

**LEARNING OUTCOMES-BASED
CURRICULUM FRAMEWORK
FOR UNDERGRADUATE
EDUCATION**

**DEPARTMENT OF BUSINESS
ADMINISTRATION**

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FRAMEWORK FOR UNDERGRADUATE
EDUCATION**



**DEPARTMENT OF BUSINESS ADMINISTRATION
EMEA COLLEGE OF ARTS AND SCIENCE, KONDOTTY**

VISION AND MISSION OF THE DEPARTMENT

VISION

“ To be a leading department in business education, fostering innovation, leadership, and ethical business practices, while empowering students to excel in a dynamic global business environment and contribute to sustainable societal development.”

MISSION

- **Deliver competency-driven education as a core pillar of our growth and success.**
- **Leverage knowledge and resources to provide experiential learning, immersion, and collaborative opportunities.**
- **Commit to continuous improvement through stakeholder engagement, industry relations, and assurance of learning across all programs.**
- **Offer top-tier professional development and career management opportunities for our students.**

INTRODUCTION

Department of Business Administration

Established in 2004, the Department of Business Administration is dedicated to fostering knowledge acquisition, skill development, and practical application of business concepts, with a focus on enhancing national competitiveness. The department offers a Bachelor of Business Administration (BBA) Finance program with a specialization in Finance.

Each academic year, the department enrolls approximately 62 students, providing them with an engaging and interactive learning environment. Through dynamic classroom sessions, students acquire essential skills, develop professional attitudes, and gain the values necessary for success in managerial and business roles across industries and government sectors.

The BBA program is designed to equip students with a comprehensive understanding of modern business practices and management principles, ensuring they develop a well-rounded body of knowledge applicable to the demands of contemporary organizations.

Student Development and Faculty Expertise

Our students acquire essential entrepreneurial skills, develop leadership qualities, and learn effective investment strategies. In addition to academic learning, they participate in industrial visits, project work, and actively engage in NSS and NCC programs. This holistic approach nurtures courage, creativity, energy, and encouragement, empowering students to excel in academic competitions organized by various colleges.

Currently, the department is staffed by four highly qualified and dedicated faculty members. The department is committed to organizing a variety of enrichment activities, including seminars, debates, personality development programs, business quizzes, and business games, to further enhance student skills and knowledge.

The Department of Business Administration is located in the Business Administration Block, adjacent to the Commerce Department, within this esteemed institution.

AIMS OF BBA DEGREE PROGRAMME

The Bachelor of Business Administration (BBA) Finance programme at EMEA COLLEGE OF ARTS AND SCIENCE, KONDOTTI is a 3 – year full time professional course affiliated to the University of Calicut.

The programme mainly aims at:

1. **Develop Financial Expertise:** To equip students with a strong understanding of financial concepts, principles, and practices, preparing them for careers in finance, accounting, banking, and investment sectors.
2. **Foster Analytical Skills:** To enhance students' ability to analyze and interpret financial data, enabling them to make informed decisions in real-world business scenarios.
3. **Build Managerial Competencies:** To nurture leadership, management, and entrepreneurial skills in students, preparing them to take on managerial roles in business organizations.

4. **Promote Practical Knowledge:** To provide hands-on learning experiences through industry visits, internships, and project work, bridging the gap between academic theory and industry practice.
5. **Instill Ethical Practices:** To cultivate a strong ethical foundation in students, ensuring they understand the importance of integrity, transparency, and social responsibility in financial decision-making.
6. **Enhance Communication Skills:** To improve students' ability to communicate complex financial concepts clearly and effectively, both in written and oral formats, for diverse business audiences.
7. **Prepare for Advanced Studies:** To lay a strong foundation for students interested in pursuing advanced studies such as an MBA, CFA, or other specialized finance certifications, by providing comprehensive knowledge in financial management

QUALIFICATION DESCRIPTORS FOR BBA

Upon successful completion of the Bachelor of Business Administration (BBA) program, our graduates will possess the following competencies:

Comprehensive Business Understanding : Graduates will gain a well-rounded understanding of core business disciplines, including finance, marketing, operations, human resources, and strategic management, preparing them for diverse roles in the business world.

Analytical Thinking and Problem-Solving : Graduates will develop strong analytical skills, enabling them to evaluate business data, identify key issues, and apply critical thinking to find practical and effective solutions to complex business problems.

Effective Communication and Presentation Skills : Graduates will be proficient in expressing ideas clearly and confidently, both in writing and during presentations, ensuring they can communicate business concepts and strategies to diverse audiences.

Leadership and Team Collaboration : Graduates will possess leadership qualities and the ability to work collaboratively in teams, demonstrating interpersonal skills and the capacity to motivate and guide others toward achieving business objectives.

Ethical and Social Responsibility : Graduates will understand the importance of ethical behavior in business and demonstrate the ability to make decisions that reflect responsibility toward stakeholders, society, and the environment.

