ventures: Concepts and cases. Prentice Hall International.
2. Ries, E. The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses. Crown Business.
3. Srikrishna, K. The art of a happy exit: How smart entrepreneurs sell their businesses. Sage Publications India.
4. Allen, K. R. Launching new ventures: An entrepreneurial approach. Cengage Learning.
5. Gil, E. High growth handbook: Scaling startups from 10 to 100 to 1000 people. HBR Press.
6. Deorah, K. The golden tap: The inside story of hyper-funded Indian startups. Penguin Random House India.
7. Shankar, N., & Vyakarnam, S. Startups: A toolkit for entrepreneurs. Sage Publications.

**SUGGESTED READINGS:**

**A-BOOKS**

1. "Zero to One: Notes on Startups, or How to Build the Future" by Peter Thiel, Blake Masters, Publisher: Currency
2. "Indian Innovators: 20 Brilliant Thinkers Who Are Changing India" by Akshat Agrawal, Publisher: Rupa Publications
3. "The Art of Startup Fundraising: Pitching Investors, Negotiating the Deal, and Everything Else Entrepreneurs Need to Know" by Alejandro Cremades, Publisher: John Wiley & Sons
4. "Entrepreneurship Development and Small Business Enterprises" by Poornima M. Charantimath, Publisher: Pearson

**B-ARTICLES**

5. "The Effect of Lean Startup Practices on Early-Stage Start-up Performance" Authors: Steve Blank, Bob Dorf Journal: Journal of Business Venturing

6. "The Role of Feasibility Analysis in New Venture Creation: A Study of Indian Start-ups" Authors: D. Pandey, P. Verma Journal: International Journal of Entrepreneurship and Small Business
7. "The Influence of Financial Factors on Corporate Entrepreneurship: A Conceptual Framework" Authors: Siri Terjesen, Dean A. Shepherd, Journal: Entrepreneurship Theory and Practice
8. "The Impact of Entrepreneurship Education on Entrepreneurial Intentions: A Study of Indian University Students", Authors: Alok Mishra, R. K. Dubey, Journal: Journal of Entrepreneurship Education

Programme	BBA				
Course Code					
Course Title	<b>Entrepreneurial Capital Management</b>				
Type of Course	<b>Elective)</b>				
Semester	8				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	The course equips Bachelor of Business Management students with essential knowledge and skills to navigate the financial landscape of entrepreneurial ventures. Covering topics such as venture capital, funding strategies, and risk management, the course provides a holistic understanding of financial decision-making in entrepreneurial contexts. Practical insights into diverse financing alternatives, including those specific to the Indian business environment, offer students a comprehensive toolkit for entrepreneurial success.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Able to apply principles of entrepreneurial finance, conceptualize and model business ideas, strategize financial planning, and understand the dynamics of financial sustainability and scaling in a global context.	U	C	Standardized Test
CO2	Able to understand the financing landscape for new ventures, interpret and utilize financial statements, conduct internal	Ap	P	Observation and Practical Skills

	operating analyses, and holistically manage ventures by evaluating both operational and financial performance.			
CO3	Able to demonstrate advanced financial planning throughout a venture's life cycle, strategically plan short-term capital, and grasp the nuances of various financial capital types, costs, and market dynamics, ensuring effective risk management and scenario analysis.	Ap	P	Classroom Discussion
CO4	Able to master the mechanics of valuing early-stage ventures, distinguish between accounting and equity valuation cash flows, employ various venture capital valuation methods, and practically apply valuation approaches through real-world case studies.	U	C	Standardized Test and Case studies
CO5	Able to exhibit leadership in venture capital strategies, investment lifecycle management, fund policies, investor engagement strategies, and diversified financing alternatives, showcasing adaptability and strategic communication in securing various funding sources for growth ventures.	Ap	P	Standardized Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Foundations of Entrepreneurial Finance:</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Principles Entrepreneurial Finance- Life Cycle Dynamics- Strategic Financing			
	2	Business Conceptualization and Modeling- Idea Generation- Model Development- Opportunity Assessment- Market and Financial Viability			
	3	Financial Planning Strategies- Comprehensive Planning-			

