

MIZORAM UNIVERSITY
Course Structure and Regulations for
Bachelors of Business Administration Programme
(BBA/BBA(Honours)/BBA(Honours with Research))

(Under National Education Policy 2020)

Date of B.O.P.S: 9-5-2025
Date of School Board: 23-5-2025



DEPARTMENT OF MANAGEMENT
SCHOOL OF ECONOMICS MANAGEMENT AND INFORMATION
SCIENCES
MIZORAM UNIVERSITY, AIZAWL
2025

REGULATION ON BACHELORS OF BUSINESS ADMINISTRATION PROGRAMME(BBA)

Introduction

Bachelors of Business Administration (BBA) with specialization in business functional areas is an undergraduate programme (regular degree) offered for running in constituent and affiliated colleges. As per the permission given by the NEP 2020 (cited below) the Syllabus of Bachelor of Business Administration (BBA), Mizoram University follows a three years or four year duration with multiple entry and exit options.

11.9 The structure and lengths of degree programmes shall be adjusted accordingly. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI (NEP 2020, p 37 & 38)

Course Name: Bachelor in Business Administration, Bachelor in Business Administration (Honours) and Bachelor in Business Administration (Honours with Research)

Course Level/Duration/System:

Undergraduate / Three or Four years/6 or 8 Semesters with multiple entry and exit.

The following option will be made available to the students joining BBA Research Program:

- a. One year: Under Graduate Certificate in Business Administration
- b. Two years: Under Graduate Diploma in Business Administration
- c. Three years: Bachelor in Business Administration (BBA)
- d. Four years:
 - Bachelor in Business Administration with Honours: BBA (Honours)
 - Bachelor in Business Administration Honours with Research: BBA (Honours with Research)

Program Objectives

1. **Business Knowledge and Application** – Acquire a strong foundation in management and business principles to critically assess and navigate Indian and global business environments effectively.
2. **Leadership and Entrepreneurial Mindset** – Develop the ability to think and act as a manager, entrepreneur, and leader, contributing positively to national interests and global responsibilities.
3. **Ethical and Professional Conduct** – Demonstrate integrity, professionalism, and ethical behavior in business practices while fostering responsible decision-making.
4. **Effective Communication and Critical Thinking** – Strengthen analytical reasoning, logical thinking, and communication skills to articulate ideas and opinions with clarity and confidence.
5. **Collaboration and Diversity Management** – Exhibit teamwork and adaptability in multicultural and cross-cultural settings, embracing diversity and inclusion in business environments.
6. **Problem-Solving and Research Skills** – Enhance the ability to identify challenges, provide solutions, and conduct research to gain deeper insights into Indian and global business dynamics.

Program Outcomes

At the End of First Year: Undergraduate Certificate in Business Administration

1. Develop a strong understanding and appreciation of management theories and concepts.
2. Recognize the significance of effective communication in expressing ideas and opinions.
3. Cultivate the ability to clearly articulate insights about the business environment.
4. Utilize data analysis and logical reasoning to identify and assess business challenges.

At the End of Second Year: Undergraduate Diploma in Business Administration

1. Gain theoretical knowledge of management while enhancing practical managerial skills.
2. Strengthen communication abilities and logical reasoning for effective decision-making.
3. Demonstrate professionalism and ethical behavior in business practices.
4. Understand the value of teamwork and collaboration in a business setting.
5. Foster creativity and innovation to develop new business solutions.

At the End of Third Year: Bachelor in Business Administration (BBA)

1. Demonstrate a strong foundation in both theoretical and practical aspects of management and business.
2. Critically assess and analyze Indian and global business environments across various contexts.
3. Understand and embrace responsibilities as a manager, entrepreneur, and leader in business management.

4. Communicate effectively by presenting ideas and opinions based on critical thinking, analysis, and logical reasoning.
5. Uphold professionalism and ethical standards in business practices.

At the End of Fourth Year: BBA (Honours) / BBA (Honours with Research)

1. Apply theoretical and practical knowledge of management to evaluate and navigate Indian and global business environments in diverse contexts.
2. Develop the ability to articulate business insights with clarity and mindfulness.
3. Exhibit commitment to roles and responsibilities while collaborating in multicultural and cross-cultural teams, fostering diversity management.
4. Cultivate emotional intelligence and leadership skills to make informed decisions, influence, and motivate teams effectively.
5. Strengthen problem-solving abilities to provide solutions and facilitate strategic decision-making.
6. Enhance research capabilities to conduct in-depth studies on Indian and global business environments.