Entrepreneurial Mindset : Graduates will be equipped with an entrepreneurial mindset, prepared to identify business opportunities, navigate challenges, and apply innovative thinking to launch new ventures or improve existing businesses.

Financial Literacy and Decision-Making : Graduates will have a strong understanding of financial management, including budgeting, financial analysis, and investment strategies, enabling them to make informed decisions that benefit the financial health of an organization.

Adaptability to Technological Changes : Graduates will be adaptable to the rapidly changing technological landscape, capable of using the latest tools and platforms to drive business success and improve operational efficiency.

Global Perspective and Cross-Cultural Awareness : Graduates will appreciate the complexities of global business, understanding cultural differences, international trade, and economic factors that impact business operations on a global scale.

Strategic and Long-Term Thinking : Graduates will be skilled in long-term strategic planning, able to analyze market trends, forecast business outcomes, and implement plans that contribute to the sustainable growth of an organization.

Professionalism and Work Ethic : Graduates will demonstrate a strong work ethic, professionalism, and the ability to manage time effectively, ensuring they can meet

deadlines, manage multiple tasks, and deliver high-quality results in a professional setting.

Commitment to Lifelong Learning : Graduates will recognize the importance of continuous professional development, actively seeking opportunities for further education, certifications, and training to stay competitive in a dynamic and evolving business world.

PROGRAMME OUTCOMES

The Programme Outcomes (POs) of Bachelor of Business Administration (Finance Specialization) program may include the following:

Code	Programme Outcome (PO)
PO1	Fundamental Business Knowledge: To develop a comprehensive understanding of core business concepts across key functional areas, including marketing, finance, management, human resources, information technology, and operations, to enable well-rounded decision-making.
PO2	Entrepreneurial Mindset To cultivate an entrepreneurial mindset with the ability to identify business opportunities, innovate, and create new ventures, fostering creativity and initiative in solving business challenges.

PO3	<p>Financial Acumen</p> <p>To gain proficiency in financial analysis, planning, and decision-making, with an emphasis on investment management, financial forecasting, budgeting, and risk assessment to support strategic business goals.</p>
PO4	<p>Practical Experience and Job Readiness</p> <p>Acquire practical skills through internships, hands-on projects, and real-world applications, ensuring students are well-prepared for entry into the professional business environment.</p>
PO5	<p>Professional and Interpersonal Competence</p> <p>To demonstrate professional competence, including effective communication, critical thinking, ethical decision-making, leadership, teamwork, and adaptability, enabling success in diverse business roles and environments.</p>
PO6	<p>Legal and Regulatory Awareness</p> <p>To understand the legal, ethical, and regulatory frameworks that govern business operations, ensuring compliance with relevant laws and industry standards while promoting responsible business practices.</p>
PO7	<p>Human Values, Societal Responsibility, Environmental Sustainability, and Research & Innovation:</p> <p>To promote the integration of human values, societal and environmental responsibility, and sustainability into business practices. Encourage research, innovation, and ethical decision-making to address global challenges and contribute</p>

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.
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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 for Business Decisions	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

		Total			25	21			525
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
		Total			23	18			450
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
		Total			23	22			550
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 & Business 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
		Total			24	22			550
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
			Total			23	27		
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 Sustainable 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
			Total			24	23		
Total Credits for Three Years						133			3325

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
		Total			25	24			600
	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
		Total			20	20			500
	Total Credits for Four Years						177		4425

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
Total for Three Years	76	16	6	6	9	12	8	133
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								
Total for Four Years	76+8 = 84	16+24= 40	6	6	9	12	20	177

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)
Marketing Management				
Group No	Sl. No	Sem	Title	Course Code
3	1	5	Consumer Behaviour & Market Analysis	BBA5EJ305(3)
	2	5	Marketing Metrics	BBA5EJ306(3)
	3	6	Integrated Marketing Communication	BBA6EJ305(3)
	4	6	Strategic Hospitality Marketing	BBA6EJ306(3)
Operations Management				
Group No	Sl. No	Sem	Title	Course Code
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)
Logistics				
Group No	Sl. No	Sem	Title	Course Code
5	1	5	Logistics	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)
Business Analytics				
Group No	Sl. No	Sem	Title	Course Code
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)
Entrepreneurship				

Group No	Sl. No	Sem	Title	Course Code
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

Sl. No	Semester	Title	Course Code
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 th 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.

- 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**.
- 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	BBA4FV108	Value-Added Course 1 Innovation & Business Dynamics	45	3	3	25	50	75
6	BBA6FV110	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, all SEC's, all core/major courses, all elective courses and open elective shall be taught by Major Discipline Faculty only.

EVALUATION SCHEME

- 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

Programme	BBA				
Course Code					
Course Title	Internship-1 & Internship- 2				
Type of Course	SEC				
Semester	5 & 7				
Academic Level					
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	-	-		120
Pre-requisites					

Course Summary	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.
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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 before the beginning of 5th Sem, the evaluation of Internship-1 will be in the 5th Sem and Internship-2 should be completed before the beginning of 7th Sem, the evaluation of Internship-2 will be in the 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

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

EVALUATION CRITERIA FOR VIVA-VOCE

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

3. PROJECT

PROJECT IN SIXTH SEMESTER (BBA6FS116)

- In 3 year programme, the student should do a Project of 4-credits in semester 6.