	4	Projections and Analysis- Profitability Considerations- Exit Strategies			
	5	Funding and Capital Acquisition- Capital Procurement- Financial Negotiation Skills			
	6	Financial Sustainability and Scaling- Sustainable Growth- Scaling Operations- Financial Performance Metrics- Global Financial Trends			
<b>II</b>	<b>Organizing and Operating the Venture:</b>		<b>12</b>		<b>18</b>
	7	Financing a New Venture- Seed, Startup, and First Round Financing Sources-			
	8	Financial Bootstrapping- Business Angel Funding- First Round Financing Opportunities			
	9	Preparing and Using Financial Statements- Resource Acquisition and Recording-			
	10	Understanding Asset and Liabilities in Business, Owners Equity Sales, Expenses, and Profits (theory only)			
	11	Internal Operating Schedules- Statement of Cash Flows- Operating Break-Even Analysis			
	12	Evaluating Operating and Financial Performance- Ratio Analysis-			
	13	Operational Efficiency Metrics- Financial Performance Indicators			
	14	Holistic Venture Management-Risk Assessment- Adapting Financial Strategies			
<b>III</b>	<b>Capital Management:</b>		<b>12</b>		<b>18</b>
	15	Financial Planning Throughout the Venture's Life Cycle- Strategic Financial Roadmap-			
	16	Long-term Financial Vision- Risk Management Strategies- Scenario Analysis- Capital Allocation Framework			
	17	Short-Term Capital Planning - Cash Flow Forecasting- Working Capital Management- Credit Management Techniques- Dynamic Budgeting			
	18	Types and Costs of Financial Capital- Implicit and Explicit Financial Capital Costs-			
	19	Financial Markets Dynamics- Capital Structure Optimization- Market-based Valuation			
<b>IV</b>	<b>Venture Valuation:</b>		<b>12</b>		<b>18</b>
	20	Valuing Early-Stage Ventures- Venture Worth- Basic Mechanics of Valuation			
	21	Accounting vs. Equity Valuation Cash Flow- Distinguishing Accounting and Equity Valuation Cash Flow			
	22	Venture Capital Valuation Methods- Basic Venture Capital Valuation Methods			
	23	Practical Approaches in Venture Valuation- Real-world Application- Case Studies- Challenges and Considerations			
<b>V</b>	<b>Open-Ended Module</b>		<b>12</b>	<b>10</b>	
	1	Case Studies and Role Play: Use real-world case studies of startups at different stages of growth and have students analyse the capital management strategies employed by these			

		companies. They could role-play as the company's financial advisors or the entrepreneurs themselves, proposing alternative strategies and defending their choices in a class discussion or presentation.			
	2	Venture Pitch Competitions: Organize pitch competitions where students create business plans for their startup ideas, focusing specifically on the financial aspects. They must present their capital management strategies, including how they plan to raise funds (e.g., through equity, debt, or crowdfunding), manage cash flow, and ensure sustainability. Invite guest judges from the local entrepreneurial community to provide feedback and select the best pitches.			
	3	Financial Model Workshop: Host workshops where students learn to build financial models for startups from scratch. This would include forecasting revenues, costs, determining burn rate, and calculating key financial metrics important for investors, such as the break-even point, ROI, and valuation methods.			
		Mentorship Programme: Pair students with local entrepreneurs or financial advisors who can mentor them through a mini-project, such as developing a financial plan for a startup. This real-world interaction provides valuable insights into the challenges and strategies of entrepreneurial capital management.			