Eligibility of Admission

BBA

Candidates with Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successfully completion of Grade 12 or equivalent stage of education corresponding to Level – 4 are eligible for admission to the UG Programmes (UGC-CCFUGP: 3.2.3).

Minimum eligibility criteria for opting the course in the fourth year will be as follows:

1. BBA (Honours with Research): Minimum 75% marks or equivalent CGPA in BBA Degree up to Sixth Semester.
2. For BBA (Honours): BBA Degree

Note : The students who are eligible for BBA (Honours with Research) shall have choice to pursue either BBA (Honours) or BBA (Honours with Research).

Duration for Award of UG Certificate, UG Diploma and Degrees

The UG Programmes will be of either 3 or 4-year duration, with a multiple entry and exit options and re-entry options, with appropriate certifications such as:

- i. UG Certificate after completing 1 year (2 semesters) of study in the chosen fields of study with 40 credits provided the students secure additional 4 credits in work based vocational course(s) offered during summer term.
- ii. UG Diploma after 2 years (4 semesters) of study with 80 credits provided the students secure additional 4 credits in skill based vocational course(s) offered during first year or second year summer term.
- iii. 3-Year Bachelor's Degree after successful completion of three years (6 semesters) with 120 credit.
- iv. 4-Year Bachelor's Degree (Honours) after successful completion of four years (eight semesters) with 160 credits.
- v. 4-Year Bachelor's Degree (Honours with Research) after successful completion of four years (eight semesters) with Research Project or Dissertation under the guidance of a regular faculty member, securing 160 credits out of which 12 credits will be for Research Project or Dissertation.

- vi. Students will be permitted to take a break from the study during the period of study but the total duration of completing the programme shall not exceed 7 years.

Infrastructure Requirements

The Departments offering a 4-Year UG Degree (Honours with Research) must have the required infrastructure such as library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work, and at least two permanent faculty members who are recognized as Ph.D. Supervisors.

The Departments already recognized for conducting Ph.D. programme may carry out a 4-Year UG Degree (Honours with Research) without obtaining any approval from the affiliating University.

Definitions:

1. *Academic Year*: Two consecutive (one odd + one even) semesters constitute one academic year.
2. *Choice Based Credit System*: CBCS provides choice for students to select from the prescribed courses (foundation, core and elective courses).
3. *Programme*: An educational programme (B.Sc., B.A., M.Sc., M.A., M.Phil., Ph.D. etc.) leading to award of a degree, diploma or certificate.
4. *Semester*: Each semester will consist of 18 weeks of academic work equivalent to 90 actual teaching days. The odd semester is scheduled from July to December and even semester from January to June.
5. *Course*: Usually referred to as 'papers' is a component of a program. All courses needed not carry the same weight. The course should define learning objectives and learning outcomes. A course is designed to comprise lectures/tutorials/laboratory work/field work/project work/viva/seminars/assignments/presentation etc. or a combination of some of these.
6. *Credit*: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit shall mean one hour of teaching (lecture or tutorial) or two hours of laboratory / practical work per week in a semester of 18 weeks.
7. *Letter Grade*: It is an index of performance of learners in a said course. Grades are denoted by O, A+, A, B+, B, C, P and F.
8. *Grade point*: It is a numerical weight allotted to each letter grade on a 10-point scale.
9. *Credit Point*: It is a product of grade point and number of credits for a course.
10. *Semester Grade Point Average (SGPA)*: It is a measure of performance of work done in a semester. It is a ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
11. *Cumulative Grade Point Average (CGPA)*: It is the overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It shall be expressed up to two decimal places.
12. *Grade Card*: Based on the grades earned, a grade card shall be issued to all the registered students after every semester. The grade card will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.
13. *Credit Based Semester System (CBSS)*: Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of the number of credits to be completed by the students.

Programme Design

Business Administration Degree Courses under New Education Policy 2020 shall be offered under the existing semester pattern. There shall be 6 semesters in 3-year BBA programme with Exit option with Bachelor's Degree (ie, Bachelor of Business Administration (BBA) after three (3) years/Six Semesters with the completion of Courses equivalent to 120 Credits with not less than sixty (60) days of summer internship. Entry option to the Fourth Year or Seventh Semester for those students meeting a minimum CGPA of 7.90 in Bachelors of Business Administration Degree Examination. Award of Bachelor's Degree (Honours/Research) or Bachelor of Business Administration (Hon's) in Discipline with Research after four years/Eight Semesters with the completion of all courses offered.