Programme	BBA				
Course Code					
Course Title	Project -1				
Type of Course	SEC				
Semester	6				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		120
	<i>The teacher should have 4hrs/week of engagement in the guidance of the Project(s) in Honours programme, while each student should have 8 hrs/week of engagement in the Project work. Total hours are given based on the student's engagement.</i>				

Course Summary	This course is designed for undergraduate students across all disciplines, offering them an opportunity to develop 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.
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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

Component of Evaluation of Project	Weightage	Marks/100
Continuous Evaluation of project through interim presentation and reports by the committee internally constituted by the Department Council.	30%	30
End-Semester viva-voce examination to be conducted by the external examiner appointed by the University.	50%	50
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%	20

4. EVALUATION CRITERIA FOR INTERIM PRESENTATION

Clarity of Research Question (6 Marks)	Originality and Creativity (6 Marks)	Methodological Rigor (6 Marks)	Progress and Milestones (6 Marks)	Communication & Presentation Skills (6 Marks)

5. EVALUATION CRITERIA FOR VIVA-VOCE

Comprehension and Depth of Knowledge (5 Marks)	Methodological Rigor and Integrity (10 Marks)	Contribution & Implications (5 Marks)	Communication Skills (5 Marks)	Response to Questions (15 Marks)	Project Report (10 Marks)

FORMAT OF PROJECT REPORT

The report shall be printed and bound (preferably hard paper bound) with not less than 40 (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 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.

Programme	BBA				
Course Code					
Course Title	Project -2				
Type of Course	SEC				
Semester	8				
Academic Level	400 – 499				
Course Details	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>				
Course Summary	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

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

Component of Evaluation of Project	Weightage	Marks/200
Continuous Evaluation of project through interim presentation and reports by the committee internally constituted by the Department Council.	30%	60
End-Semester viva-voce examination to be conducted by the external examiner	50%	100

appointed by the University.		
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

9. 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)

10. 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.

E. 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

F. Executive Summary (Minimum 1 page)

G. 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

H. 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.

Programme	BBA				
Course Code					
Course Title	Research Project				
Type of Course	SEC				
Semester	8				
Academic Level	400 – 499				
Course Details	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>				
Course Summary	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

Component of Evaluation of Project	Weightage	Marks/600
Continuous Evaluation of project through interim presentation and reports by the committee internally constituted by the Department Council.	30%	180
End-Semester viva-voce examination to be conducted by the external examiner	50%	300

appointed by the University.		
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

Clarity of Research Question (40Marks)	Originality and Creativity (30 Marks)	Methodological Rigor (40 Marks)	Progress and Milestones (50 Marks)	Communication & Presentation Skills (20 Marks)

EVALUATION CRITERIA FOR VIVA-VOCE

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

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](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), 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.](https://www.amazon.in/dp/9789352032709)

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^{th} course and G_i is the grade point scored by the student in the i^{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.

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

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.

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

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

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

- 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.

11. 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	Foundations for Business Decisions				
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	Ap	P	Viva Voce

	decision-making			
* - 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	Basics of Decision-Making		12	20	16
	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			
II	Decision-Making Models		12		18
	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			
III	Basics of Management		12		18
	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			
IV	Functions of Management		12	18	
	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.			
V	Open Ended Module		12	10	
	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:

	PSO1	PSO2	PSO3	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	2	3	2	1	3	3	1	1	2	2	2

3											
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

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Programme	BBA				
Course Code					
Course Title	Marketing Management				
Type of Course	Core Course / Minor				
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)
I	Understanding the concept of consumer buying behavior		12	20	16
	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			
II	Customer driven market strategy		12		18
	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.			
III	Marketing mix decisions		12		18
	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.			
IV	Marketing of Services		12		18
	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.			
V	Open Ended Module		12	10	
	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:

	PSO1	PSO2	PSO3	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

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Programme	BBA				
Course Code					
Course Title	Communicating with Financial Data				
Type of Course	Core Course / Minor				
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)
I	Understand the Cost, Revenue, and Profit of a business		12	20	16
	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.			
II	Record the Expenses and Income of a business (Sole Proprietorship)		12	20	18
	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)			
III	Understand the financial performance and financial Position of a business (Sole Proprietorship)		12	20	18
	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)			
IV	Reading and Interpretation of a Financial Report		12	20	18
	14	Interpretation of Income Statement: Gross Profit Margin, Operating Profit Margin, Net Profit Margin			

	15	Tax Ratio Efficiency, and Interest Coverage			18
	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			
V	Open Ended Module		12	10	
	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:

	PSO1	PSO2	PSO3	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	3	2	2	3	2	3	2	2	1	2	3

5											
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

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Programme	BBA				
Course Code					
Course Title	Creativity, Innovation, and Business Development				
Type of Course	MDC				
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.
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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 (45)	Internal (25)	External (50)
I	Understanding Creativity		9	20	12
	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			
	8	Mind Mapping			
II	Innovation and its Role in Business		9		12
	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			
	12	Ways to overcome the barriers.			
III	Introduction to Entrepreneurship		9		12
	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				
IV	Business Development through Entrepreneurship		9		14
	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			
V	Open Ended Module		9	5	
	1	K-DISC, KIED, Kerala Startup Mission, National Innovation Foundation, Innovation and Entrepreneurship Development Centres, etc.			