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	2	2	3	2	3	2	2	2	3
CO 2	2	3	2	3	2	3	2	1	2	2	3
CO 3	3	2	2	3	2	3	2	3	3	1	3
CO 4	3	2	2	3	2	2	3	3	2	2	2
CO 5	2	2	2	3	3	3	2	2	2	3	3

**Correlation Levels:**

Level	Correlation
-	Nil

1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

##### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized Test

##### Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

### REFERENCES

1. Marco Da Rin & Thomas Hellmann. Fundamentals of Entrepreneurial Finance. Oxford University Press.
2. J. Chris Leach & Ronald W. Melicher. Entrepreneurial Finance: Fundamentals of Financial Planning and Management for Small Business. Cengage Learning.
3. Steven Rogers. Entrepreneurial Finance: Finance and Business Strategies for the Serious Entrepreneur. Tata Mc Graw Hill.
4. Douglas Cumming. Entrepreneurial Finance. Oxford University Press.
5. Philip J. Adelman & Alan M. Marks. Entrepreneurial Finance. Pearson.
6. Adithya M. S. Entrepreneurial Finance: Financing and Valuation of Small Businesses. Notion Press.
7. R. Venkatesh. Entrepreneurial Finance: A South Asian Perspective. Oxford University Press.

### SUGGESTED READINGS:

#### A-BOOKS

1. " Entrepreneurial Finance: A Casebook" by K. S. Vaidya Nathan, Publisher: Tata McGraw-Hill Education

2. Entrepreneurial Finance: Indian Cases by Rajesh K. Pillania, Publisher: Pearson

**B- ARTICLES**

1. " "Entrepreneurial Finance: The Art and Science of Growing Ventures", Authors: Luisa Alemany, Job J. Andreoli, Journal: International Small Business Journal

Programme	BBA				
Course Code					
Course Title	<b>Advertising And Branding</b>				
Type of Course	<b>Elective</b>				
Semester	8				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-		60
Pre-requisites					
Course Summary	<p>The course is crafted to provide a comprehensive exploration of advertising and branding through five key units. Starting with an introduction to advertising, the course explores into its definitions, societal roles, and ethical considerations. Moving to advertising agencies, students learn about their features, core functions, and the crucial agency-client relationship. The module on careers in advertising provides insights into various roles, skills required, and avenues for career development. Introduction to branding covers foundational concepts like brand significance, types, and launch strategies. The course concludes with an examination of emerging trends in branding, including hyper-personalization, sustainability, and the role of AI, supported by case studies and industry insights. This holistic approach prepares Bachelor of Business Management students for dynamic roles in advertising and branding, fostering a deep understanding of industry practices and future trends.</p>				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Able to explore the definitions, features, and objectives of advertising. Covers its role in the marketing mix, societal impact, and ethical considerations in the real business world.	U	C	Standardized Test



CO2	Able to examine the features, structure, and services of advertising agencies. Focuses on core functions, agency-client relationships, and offers insights through case studies.	Ap	P	Case Studies and Practical Skills
CO3	Able to Introduce various career paths, skills required, and specific roles in advertising. Emphasizes career development, portfolio building, and networking opportunities.	Ap	P	Classroom Discussion and Case studies
CO4	Able to Provide foundational knowledge of branding, including its significance, types, and the difference between brand and product. Explores brand building, launch strategies, and positioning.	U	F	Standardized Test
CO5	Able to Explores emerging trends in branding such as brand equity, hyper-personalization, sustainability, and the role of AI. Analyses case studies, industry insights, and anticipates future trends in branding	Ap	P	Observation and Case Studies
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

### Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
<b>I</b>	<b>Introduction To Advertising</b>		<b>12</b>	<b>20</b>	<b>16</b>
	1	Introduction-Advertising-Definitions-Features - Objectives-Importance			
	2	Active Participants in advertising-Role of advertising Marketing Mix-Role of advertising in Society			
	3	IMC-Introduction-Meaning-Tools of IMC-Importance of IMC-Framing Integrated marketing-Role of advertising in IMC			
	4	Classification of Advertising-Types of Advertising-Target audience and Functions.			
	5	Ethics in Advertising- Cultural Sensitivity in Advertising- Environmental Sustainability in Advertising-Social Responsibility and CSR in Advertising			