Description of Courses

In order to have better understanding of different category of courses offered by Mizoram University under the NEP 2020, description of courses is presented below:

Core Courses (CC): Core courses are the courses which require in-depth knowledge in the subject and these are offered/floated by the parent department for a particular degree. A course on the other hand is courses which provide greater and required knowledge to complement the major chosen for a degree.

Ability Enhancement Course/ Language Skill and Communication (AEC) also part of the academic programmes. Under this category, English/industrial Communication shall be offered. These papers shall focus on development and enhancement of soft skills such as communication, discussion and debate emphasized by NEP 2020 (11.1).

Multidisciplinary (MDC) In the case of students pursuing a multidisciplinary programme of study, the credits to core courses will be distributed among the broad disciplines such as Life Sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc.

Skill Enhancement Courses (SEC) These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students. Courses will be designed as per students' needs and available institutional resources. Each of the Skill Enhancement courses will be assigned 3 credits.

Value Added Courses (VAC):

These are courses common to all UG students. All UG students are required to take the following courses under the category of value-added courses. Each course under this category will be of 2 credits.

Table 1: Category of courses and Credit allotment to each course category (Undergraduate level)

Sl. No.	Course Category	Minimum Credit Requirements		
		3-Year	4-Year	4-Year
		BBA	BBA (Hons)	BBA (Hons with Research)
1	Core Courses	80	108	96
3	Multidisciplinary	9	9	9
4	Ability Enhancement Course/Language Skills & Communication (AEC)	6	6	6
5	Skill Enhancement Course	9	9	9
6	Value Added Course	8	8	8
7	Internship	4	8	8
8	Research Project/Dissertation	4	12	24
Total		120	160	160

***Note:** Honours students' not undertaking research will do three courses for 12 credits in lieu of Research Project / Dissertation.*

Examination and Assessment

Each course shall be evaluated at the scale of 100. For all courses, irrespective of theory and practical, there shall be an internal examination carrying 25 marks and an end-semester examination carrying 75 marks.

NOTE: Skill enhancement course and Value-Added Course end semester examination will be internalised in the institutions.

1) Internal Examination:

Assessment for different levels of qualification shall be done based on learning outcomes using the following norms:

- Each course shall be assessed on the scale of 100 marks.
- Courses shall be assessed through Continuous Assessment in the form of sessional work and end-semester examination.
- The sessional work shall carry 25% of the total marks and shall consist of class tests, home-work assignment, problem-based assignments, seminar, individual or team project reports, and oral presentations etc., as determined by the course-in-charge.

Assessment of sessional work shall be carried out by way of i) class test, ii) assignments, seminar, project, presentation etc., and iii) attendance. There will be two compulsory class tests. If student appears for only one test, average will be computed from the marks obtained in the test he/she appears. Distribution of marks across different criterion for assessment of sessional work is presented in Table 2.

The scheme of awarding marks in internal assessment for theory courses shall be as below:

Table 2 :Components of Sessional Works

Component	Total marks
Class Tests (Best two out of three)	12 marks
Assignment/seminar/project etc.	8 Marks
Regularity in the class	5 Marks

The scheme of awarding marks in internal examination for practical courses shall be as given below:

Evaluation in the lab and record	8 marks
End-semester test	12 Marks
Regularity in the class	5 Marks

Attendance evaluation for each course shall be as given in below:

Table 3: Attendance

Attendance	Marks
90% and above	5
85 to 89.9%	4
80 to 84.9%	3
76 to 79.9%	2
75 to 75.9%	1

2) The End-semester Examination

For each Course (separately for theory and practical) end-semester examination shall be conducted for 75 marks each. Duration of theory and practical examination will be 3 hours. The questions for end-semester examination will be set ensuring all the portions of the course are adequately covered.

The end-semester practical examination will be conducted by external examiner(s) appointed by Examination Department, Mizoram University. The criteria and distribution of marks for the practical examination are presented in Table 5.