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	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

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Programme	BBA				
Course Code					
Course Title	Digital Marketing for Business				
Type of Course	SEC				
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	An	C	Written test

	challenges within the realm of Digital Marketing.			
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)
I	Introduction to Digital Marketing		9		12
	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			
II	Social Media Marketing		9	20	12
	8	Social Media: Meaning, Importance and Benefits.			
	9	Social Media Marketing: Meaning, Types, Tools.			
	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.			
III	SEO and SEM Essentials		9		12
	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.			
IV	E-Mail Marketing		9		
	18	E-Mail – Meaning & Definition, Types of E-Mails.			14
	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.			
V	Open Ended Module:		9	5	
		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

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	Business Economics				
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)
I	Business, Economics and Markets		12	20	16
	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			
II	Background to Demand and Supply		12		18
	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			
III	Profit Maximization		12		18
	14	Alternative Market Structures: Perfect, Monopoly, Monopolistic and Oligopoly Markets			
	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			
	18	Game Theory - Single-move games, Multiple-move games			
IV	Business in the Factor Market				
	19	Labour Markets, Wages, and Industrial Relations: Market-determined wage rates and employment			
	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	12		18
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				
25	Macroeconomics Policies: Fiscal Policy, Monetary Policy				
26	Quantitative Easing, Balance of Payments and Exchange Rates, GDP				
V	Open Ended Module		12	10	
		<ul style="list-style-type: none"> • Case Study Analysis • 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. • 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. 			

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	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	2	2	3	2	2	3	1	1	2	2	3

6											
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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	Financial Management				
Type of Course	Core Course / Minor				
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)
I	Time Value of Money & Sources of Financing		12	20	16
	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).			
II	Capital Structure		12		18
	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).			
III	Investment Decisions		12		18
	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			
IV	Dividend Decisions		12		18
	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			
V	Open Ended Module				
	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.	12	10	
	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:

	PSO1	PSO2	PSO3	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	BBA				
Course Code					
Course Title	Foundations for Business Analytics				
Type of Course	Core Course / Minor				
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
CO1	Demonstrate a sound understanding of fundamental Business Analytics concepts	U	C	Instructor-created exams / Quiz
CO2	Develop proficiency in statistical analysis, including probability estimation using relative frequency, joint probability, and conditional probability	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Apply probability concepts to make informed decisions in business contexts	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Demonstrate competence in correlation analysis and comprehend regression analysis, in making managerial decision making	Ap	P	Instructor-created exams / Home Assignments
CO5	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
CO6	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)
I	Introduction to Business Analytics & Probability		12	20	16
	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			
II	Theoretical distributions		12		18

	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			
III	Sampling, correlation and regression analysis		12		18
	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			
IV	Time Series and Index Number		12		18
	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			
V	Open Ended Module		12	10	
	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:

	PSO1	PSO2	PSO3	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	Spreadsheet Modelling for Business				
Type of Course	SEC				
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,	U	C	Instructor-created exams

	ranging from basic functionalities to advanced tools and applications in business contexts.			/ 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:

Module	Unit	Content	Hrs (60)	Internal (25)	External (50)
I	Spreadsheet Modelling for Business		8	10	8
	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			
II	Entering Formulas into Excel		10		12
	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			
III	Matrix Operations		11	15	
	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				
IV	Pivot tables		11	15	
	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.			
V	Practicum		20	15	
	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	Domestic Logistics Management				
Type of Course	Core Course				
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 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 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:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
I	Basics of Domestic Logistics: Planning and Resourcing		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	Domestic Logistics Operations		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			
III	Documentation in Logistics		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				
IV	Costing System in Logistics		12	20	18
	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			
V	Open Ended Module		12	10	
	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.			
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Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	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	Business And Corporate Regulations				
Type of Course	Core Course				
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)
I	Business Laws		10	20	16
	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			
II	Sale Of Goods Act 1930		10		18
	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.			
III	Introduction To Companies Act 2013 And Corporate Incorporation				18

	10	Introduction to Companies Act, 2013: Objects of the Act – Salient features of the Act	18		
	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.			
IV	Corporate Liquidation		10		18
	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			
V	Open Ended Module		12	10	
	1	<ul style="list-style-type: none"> • 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. • 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). • 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. 			