<b>II</b>	<b>Advertising Agency</b>		<b>12</b>		<b>18</b>
	6	Ad Agency: Features-Structure and services offered-Types of advertising agencies -Agency selection criteria			
	7	Core Functions of Ad agency- Creative Services: Concept development-copywriting and design. -			
	8	Account Management: Client relationships-project management, and campaign coordination			
	9	Media Planning - Selecting and negotiating media placements			
	10	Agency-Client Relationship-Client acquisition and retention strategies-The importance of effective communication and collaboration			
	11	Case Studies and Industry Insights-Analysing successful and iconic campaigns-Developing a simulated advertising campaign			
<b>III</b>	<b>Careers in Advertising</b>		<b>12</b>		<b>18</b>
	12	Introduction to Careers in Advertising -Skills required for a career in advertising-			
	13	Various Career Options: Freelancing Career Options - Graphics Animation, Modelling, Dubbing. - Detail the opportunities			
	14	Advertising Executive/ Manager -Responsibilities, skills, and qualifications-Client relationship management-project coordination.			
	15	Creative Professional Copywriter, Art Director, and Graphic Designer -roles-Skills- challenges -Crafting compelling and visually appealing content.			
	16	Career Development and Skills- Building a Portfolio-Inviting Advertising Professionals- Industry Visits and Internship Opportunities			
<b>IV</b>	<b>Introduction to Branding</b>		<b>12</b>		<b>18</b>
	17	Concept of Branding –Definition – Significance of Brand – Brand Types –			
	18	Difference between Brand and Product – Brand Building – Brand Launching			
	19	Branding and Advertisement – Creating Brand -Awareness – AIDA Model – Branding Strategies – Brand Communication.			
	20	Brand Line Extension – Horizontal Extension Pros and Cons of Brand Extension			
	21	Related Extension – Unrelated Extension–Brand Generic Branding			
	22	Branding–Brand Personality–Brand Positioning– Re Positioning–Brand Positioning Strategies Brand Positioning Variables.			
<b>V</b>	<b>Open-ended Module</b>		<b>12</b>	<b>10</b>	
	1	Brand Development Workshop: Divide students into teams and assign each team the task of creating a brand from			

		scratch. This includes developing a brand name, logo, slogan, and a comprehensive brand identity manual.			
2		Digital Marketing Campaign: Students can create a digital marketing campaign for a product or service, including social media content, email marketing, and paid advertising strategies.			
3		Creative Pitch Competition: Simulate a real-world pitch scenario where students or groups develop an advertising campaign for a given product or service and pitch their ideas to a panel of judges (which can include faculty members and industry professionals).			
4		Social Media Challenge: Encourage students to create content for social media platforms that aligns with a brand's voice and target audience. This can be a competition where the best content is recognized.			

### Mapping with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	1	2	3	1	2	2	3	2	3
CO 2	3	3	2	3	2	3	2	2	2	3	3
CO 3	2	3	3	2	1	3	3	1	2	2	3
CO 4	3	3	3	3	3	3	3	3	3	3	2
CO 5	2	1	2	1	3	2	1	2	2	2	3

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

#### Mode of Assessment – CCA (Continuous Comprehensive Assessment) -

##### Summative Assessment (SA)

- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report

- h. Literature survey
  - i. Standardized Test
- Formative Assessment (FA)
- a. Practical Assignment
  - b. Viva
  - c. Quiz
  - d. Interview
  - e. Class Discussion
  - f. Seminar
  - g. Group Tutorial work
  - h. Home assignments
  - i. Self and peer Assessments
  - j. Oral presentations
  - k. Observation of practical skills

### REFERENCES

1. Information Resources Management Association. (Year of Publication). Advertising and Branding: Concepts, Methodologies, Tools, and Applications. IGI Global.
2. Kotler, P. (Year of Publication). Marketing Management, Analysis, Planning, Implementation, and Control. Prentice Hall.
3. Sharma, G., & Khundia, K. S. (Year of Publication). Brand Management. Himalaya Publishing House.
4. Dutta, K. (Year of Publication). Brand Management: Principles and Practices. Oxford University Press.
5. Moorthi, Y. L. R. (Year of Publication). Brand Management: The Indian Context. Vikas Publishing House.
6. Stafford, M. R., & Faber, R. J. (Year of Publication). Advertising, Promotion, and New Media. Taylor & Francis.
7. Belch, G. E., & Belch, M. A. (Year of Publication). Advertising and Promotion: An Integrated Marketing Communications Perspective. McGraw-Hill Education.