Pattern of questions for theory and practical examination

Duration of theory and practical examination will be 3 hrs. The question paper will be set covering all units/ sections. The pattern of questions for theory papers and practical's will be as given in Table 4 and Table 5 respectively:

Table 4: Pattern of questions for theory paper

Section	Total No. of Questions	No. of questions to be answered	Marks for Each Question	Total Marks
A. Objective/ multiple Choice	10 (At least two questions from each unit)	10	1.5	15
B. Short notes	8 (two questions from each unit)	Any 4	5	20

C. Descriptive (one out of two questions from each unit)	8 (two questions from each unit)	4 (one from each unit)	10	40
Total				75

The pattern of questions for practical papers will be as given in Table 5:

Table 5: Pattern of questions for Practical paper

Q.1. Problem (01)	Procedure	10
	Results	5
Q. 2. Problem (01)	Procedure	10
	Results	5
Q. 3. Problem (01)	Procedure	10
	Results	5
Q. 4. Viva	Viva-voice	20
	Record/ File	10
Total		75

For Research Project / Dissertation of 4 Year Bachelor's Degree (Honours with Research), the marks for sessional work (25%) shall be awarded by the college or course in-charge based on the performance of students and the level of progress made in the process of preparation and writing of Research Project /

Dissertation report.

The final report of Research Project / Dissertation shall be submitted at least one week before the commencement of end-semester examination. Students will have to present and defend their research in the form of viva-voce. The Examination Department, Mizoram University shall appoint External Examiner(s) to evaluate the Research Project / Dissertation. The final report of Research Project / Dissertation will be evaluated based on the criterion listed in Table 6 which will carry a total of 75% as marks for end-semester examination.

Minimum marks for passing of a course and passing rules

Promotion

i) A minimum of 40 credits is required for Certificate in Business Administration, 80 credits are required in Diploma in Business Administration and 120 Credits are required for awarding of Bachelor of Business Administration degree and 160 credits for BBA Honours/Research.

ii) Student shall be declared pass if he/she obtains a minimum of 40% separately in the session work and end-semester examinations.

iii) Student shall be allowed to proceed from the first semester up to the final semester with conditions that they make up the requirements by repeating the same course(s) or choosing other relevant course(s) during relevant semesters.

Repeating or Options for Other Courses

i) If a student fails in a particular course, he/she may repeat the same course in any semester.

ii) Reappearance of course(s) shall be only for end-semester examinations.

iii) In lieu of the failed courses, student may opt for the following in consultation with parent department:

- Choose other course(s) having same credits.

- Choose online courses approved by Mizoram University as per existing UGC regulations having same credits.

Re-evaluation

- i) In case student is not satisfied with the marks obtained he/she shall submit application for re-evaluation using prescribed form to the Controller of Examinations within 15 days from the date of declaration of results.
- ii) Re-evaluation is permissible only for end-semester examination.
- iii) The marks awarded in the re-evaluation shall be final.

Ranking

Programme / Subject wise ranking shall be done for the award of Gold Medal from students of 3 Year UG Programmes (for those exiting after completion of 3 Year UG Programmes) and 4 Year UG Programmes in the following manner:

- i) Only those students who pass all the courses in regular chance with CGPA of 7.00 and above will be eligible for ranking.
- ii) If two or more candidates secure same CGPA, the candidate having higher SGPA in 5th & 6th semesters (for students exiting after completion of 3 Year UG Programmes) and 7th & 8th semesters (for students of 4 Year UG Programmes) shall be considered.

Table 6: Criteria for Evaluation of Research Project/Dissertation

Criteria	Marks
Originality and Relevance	5
The research is carried out with sufficient originality and creativity	
Purpose and Objective	5
The research problems, questions, and objectives are well defined	
Literature	5
Evidence of appropriate selection and discussion of relevant literature	
Methodology	10
Appropriateness and justification of the methodology to achieve the research objectives	
Discussion of Findings	10
Discussion of findings reflects learning from analysis and understanding of the implications	
Presentation, Structure & Language	10
The research is presented in an academic style, with good and easy-to-understand language	
Use of appropriate graphics, illustrations, and accurate referencing	
Well-structured, logical, and coherent, using appropriate chapter headings	
Conclusion	10
Conclusions add new insight to the topic of the dissertation and identify clear and practical recommendations/opportunities for further development	
Contribution to Knowledge	5
The research produces new results that are of interest to academia, industry, or professionals in the field	
Viva-Voce	15
Presentation skills (style, language, structure, completeness, and time management)	
Ability to clarify questions	
Total	75

Attendance

A candidate shall be eligible to appear in the end-semester examination only if he/ she attends a minimum of 75% attendance as per University ordinance.