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	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 Kluver Business, 2013
11. Lexis Nexis, Corporate Laws 2013 (Palmtop Edition)

Programme	BBA
Course Code	
Course Title	Human Resource Management
Type of Course	Core Course / Minor

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
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs	Internal	External
			60	30	70
I	Understanding the Nature and Scope of Human Resource Management		12	20	16
	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			
II	HR Planning		12	20	18
	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			
III	Training & Development		12	20	18
	11	Identifying Organizational Needs, Orientation, Training & its Process,			
	12	Development: On the Job & Off the Job Management Development Programmes (MDP), Executive Development Programme (EDP)			
IV	Organizational Culture & Emerging Trends		12	20	18
	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			
V	Open Ended Module		12	10	
	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:

	PSO1	PSO2	PSO3	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
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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	Strategic Cost Analysis				
Type of Course	Core Course				
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)
I	Introduction to Cost Accounting		5	20	16
	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.			
II	Material Labour and Overheads accounting and analysis		17		18
	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)			
III	Decision Making with Management Accounting Information		17		18
	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			
IV	Budgeting and Control		9	18	
	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			
V	Open Ended Module		12	10	
		<ul style="list-style-type: none"> • A session with an industry expert to discuss real-world applications and trends in Management Accounting • Hands-on: Reading and Interpreting Simple Cost Sheets • Hands-on: Making decisions using CVP analysis and relevant costing • Hands-on: Calculating and analysing costs using ABC • Hands-on: Preparing budgets and performing variance analysis 			

(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
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-	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

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

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
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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)
I	Career Exploration and Planning		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			
II	Job Search Strategies		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			
III	Professional Communication		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			
IV	Critical Thinking and Problem-Solving		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 -			
V	Practicum		30	15	
	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:

	PSO1	PSO2	PSO3	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	Decision Science				
Type of Course	Core Course				
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)
I	Introduction to Operations Research		10	20	16
	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			
II	Transportation and Assignment Problems		8	18	18
	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			
III	Network Analysis		10	18	18
	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			

IV	Business in the Factor Market		12	18
	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)		
V	Open Ended Module		12	10
		<ul style="list-style-type: none"> Familiarization with Project Management Software Packages 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. 		

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	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/>

Programme	BBA				
Course Code					
Course Title	Organizational Behaviour				
Type of Course	Core Course				
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)
I	Foundations of Organizational Behaviour		11	10	16
	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			
II	Individual Behaviour in Organizations		11	10	18
	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			
III	Group Dynamics and Team Building		11		18
	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.			
IV	Communication and Conflict Resolution		12		18
	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			
V	Practicum		30	20	
	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:

	PSO1	PSO2	PSO3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	1	2	3	2	2	2	1	2	1	2
CO 2	2	3	1	2	2	3	1	2	2	1	3
CO 3	3	1	2	2	2	2	1	1	2	2	2
CO 4	1	2	2	3	2	1	2	1	1	2	1
CO 5	2	1	3	2	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. 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	Entrepreneurship Essentials				
Type of Course	Core Course				
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	Ap	P	Practical

	entrepreneurship based on the understanding of the different contents delivered to apply them with illustrations and cases.			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 for starting business or business expansion/diversification	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)
I	Introduction to Entrepreneurship		11	10	16
	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	The importance of Entrepreneurial Leadership and Intrapreneurship			
	11	Role of Entrepreneurship in Economic Development			
II	Developing a Business Plan		11	18	
	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.			
III	Financing of the Project		11	18	
	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.			
IV	Government Support for Entrepreneurship		12	18	
	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.			
V	Practicum				
		<ul style="list-style-type: none"> • Idea Generation Sessions: 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. • Business Model Canvas Workshops: 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. • Pitch Competitions: 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. • Case Study Analysis: 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. • Networking Events: 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. 	30	20	

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	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

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- i. Lee, S., & Kim, K. (2018). *Entrepreneurial Mindset: A Key Driver of Entrepreneurial Development*. *International Journal of Entrepreneurship and Small Business*, 32(1).

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

1. 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	Corporate Governance & Business Ethics				
Type of Course	Core Course				
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	Ap	P	Case Study

	practices.			
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)
I	Theory and Practice of Corporate Governance		12	20	16
	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			
II	Corporate Governance and Social Responsibility		12		18
	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			
III	Business Ethics and Values				

	17	Business Ethics – Meaning, Significance, Scope	12		18
	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.			
IV	Ethical Decision Making, Indian Ethos		12		18
	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)			
	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)			
V	Open Ended Module		12	10	
		<ul style="list-style-type: none"> Collect the report on CSR activities of various companies, submit the report and encourage presentation of the same. Collect information about the relevant values as practiced by corporate / business leaders and their 			

		role in empire-building.			
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Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	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

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- b. Bholanath Dutta and S.K. Podder-Corporate Governance, (2014) - Vision Book house.
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- 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	Innovation And Business Dynamics