### SUGGESTED READINGS:

#### A-BOOKS

1. " Branding in the Age of Social Media " by Kim Bartels, Publisher: John Wiley & Sons
2. " Ogilvy on Advertising " by David Ogilvy, Publisher: Vintage Books
3. " Storytelling with Data: A Data-Driven Approach to Engaging Your Audience" by Cole, Nussbaum Brown and Jennifer Brown, Publisher: Pearson FT Press
4. "Building Strong Brands" by David A. Aaker, Publisher: Free Press

#### Open Elective

Programme	<b>BA Advertising and Sales Management</b>
Course Code	
Course Title	Hospitality Management
Type of Course	<b>Open Elective</b>

Semester	7				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites					
Course Summary	The course on Hospitality and Tourism Management offers an in-depth look at the industry's fundamentals, historical evolution, and current trends. It covers key areas such as hotel and restaurant management, marketing, customer relationship, and sustainable practices. Additionally, it addresses the impact of globalization and technology, career opportunities across various sectors, and entrepreneurship within the hospitality field. The curriculum is designed to equip students with the knowledge and skills to adapt and thrive in this dynamic industry.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Comprehensive understanding of the hospitality and tourism industry, including its historical development, key sectors, and global impact.	U	C	Standardized Test
CO2	Develop marketing expertise for hospitality businesses, covering market	Ap	P	Class Discussion
CO3	Ability to implement sustainable practices in hospitality and tourism	C	P	Problem based Assignments
CO4	Ability to analyse industry trends	An	P	Oral Presentations
CO5	Evaluating various career opportunities in Hospitality sector	E	P	Individual Project Report
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (75)	Internal (30)	External (70)
I	<b>Foundations of Hospitality and Tourism Management</b>		11	10	16
	1	Introduction to Hospitality and Tourism, Overview of the hospitality and tourism industry			
	2	Historical Development and Current Trends, Economic			

		Significance and Global Impact			
	3	Hotel Management and Operations			
	4	Restaurant and Food Service Management			
<b>II</b>	<b>Marketing and Brand Management in Hospitality and Tourism</b>		<b>11</b>		<b>18</b>
	5	Marketing Strategies for Hospitality Businesses, Market Segmentation and Targeting			
	6	Branding and Promotion in the Hospitality Industry			
	7	Customer Relationship Management			
	8	Customer Retention Strategies			
	9	Building Customer Loyalty and Satisfaction			
<b>III</b>	<b>Sustainable Tourism and Global Trends</b>		<b>12</b>		<b>18</b>
	10	Sustainable Practices in Hospitality and Tourism			
	11	Principles of Sustainable Tourism			
	12	Eco-friendly Initiatives in Hotels and Destinations			
	13	Corporate Social Responsibility in the Hospitality Sector			
	14	Emerging Global Trends in Hospitality and Tourism			
	15	Technological Innovations in the Industry			
	16	The Impact of Globalization on Hospitality			
	17	Adaptation to Changing Consumer Preferences			
<b>IV</b>	<b>Career Opportunities in Hospitality Management</b>		<b>11</b>		<b>18</b>
	18	Exploration of various sectors: Hotels, Restaurants, Events, and Travel, Historical Context and Evolution of Hospitality Careers			
	19	Careers in Hospitality: - Hotel Management Careers,			
	20	Restaurant and Food Service Careers			
	21	Event Management and Planning Careers			
	22	Tourism and Travel Careers, Spa and Wellness Management Careers, Sports and Recreation Management Careers			
	23	Entrepreneurship in Hospitality: - Starting and Managing your own Hospitality Business			
<b>V</b>	<b>Practicum</b>		<b>30</b>	<b>20</b>	
		<ul style="list-style-type: none"> <li>Interactive Culinary Workshops: Conduct culinary workshops can offer hands-on learning about various cuisines, food safety standards, and presentation techniques. Partnering with local chefs or culinary schools can provide students with insights into the culinary world and enhance their understanding of its role in hospitality and tourism.</li> <li>Sustainable Tourism Project: Encourage students to develop sustainable tourism projects that focus on environmental conservation, cultural preservation, and economic benefits for local communities. This could involve creating sustainable tour packages, promoting eco-friendly lodging options, or developing initiatives to support local artisans.</li> </ul>			