Grading

- 1) Each course (paper) shall be graded on the basis of marks obtained (on scaled marks of 100) during a semester.
- 2) **Letter Grades and Grade Points:** There shall be absolute grading where marks obtained (out of 100) by a student in a course is converted to a Grade on a 10-point scale as given in Table 7.

Table 7: Marks to grade conversion

Marks (%)	Letter Grade	Grade Points
90-100	O (Outstanding)	10
85-89	A+ (Excellent)	9
80-84	A (Very Good)	8
70-79	B+ (Good)	7
60-69	B (Pass)	6
50-59	C (Average)	5
40-49	P (Pass)	4
<40	F (Fail)	0
Non-appearance in Exam	Ab (Absent)	0

3) Computation of SGPA and CGPA

Following procedure shall be adopted for the calculation of SGPA and CGPA.

- 1) The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$SGPA (S_i) = \sum C_i \times G_i / \sum C_i$$

Where, S_i is the SGPA of the semester, 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.

- 2) The CGPA shall be calculated in the same manner taking into account all the courses undergone by a student over all the semester of a programme, i.e.,

$$CGPA = \sum C_i \times S_i / \sum C_i$$

Where, S_i is SGPA of i^{th} semester and C_i is the total number of credits in that semester.

- 3) The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcript.

The classification of the results

The Final Grade Point (FGP) to award to the student shall be based on CGPA secured by candidate as tabulated below:

Table 8: Classification of Final Grade Point

CGPA	DIVISION
> 8 to 10	Distinction
> 6.5 to < 8	First
> 5 to < 6.5	Second
> 4 to < 5	Third
< 4	Fail

The following formula shall be used for conversion of CGPA to percentage:

$$\begin{aligned}\text{Percentage} &= \text{CGPA} \times 9.5 \\ \text{For example, the GPA is 8} \\ \text{Percentage} &= 8 \times 9.5 = 76\%\end{aligned}$$

Transitory Provisions

Notwithstanding anything contained in these regulations, the Vice-Chancellor has the power to provide by order that these regulations shall be applied to any program with such necessary modification.

Induction Program

A structured two-week induction program is recommended for undergraduate students upon their entry into the institution to facilitate a smooth transition and orientation. Normal classes start only after the induction program is over. Its purpose is to make the students feel comfortable in their new environment, open them up, set a healthy daily routine, create bonding in the batch as well as between faculty and students, develop awareness, sensitivity and understanding of the self, people around them, society at large, and nature.

The time during the Induction Program is also used to rectify some critical lacunas, for example, English background, for those students who have deficiency in it. The following are the activities under the induction program in which the student would be fully engaged throughout the day for the entire duration of the program.

Physical Activity

This would involve a daily routine of physical activity with games and sports. There would also be games in the evening or at other suitable times according to the local climate. These would help develop teamwork. Each student should pick one game and learn it for 2 weeks. There could also be gardening or other suitably designed activity where labour yields fruits from nature.

Creative Arts

Every student would choose one skill related to the arts whether visual arts or performing arts. Examples are painting, sculpture, pottery, music, dance etc. The student would pursue it every day for the duration of the program. These would allow for creative expression. It would

develop a sense of aesthetics and also enhance creativity which would, hopefully, flow into engineering design later.

Universal Human Values

It gets the student to explore oneself and allows one to experience the joy of learning, stand up to peer pressure, take decisions with courage, be aware of relationships with colleagues and supporting staff in the hostel and department, be sensitive to others, etc. Need for character building has been underlined earlier. A module in Universal Human Values provides the base.

Methodology of teaching this content is extremely important. It must not be through do's and don'ts, but get students to explore and think by engaging them in a dialogue. It is best taught through group discussions and real life activities rather than lecturing. The role of group discussions, however, with clarity of thought of the teachers cannot be over emphasized. It is essential for giving exposure, guiding thoughts, and realizing values. The teachers must come from all the departments rather than only one department like HSS or from outside of the Institute.

Discussions would be conducted in small groups of about 20 students with a faculty mentor each. It is to open thinking towards the self. Universal Human Values discussions could even continue for the rest of the semester as a normal course, and not stop with the induction program.

Besides drawing the attention of the student to larger issues of life, it would build relationships between teachers and students which last for their entire 4-year stay and possibly beyond.