Type of Course	VAC				
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	Ap	C	Standardized Test

	managing investors for innovation.			
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)
I	Business Landscape and Innovation Basics:		9	20	12
	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			
II	Navigating Innovation Challenges and Management:		9		12
	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			
III	Experimentation, Co-creation, and Entrepreneurial Thinking:		9		12
	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			
IV	Business Models, Entrepreneurship, and Blue Ocean Strategy:		9		14
	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.			
V	Open End Module		9	5	
		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:

	PSO1	PSO2	PSO3	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

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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	Operations Management				
Type of Course	Core Course				
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	Ap	P	Seminar Presentation / Group Tutorial Work

	and jobs. To identify the bottlenecks and apply various methods to eliminate.			
CO4	Familiarize the students with various tools and techniques used by operations managers for operational, tactical and strategic decision making.	U	C	Instructor-created exams / Home Assignments
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)
I	Introduction to Global Operations Management		12	20	16
	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			
II	Tools and Techniques for Global Operations Management		12		18
	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			
III	Operations Planning and Execution in a Global Context		12	18	
	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			
IV	Advanced Topics in Global Operations Management		12	18	
	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.			
V	Open Ended Module		12	10	
		<ul style="list-style-type: none"> • Case Studies - Real-world examples illustrating concepts learned. Group Discussions and Analysis of Case Studies. • Practical Applications - Application of Learned Principles to Simulated Scenarios • Sustainability in Operations: Environmental Sustainability considerations, Social Responsibility in Operations, Sustainable Supply Chain Practices 			

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	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
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- 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

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SUGGESTED READINGS:

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- 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

Course Code					
Course Title	Behavioural Finance				
Type of Course	Core Course				
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.
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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)
I	Basics of Behavioural Finance		10	20	16
	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			
II	Building Block of Behavioural Finance		12		18
	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			
III	Rationality		14		18
	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			
IV	Investor Behaviour		12	18	
	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			
V	Open Ended Module		12	10	
		<ul style="list-style-type: none"> • 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.) • 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 			

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	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

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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	Business Research Methods				
Type of Course	Core Course				
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	<p>Business Research Methods is a course focusing on the methodologies for gathering, analyzing, and interpreting data in a business context. Topics include survey design, data collection techniques, statistical analysis, and qualitative research methods. It also discusses the ethical aspects of business research.</p> <p>The goal is to equip students with the skills needed to make informed business decisions based on sound research principles. It fosters a data-driven mindset, enhancing their ability to analyze market trends, evaluate organizational performance, and devise effective strategies.</p>

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Gain a comprehensive understanding of the fundamental principles and concepts that underpin business research.	U	C	Standardized Test
CO2	Develop skills in designing effective research methodologies suitable for various business scenarios.	Ap	P	Classroom Discussion
CO3	Learn and apply various data collection techniques, including surveys, interviews, and observations.	Ap	P	Observation and Practical Skills
CO4	Acquire proficiency in analyzing and interpreting data using statistical tools and qualitative methods.	An	C	Case Study & Classroom Discussion
CO5	Understand and adhere to ethical guidelines in conducting business research.	E	p	Observation and Practical Skills
<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)
I	Introduction to Research		12	20	16
	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			
II	Sampling and Research Design		12		18
	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.			
III	Collection of Data and Data Processing		12		18
	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.			
IV	Report Writing and Presentation		12	100	18
	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.			
V	Open Ended Module				
		<ul style="list-style-type: none"> • Research Design Workshop: Organize interactive workshops where students learn to design research projects from scratch. Cover essential components such as formulating research questions, choosing 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. • Peer-Reviewed Journal Club: Create a journal club where students regularly meet to discuss and critique recent articles from peer-reviewed business journals. • 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. • 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. 			

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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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. Gummerrson, 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	Communicating With AI				
Type of Course	SEC				
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	In the rapidly evolving landscape of artificial intelligence (AI), the ability to effectively communicate and collaborate with AI systems has				

	<p>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>
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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 are designed, trained, and deployed.	U	C	Practical Assignment / Observation of Practical 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
<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 (45)	Internal (25)	External (50)
I		Artificial Intelligence and Business Administration	9	20	12

	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.			
II	Business Analytics and Decision Support Systems		9	12	
	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			

III	Promoting and Implementing AI in Business		9	13	
	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.			
IV	Communication Strategies for AI Integration in Business Administration		9		13
	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			
V		Open-Ended Module	9	5	
	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:

	PSO1	PSO2	PSO3	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	Networking In Business				
Type of Course	Core Course / Minor				
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	Internal	External
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			(75)	(30)	(70)
I	Introduction to Networking		10	10	16
	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.			
II	Business Networking-Types-Skills required for Networking		12		18
	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			
III	Networking Tools and Strategies		12		18
	9	Networking Opportunities -			
	10	Networking Tools			
	11	Effective Networking Strategies			
	12	Common Mistakes in Business Networking			
	13	Developing and Managing a Business Contact Database			
IV	Technology to Network		11		18
	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.			
V	Practicum		30	20	
		<ul style="list-style-type: none"> 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. 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. 			