		<ul style="list-style-type: none"> <li>Event Planning and Execution Workshop: Organize workshops where students plan, promote, and execute an event, such as a cultural festival, gastronomy fair, or a hospitality industry conference.</li> </ul>			
--	--	---	--	--	--

**Mapping of COs with PSOs and POs:**

	PSO 1	PSO 2	PSO 3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	2	1	3	3	2	2	2	2	2	2
CO 2	1	2	2	1	2	3	2	2	2	1	2
CO 3	2	1	3	2	2	2	2	2	3	1	1
CO 4	1	2	2	2	3	2	2	3	2	1	2
CO 5	2	2	2	2	1	2	3	2	2	2	1

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

**Mode of Assessment – CCA (Continuous Comprehensive Assessment) -**

Summative Assessment (SA)

- Written test
- Open book test
- Laboratory report
- Problem based assignments
- Individual project report
- Case study report
- Team project report
- Literature survey
- Standardized Test

Formative Assessment (FA)

- a. Practical Assignment
- b. Viva
- c. Quiz
- d. Interview
- e. Class Discussion
- f. Seminar
- g. Group Tutorial work
- h. Home assignments
- i. Self and peer Assessments
- j. Oral presentations
- k. Observation of practical skills

## REFERENCES

1. Walker, J. R. (2016). Introduction to Hospitality Management. Pearson.
2. Kotler, P., Bowen, J. T., Makens, J. C., & Baloglu, S. (2017). Marketing for Hospitality and Tourism (7th ed.). Pearson.
3. Morrison, A. M. (2013). Hospitality and Travel Marketing. Cengage Learning.
4. Stipanuk, D. M., & Kupchella, C. E. (2017). Foundations of Hotel Management. Pearson.
5. Pizam, A., & Ellis, T. (1999). *Customer Satisfaction and Its Measurement in Hospitality Enterprises*. International Journal of Contemporary Hospitality Management, 11(7), 326-339

## List of Online Courses

Sl. No	Title of the Course	Academic Level	Duration	Equivalent Credit	Equivalent Course in CUFYUGP with Course Code	Repository	Weblink
1	<b>Financial Statement Analysis</b>	100-199	8 weeks 12 weeks	2 &3	BBA1CJ103 / BBA1MN102	<b>NPT EL</b>	Financial Accounting, Varadaraj Bapat, IIT Bombay, <a href="https://nptel.ac.in/">Financial Accounting - IITB - Course (nptel.ac.in)</a>  Financial Accounting, Puran Singh, IIT Mandi, <a href="https://onlinecourses.nptel.ac.in/noc20_mg71/preview?">https://onlinecourses.nptel.ac.in/noc20_mg71/preview?</a>
2	<b>Business Economics</b>	100-199	12 weeks	3	BBA2CJ101	<b>SWA YAM</b>	Dr. Manasi Kurtkoti   Savitribai Phule Pune University  <a href="https://swayam2.ac.in/">Course in Business Economics Macro - Course (swayam2.ac.in)</a>