Induction program (mandatory)	Two-week duration
Induction program for students to be offered right at the start of the first year	<ul style="list-style-type: none">• Physical activity• Creative Arts• Universal Human Values• Literary• Proficiency Modules• Lectures by Eminent People• Visits to local Areas• Familiarization to Department/ Branch &• Innovation

Mandatory Visits/ Workshop/Expert Lectures:

1. It is mandatory to arrange one industrial visit (local or regional) every year for all the students upto third year.
2. It is mandatory to conduct a One-week workshop during the winter break after fifth semester on professional/ industry/ entrepreneurial orientation.
3. It is mandatory to organize at least one expert lecture per semester for department by inviting resource persons from domain specific industry.

For Summer Internship / Projects / Seminar etc.

1. Evaluation is based on work done, quality of report, performance in viva-voce, presentation etc.

Note: The internal assessment is based on the student's performance in mid semester tests (two best out of three), quizzes, assignments, class performance, attendance, viva-voce in practical, lab record etc

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with Research)
Course Structure and Syllabus as per National Education Policy (NEP) 2020

SEMESTER I

S. No.	Course Code	Course Name	Category	L	T	P	Credits
	Induction Program (2 weeks) (Appendix-1)						
1	BBA101	Principles and Practices of Management	CC	3	1	0	4
2	BBA102	Business Accounting	CC	3	1	0	4
3	BBA103	Business Statistics and Logic	CC	3	1	0	4
4	AEC101	Business Communication	AEC	2	1	0	3
5	MDC101	Introduction to Business Management (for other student & BBA students will opt from other departments)	MDC	2	1	0	3
6	VAC101	To Be Chosen from MZU pool of courses (IKS from Understanding India)	VAC	2	0	0	2
7	AEC102	Additional Course - Indian or Foreign Language	AEC	2	0	0	0
TOTAL							20

Note: Indian Languages: Sanskrit/Hindi/All Regional languages
Foreign Languages: Spanish/German/French/Korean/Mandarin
The course may also be studied in MOOCS/SWAYAM

SEMESTER II

S. No.	Course Code	Course Name	Category	L	T	P	Credits
1	BBA201	Emerging Technologies and Application	CC	2	0	4	4
2	BBA202	Marketing Management	CC	3	1	0	4
3	BBA203	Managerial Economics	CC	3	1	0	4
4	MDC201	Fundamentals of Marketing (for other students & BBA students will opt from other departments)	MDC	2	1	0	3
5	SEC201	To be chosen from MZU pool of courses	SEC	2	1	0	3
6	VAC201	To Be Chosen from MZU pool of courses (Environmental Studies)	VAC	2	0	0	2
7	AEC201	Additional Course - Indian or Foreign Language	AEC	2	0	0	0
TOTAL							20

Note: Indian Languages: Sanskrit/Hindi/All Regional languages

Foreign Languages: Spanish/German/French/Korean/Mandarin

The course may also be studied in MOOCS/SWAYAM

After Year 1, Students are advised to take Social Responsibility & Community Engagement - encompassing Community Engagement with an NGO in the vacation time.

An **UNDERGRADUATE CERTIFICATE IN BUSINESS ADMINISTRATION** will be awarded, if a student wishes to exit at the end of First year.

Exit Criteria after First Year of BBA Programme

The students shall have an option to exit after 1st year of the Business Administration Program and will be awarded with a UG Certificate in Business Administration. Students on exit have to compulsorily complete additional 4 Credits either in a Skill based subject or work based Vocational Course offered during summer term or Internship/Apprentice-ship / Social Responsibility & Community Engagement – encompassing community engagement with an NGO after the second semester of minimum 06-08 weeks of duration as decided by the respective University / Admitting Body.

The exiting students will clear the subject / submit the Internship Report as per the University schedule.

Re-entry Criteria in to Second Year (Third Semester)

The student who takes an exit after one year with an award of certificate may be allowed to re-enter into Third Semester for completion of the BBA Program as per the respective University /Admitting Body schedule after earning requisite credits in the First year.