		<ul style="list-style-type: none"> • 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. 			
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Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	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
- 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

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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	Total Quality Management				
Type of Course	Core Course / Minor				
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)
I	Overview of Total Quality Management		10	20	16
	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			
II	TQM Principles		12	18	18
	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			
III	TQM Tools and Techniques		14	18	18
	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				

IV	Quality Management System		12		18
	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			
V	Open Ended Module:		12	10	
		<ul style="list-style-type: none"> 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. 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. 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. 			

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	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	3	3	3	3	3	3	3	2	2	3	3

4											
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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

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- 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	Sustainable Business Environment				
Type of Course	VAC				
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	Ap	P	Observation and Practical Skills

	frameworks for sustainable growth and compliance.			
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)
I	Business and It's environment		9		12
	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.			
	6	Business Ethics			
II	Economic and Political Environment				

	6	Economy- Meaning, Nature and its Role in Indian context.	9	20	12
	7	Factors affecting economy (Macro & Micro)			
	8	Political institutions- (Legislature- Executive- Judiciary)			
	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			
III	Technological and Socio-cultural environment		9	20	12
	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			
	13	Mechanisms of Corporate governance			
	14	Nature of culture- impact of culture on business.			
IV	Sustainable Business Environment		9	20	14
	17	Natural environment-meaning and influence on business			
	18	Environmental regulation and policy instruments.			
	19	Introduction to Sustainability and sustainable development			
	20	Sustainability standards			
	21	Sustainable products and Eco branding			
	22	Sustainable value frame work and green supply chain			
V	Open Ended Module		9	5	
		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.			

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

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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., 22nd 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	Strategic Management				
Type of Course	Core Course				
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)
I	Overview of Strategic Management		11	10	16
	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			
II	Strategy Formulation		11		18
	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			
III	Strategy Implementation, Evaluation and Control		11		18
	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			
IV	Corporate Restructuring		12		18
	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			
V	Practicum		30	20	
	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:

	PSO1	PSO2	PSO3	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

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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	Data Analysis Tools for Social Scientists				
Type of Course	Core Course				
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.
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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	Internal	External
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			(75)	(30)	(70)
I	Developing Research Plan		11	10	16
	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			
II	Foundations of Data Analysis in Social Science Research		11		18
	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			
III	Advanced Data Analysis Techniques for Social Science Research		12		18
	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			
IV	Communication of Data in Social Science Research		11		18
	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	Practicum		30	20	
		<ul style="list-style-type: none"> Practical exercises using software tools for data analysis and communication Case studies on data journalism and storytelling using social science data Data-Driven Societal Issue Analysis: Students 			

		<p>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.</p> <ul style="list-style-type: none"> • Data Visualization Competitions: Encourage creativity and technical skill development by hosting competitions for the most insightful or innovative visual representation of data. 			
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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	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)

- Written test
- 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

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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
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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.
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16. Sen, S. N., & Baboo, B. (2013). Research methodology: Methods and techniques (2nd ed.). New Central Book Agency.

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- 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

Courses in the Area of Specialisation/ Elective

Programme	BBA				
Course Code					
Course Title	Security Analysis and Portfolio Management				
Type of Course	(Elective Course 1) Group 1 - Finance				
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	Securities analysis and portfolio management course provides a				

Summary	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
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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:

Module	Unit	Content	Hrs (60)	Internal (30)	External (70)
I	Investment, Risk and Return & Valuation of Securities		12	20	16
	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			
II	Fundamental and Technical Analysis		12		18
	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			
III	Portfolio Theory and Capital Market Theory		12		18
	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			
IV	Portfolio Management		12		18
	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	Open Ended Module:		12	10	
		<ul style="list-style-type: none"> Creating Awareness and Sessions on Online Trading 			

30% Problems and 70% Theory.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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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)

- 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. 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	BBA				
Course Code					
Course Title	Financial Derivatives				
Type of Course	(Elective Course 2) Group 1-Finance				
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,	Ap	P	Seminar

	options, and swaps			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)
I	Introduction to Financial Derivatives		10	20	16
	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			
II	Forwards and Futures		10		18
	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			
III	Options and Swaps		18		18
	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			
IV	Hedging		10		18
	19	Concepts, Basics, Long and short hedges			
	20	Cross hedging			
	21	Basis risk and hedging			
	22	Devising a hedging strategy, Managing of hedge			
V	Open Ended Module:		12	10	
	1	Interaction with Industry Expert: 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:

	PSO1	PSO2	PSO3	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	Strategic Financial Management				
Type of Course	(Elective Course 3) Group 1 - Finance				
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.
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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)
I		Introduction to Financial Strategy and Planning	9	20	
	1	Meaning of Strategic Financial Management			16
	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			
			Risk evaluation in Capital Budgeting	15	

	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 –			18
	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.			
III	Valuation of Business		14		
	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			
IV	Corporate Restructuring		10		
	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			
V	Open Ended Module:		12	10	
		<ul style="list-style-type: none"> Expert Lecture on Strategic Financial Management 			

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	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	Financial Analytics				
Type of Course	(Elective Course 4) Group 1 - Finance				
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
<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)
I	Introduction		15	20	16
	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 ² and adjusted R ² ; partial regression coefficients; testing hypotheses – individual and joint, BLUE property			
	4	functional forms of regression model-endogeneity-Z/F/T/Chi-Square distribution			
II	Time Series Analysis		18		18
	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]			
III	Panel Data Analysis		10		18
	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)			
IV	Portfolio Optimization Models		5		18
	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			
V	Open Ended Module		12	10	
		<ul style="list-style-type: none"> Lecture from industry experts on contemporary financial issues. Practical Sessions by using appropriate software's. 			