3	<b>Financial Management</b>	100-199	12 weeks	3	BBA2CJ102 / BBA2MN101	<b>SWAYAM</b>	CA Amita Bissa   Jai Narain Vyas University, Jodhpur  <a href="http://swayam2.ac.in">Financial Management - Course (swayam2.ac.in)</a>
4	<b>Business Analytics for Management Decision</b>	100-199	12 weeks	3	BBA2CJ103 / BBA2MN102	<b>SWAYAM</b>	Prof. Rudra P Pradhan   IIT Kharagpur  <a href="http://nptel.ac.in">Business Analytics For Management Decision - Course (nptel.ac.in)</a>
5	<b>Business Environment</b>	300-399	10 week	4	BBA6FV110	<b>SWAYAM</b>	Dr. Chhavi Jain  <a href="http://swayam2.ac.in">Business Environment - Course (swayam2.ac.in)</a>
6	<b>Business Ethics</b>	200-299	12 weeks	3	BBA4CJ208	<b>NPT EL</b>	Prof. Susmita Mukhopadhyay   IIT Kharagpur <a href="http://nptel.ac.in">Business Ethics - Course (nptel.ac.in)</a>
7	<b>Management Accounting</b>	200-299	12 weeks	3	BBA3CJ204 / BBA3MN202	<b>NPT EL</b>	Prof. Anil K. Sharma   IIT Roorkee  <a href="http://nptel.ac.in">Management Accounting - Course (nptel.ac.in)</a>
8	<b>Digital Marketing</b>	100-199	15 weeks	4	BBA1FS111	<b>SWAYAM</b>	By Dr. Tejinderpal Singh   Panjab University, Chandigarh  <a href="http://swayam2.ac.in">Digital Marketing - Course (swayam2.ac.in)</a>
9	<b>Management of Human Resources</b>	400-499	16 weeks	6	BBA7EJ401	<b>SWAYAM</b>	Dr. Nayantara Padhi   Indira Gandhi National Open University  <a href="http://swayam2.ac.in">MS 2: Management of Human Resources - Course (swayam2.ac.in)</a>
10	<b>Financial Derivatives &amp; Risk Management</b>	300-399	12 weeks	3	BBA5EJ301(1)	<b>NPT EL</b>	Prof. J. P. Singh   IIT Roorkee  <a href="http://nptel.ac.in">Financial Derivatives &amp; Risk Management - Course (nptel.ac.in)</a>
11	<b>Research Methodology and Statistical Analysis</b>	400-499	16 weeks	6	BBA7CJ402	<b>SWAYAM</b>	Dr. Subodh Kesharwani   Indira Gandhi National Open University

							<a href="https://onlinecourses.nptel.ac.in/noc24_mg24/preview">MCO-03: Research Methodology and Statistical Analysis - Course (swayam2.ac.in)</a>
12	<b>Global Marketing Management</b>	400-499	12 weeks	3	BBA1CJ102 / BBA1MN101	<b>SWAYAM</b>	<a href="https://onlinecourses.nptel.ac.in/noc24_mg24/preview">https://onlinecourses.nptel.ac.in/noc24_mg24/preview</a> By Prof. Zillur Rahman   IIT Roorkee
13	<b>Introduction to Marketing Management - 1</b>	200-299	8 weeks	3	BBA1CJ102 / BBA1MN101	<b>SWAYAM</b>	Dr. Nambram Amulkumar   <a href="https://onlinecourses.swayam2.ac.in/cec24_mg03/preview">https://onlinecourses.swayam2.ac.in/cec24_mg03/preview</a>
14	<b>Operations Management</b>	300-399	12 weeks	3	BBA5CJ301	<b>SWAYAM</b>	Prof. Inderdeep Singh   IIT Roorkee <a href="https://onlinecourses.nptel.ac.in/noc24_me15/preview">https://onlinecourses.nptel.ac.in/noc24_me15/preview</a>
15	<b>Hospitality Industry in Tourism</b>	400-499	12 weeks	4	BBA7OE401	<b>SWAYAM</b>	Prof. H. Rajashekar <a href="https://onlinecourses.swayam2.ac.in/cec24_mg03/preview">Hospitality Industry in Tourism - Course (swayam2.ac.in)</a>
16	<b>Research Methodology</b>	300-399	15 weeks	4	BBA5CJ303	<b>SWAYAM</b>	Prof. G.S. Bajpai, Vice-Chancellor <a href="https://onlinecourses.swayam2.ac.in/cec24_ge02/preview">https://onlinecourses.swayam2.ac.in/cec24_ge02/preview</a>
17	<b>Business Analytics for Management Decision</b>	300-399	12 weeks	3	BBA6EJ312(6)	<b>SWAYAM</b>	Prof. Rudra P Pradhan <a href="https://onlinecourses.nptel.ac.in/noc24_mg09/preview">https://onlinecourses.nptel.ac.in/noc24_mg09/preview</a>
18	<b>Data Analytics with Python</b>	300-399	12 weeks	3	BBA6EJ311(6)	<b>SWAYAM</b>	Prof. A Ramesh <a href="https://onlinecourses.nptel.ac.in/noc24_cs20/preview">https://onlinecourses.nptel.ac.in/noc24_cs20/preview</a>
19	<b>Business Law</b>	200-299	16 weeks	6	BBA3CJ202	<b>SWAYAM</b>	Dr N. Rajendra Prasad <a href="https://onlinecourses.swayam2.ac.in/nou24_cm11/preview">https://onlinecourses.swayam2.ac.in/nou24_cm11/preview</a>
20	<b>Fundamentals of Financial</b>	100-299	8 weeks	3	BBA2CJ102 / BBA2MN101	<b>SWAYAM</b>	Dr. Rupali Bipin Sheth <a href="https://onlinecourses.swayam2.ac.in/cec24_mg07/preview">https://onlinecourses.swayam2.ac.in/cec24_mg07/preview</a>