SEMESTER III

S. No .	Course Code	Course Name	Category	L	T	P	Credits
1	BBA301	Financial Management	CC	3	1	0	4
2	BBA302	Legal and Ethical Issues in Business	CC	3	1	0	4
3	BBA303	Human Resource Management	CC	3	1	0	4
4	MDC301	Fundamentals of Entrepreneurship (for other students & BBA students will opt from other departments)	MDC	2	1	0	3
5	SEC301	To be chosen from MZU pool of courses	SEC	2	1	0	3
6	VAC301	To be chosen from MZU pool of courses (Universal Human Values)	VAC	2	0	0	2
TOTAL							20

SEMESTER IV

S. No .	Course Code	Course Name	Category	L	T	P	Credits
1	BBA401	Operations Management	CC	3	1	0	4
2	BBA402	Organisational Behaviour	CC	3	1	0	4
3	BBA403	Business Research Methodology	CC	3	1	0	4
4	AEC401	Entrepreneurship Development	AEC	2	1	0	3
5	SEC401	To be chosen from MZU pool of courses	SEC	2	1	0	3
6	VAC401	To be chosen from MZU pool of courses (Sports & Fitness)	VAC	0	0	2	2
TOTAL							20

Note:

- At the end of the Fourth Semester every student shall undergo Summer Training /Internship / Capstone for Eight Weeks in the industry/Research or Academic Institute.

This component will be evaluated during the fifth semester.

2. An **UNDERGRADUATE DIPLOMA IN BUSINESS ADMINISTRATION** will be awarded, if a student wishes to exit at the end of Second year.

Exit Criteria after Second Year of BBA Programme

The students shall have an option to exit after the 2nd year of the Business Administration Program and will be awarded with a UG Diploma in Business Administration. Students on exit have to compulsorily complete additional 4 Credits either in a Skill based subject or work based Vocational Course offered during summer term or Internship/Apprenticeship / Social Responsibility & Community Engagement – encompassing community engagement with an NGO / Capstone Project after the fourth semester of minimum 6 weeks of duration as decided by the respective University / Admitting Body.

The exiting students will clear the subject / submit the Internship Report as per the University / Admitting Body schedule.

Re-entry Criteria in to Third Year (Fifth Semester)

The student who takes an exit after second year with an award of Diploma may be allowed to re-enter in to fifth Semester for completion of the BBA Program as per the respective University / Admitting Body schedule after earning requisite credits in the Second year.

SEMESTER V

S. No .	Course Code	Course Name		Catego ry	L	T	P	Credits
1	BBA501	Management Information System		CC	2	0	4	4
2	BBA502	International Business Management		CC	3	1	0	4
3	BBA503	A	Advertising	CC	3	1	0	4
		B	Cost and Management Accounting					
		C	Strategic Workforce Management					
		D	Small Business Management					
4	BBA504	A	Rural Marketing	CC	3	1	0	4
		B	Working Capital Management					
		C	Training and Development					
		D	Family Business Management					
5	AEC501	Any course left over from BBA503 & 504 (Audit Course)		AEC	3	1	0	0
5	AEC502	Design Thinking and Innovation (Audit Course)		AEC	1	1	0	0
6	BBA506	Summer Internship-I (Appendix-2)		INT	0	0	4	4
TOTAL								20

SEMESTER VI

S. No .	Course Code	Course Name	Category	L	T	P	Credits
1	BBA601	Project Management	CC	3	1	0	4
2	BBA602	Strategic Management	CC	3	1	0	4
3	BBA603/	A Retailing	CC	3	1	0	4
		B Investment & Portfolio Analysis					
		C Cross Culture HRM					
		D E-Business					
4	BBA604/	A Marketing of Services	CC	3	1	0	4
		B Indian Financial System					
		C Compensation Management					
		D Social Entrepreneurship					
5	AEC601	Any course left over from BBA603 & 604 (Audit Course)	AEC	3	1	0	0
6	BBA605	Research Project# (Appendix-3)	RP	0	0	4	4
TOTAL							20

All Students must carry out a research project based on their area of study, focusing on practical applications and real-world challenges.

BACHELOR IN BUSINESS ADMINISTRATION Degree will be awarded, if student wishes to exit at the end of Third year.

Exit Criteria after Third Year of BBA Programme:

The students shall have an option to exit after the 3rd year of the Business Administration Program and will be awarded with a Bachelor's in Business Administration.

Re-entry Criteria in to Fourth Year (Seventh Semester):

The student who takes an exit after third year with an award of BBA may be allowed to re-enter in to Seventh Semester for completion of the BBA (Honours) or BA (Honours with Research) Program as per the respective University / Admitting Body schedule after earning requisite credits in the Third year.