80% Problem 20% Theory

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	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	People Management Skills				
Type of Course	(Elective Course 1) Group 2 - Human Resource Management				
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)
I	An Introduction to People Management Skills		12	20	16
	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.			
II	Models of People Management		12	20	18
	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			
III	Psychology of people management skills		12	20	18
	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.			
IV	Self-Management Skills		12		18
	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			
V	Open Ended Module		12	10	
		<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. 			

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	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	Performance Management				
Type of Course	(Elective Course 2) Group 2 - Human Resource Management				
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 management in the context of	U	C	Instructor-created exams / Quiz

	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
<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)
I	Introduction		12	20	16
	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.			
II	Measurement of Performance		12		18
	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			
III	Perspectives to Performance Management System		12		18
	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			
IV	Error in Performance Appraisal		12		18
	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.			
V	Open Ended Module		12	10	
		<ul style="list-style-type: none"> • 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. • 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. • 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. 			

		<ul style="list-style-type: none"> Interactive Workshops on Feedback Techniques: Conduct workshops focused on effective feedback 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. 			
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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)

- Written test
- Open book test
- Problem based assignments
- Individual project report
- Case study report
- 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.
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5. Dixit, V. (2007). Performance management. Vrinda Publications.
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7. Goel, D. (2009). Performance appraisal and compensation management: A modern approach. PHI.

Programme	BBA				
Course Code					
Course Title	Training And Development				
Type of Course	(Elective Course 3) Group 2 - Human Resource Management				
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)
I	Introduction		12	20	16
	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			
II	Training Need Analysis		12		18
	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			
III	Training Design		12		18
	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			
IV	Training, Development, and Implementation		12		18
	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.			
V	Open Ended Module:		12	10	
		<ul style="list-style-type: none"> 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. 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&D topic. 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&D curriculum, transforming it into an interactive learning experience.			
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Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	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).
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5. Blanchard, P. N., & Thacker, J. (5th ed.). Effective Training, Systems, Strategies, and Practices. Pearson.
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7. Lynton, R., & Pareek, U. Training & Development. Prentice Hall.
8. Dessler, G., & Warkkey, B. Human Resource Management. Pearson.
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Programme	BBA				
Course Code					
Course Title	HR Analytics				
Type of Course	(Elective Course 4) Group 2 - Human Resource Management				
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.
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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)
I		Introduction to HR Analytics	12	20	16

	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			
II	HR Practices and Benchmarking		12		18
	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			
III	HR Analytics for Decision-making		12		18
	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			
IV	Future of HR Analytics		12		18
	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			
V	Open Ended Module:		12	10	
		<ul style="list-style-type: none"> 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. 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. Guest Lectures from Industry Practitioners: Invite 			

		HR professionals who specialize in analytics to share their experiences, challenges, and insights with students.			
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Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	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.
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SUGGESTED READINGS:

1. Becker, B E., Huafelid, M.A. & Ulrich, D (2001). The HR Scorecard: Linking people, strategy, and performance. Harvard Business Review Press.
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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	Consumer Behaviour and Market Analysis				
Type of Course	(Elective Course 1) Group 3 - Marketing Management				
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.
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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)
I	Understanding the concept of consumer buying behavior		13	20	16
	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.			
II	Theories of Consumer Behaviour		13		18
	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.			
III	Reference Group		13		18
	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.			
IV	Organizational Culture & Emerging Trends		11		18
	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;			
V	Open Ended Module		10	10	
		<ul style="list-style-type: none"> 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. 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. <ul style="list-style-type: none"> • Research Projects: Assign research projects where students can choose a specific aspect of consumer behaviour or market trend to investigate. This could involve primary research through surveys and interviews or secondary research analysing existing data 			
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Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	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)

- 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. 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	Marketing Metrics				
Type of Course	(Elective Course 2) Group 3 - Marketing Management				
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)
I	Introduction to Marketing Metrics		10	20	16
	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			
II	Product, Price, Promotion and Distribution Metrics		15		18
	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			
III	Customer Acquisition and Retention Metrics		13	18	
	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			
IV	Digital Marketing Metrics		10	18	
	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			
V	Open Ended Module:		12	10	
		<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. 			

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	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	Integrated Marketing Communication				
Type of Course	(Elective Course 3) Group 3 - Marketing Management				
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	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				