	<b>Management</b>						
21	<b>Entrepreneurship Development</b>	200-299	12 weeks	4	BBA4CJ207	<b>SWAYAM</b>	Dr. NILAM PANCHAL <a href="https://www.swayam2.ac.in/course/entrepreneurship-development">Entrepreneurship Development - Course (swayam2.ac.in)</a>
22	<b>Operations Research</b>	200-299	15 weeks	4	BBA4CJ205	<b>SWAYAM</b>	Professor Bibhas C. Giri <a href="https://onlinecourses.swayam2.ac.in/cec24_ma05/preview">https://onlinecourses.swayam2.ac.in/cec24_ma05/preview</a>
23	<b>Business Analytics for Management Decision</b>	300-399	12 weeks	3	BBA6EJ312(6)	<b>SWAYAM</b>	Prof. Rudra P Pradhan <a href="https://onlinecourses.nptel.ac.in/noc24_mg09/preview">https://onlinecourses.nptel.ac.in/noc24_mg09/preview</a>
24	<b>Corporate Law</b>	200-299	12 weeks	5	BBA3CJ202	<b>SWAYAM</b>	Dr Heena Basharat <a href="https://onlinecourses.swayam2.ac.in/cec24_lw02/preview">https://onlinecourses.swayam2.ac.in/cec24_lw02/preview</a>
25	<b>Business Law</b>	200-299	16 weeks	6	BBA3CJ202	<b>SWAYAM</b>	Dr N. Rajendra Prasad <a href="https://onlinecourses.swayam2.ac.in/nou24_cm11/preview">https://onlinecourses.swayam2.ac.in/nou24_cm11/preview</a>
26	<b>Introduction to Advertising &amp; Brand Management</b>	400-499	12 weeks	3	BBA8EJ406	<b>SWAYAM</b>	Dr. Mamta Brahmabhatt <a href="https://www.swayam2.ac.in/course/introduction-to-advertising-brand-management">Introduction to Advertising &amp; Brand Management - Course (swayam2.ac.in)</a>
27	<b>Organization Behaviour</b>	200-299	15 weeks	4	BBA4CJ206	<b>SWAYAM</b>	Prof. (Dr.) Vishal Kumar <a href="https://onlinecourses.swayam2.ac.in/cec24_mg01/preview">https://onlinecourses.swayam2.ac.in/cec24_mg01/preview</a>
28	<b>Strategic Management</b>	400-499	6 weeks	3	BBA7CJ401	<b>SWAYAM</b>	P D Jose, Rejie George, Prof. Sai Yayavaram <a href="https://onlinecourses.swayam2.ac.in/imb24_mg17/preview">https://onlinecourses.swayam2.ac.in/imb24_mg17/preview</a>
29	<b>Behavioral Finance</b>	300-399	8 weeks	3	BBA5CJ302	<b>SWAYAM</b>	Prof. Shikta Singh <a href="https://onlinecourses.swayam2.ac.in/imb24_mg49/preview">https://onlinecourses.swayam2.ac.in/imb24_mg49/preview</a>