Minimum eligibility criteria for opting the course in the fourth year will be as follows:

Entry option to the Fourth Year or Seventh Semester for those students meeting minimum CGPA of 7.9 or 75% in Bachelors of Business Administration Degree Examination.

SEMESTER VII (BBA HONOURS)

S. No .	Course Code	Course Name		Category	L	T	P	Credits
1	BBA701	AI for Business and Ethics		CC	3	1	0	4
2	BBA702	Entrepreneurship Leadership		CC	3	1	0	4
3	BBA703	A	Sales Management	CC	3	1	0	4
		B	International Financial Management					
		C	Performance Management					
		D	Government Initiatives and MSME Development					
4	BBA704	A	Consumer Behaviour	CC	3	1	0	4
		B	Banking and Insurance					
		C	HR Analytics					
		D	Business Ideation and Opportunity Identification					
5	BBA705	Summer Internship-II (Appendix-4)		INT	0	0	4	4
Total								20

SEMESTER VIII (BBA HONOURS)

S. No .	Course Code	Course Name		Category	L	T	P	Credits
1	BBA801	A	Digital Marketing	CC	3	1	0	4
		B	Financial Markets Products and Services					
		C	Team Building in Organisation					
		D	Startup Incubation and Business Ethics					
2	BBA802	A	Integrated Marketing Communication	CC	3	1	0	4
		B	Strategic Corporate Finance					
		C	Talent Acquisition and Management					
		D	IPR and Technology Commercialisation					
3	BBA803	A	B2B Marketing	CC	3	1	0	4
		B	Financial Derivatives					
		C	Employee Life Cycle Management					
		D	Retail Management					
5	BBA804	Dissertation		RP	0	0	8	8
TOTAL								20

SEMESTER VII (BBA HONOURS WITH RESEARCH)

S. No .	Course Code	Course Name		Category	L	T	P	Credits
1	BBA711	Advanced Data Analytics		CC	2	0	2	4
2	BBA712	Advanced Research Methodology		CC	3	1	0	4
3	BBA703	A	Sales Management	CC	3	1	0	4
		B	International Financial Management					
		C	Performance Management					
		D	Government Initiatives and MSME Development					
4	BBA704	A	Consumer Behaviour	CC	3	1	0	4
		B	Banking and Insurance					
		C	HR Analytics					
		D	Business Ideation and Opportunity Identification					
5	BBA705	Research Internship Report (Appendix-5)		INT	0	0	4	4

Students opting for BBA HONOURS WITH RESEARCH need to attend another Internship and write a report.

SEMESTER VIII (BBA HONOURS WITH RESEARCH)

S. No.	Course Code	Course Name	Category	L	T	P	Credits
1	BBA805	Dissertation	RP	0	0	20	20

The Dissertation work will start from the beginning of fourth year of BBA (Honours with Research) Program

Students of Fourth Year shall be assessed for project work and Research Internship Report and Viva-Voice and Dissertation for Research Track

LIST OF VAC COURSES

1. Environmental Studies
2. Understanding India
3. Universal Human Values
4. Sports and Fitness
5. Digital and Technical Solution

ABBREVIATIONS

CC = Core Course
MDC = Multidisciplinary Course
AEC = Ability Enhancement Course
SEC = Skill Enhancement Course
VAC = Value added Course
INT = Internship
RP = Research Project
L = Lecture
T = Tutorial
P = Practical

SEMESTER I

BBA101 Principles and Practices of Management (4 credits)

Course Objectives:

1. *To understand the basic concepts, principles, and theories of management.*
2. *To examine the essential functions of managers.*
3. *To analyze the impact of globalization, diversity, and ethics on management.*
4. *To develop skills in strategic planning, decision-making, and leadership.*

Course Outcome:

1. *Ability to know different management theories developed in different parts of the world.*
2. *Ability to understand the relevance and application in today's complex business environment*
3. *Ability to develop managerial skills.*

Course Content:

Unit 1: Introduction to Management

Definition, nature, and significance of management, principles of management, management and administration, levels of management, role of managers and managerial skills; Evolution of management thought: Classical, Behavioural, Quantitative, Systems, Contingency and Modern approaches; Management as a science and an art; Functions of management.

Unit 2: Planning and Organizing

Nature, Importance and Purpose of planning in management; Types of plans: Strategic, tactical, operational ; Planning process and techniques ; Decision-making- Importance and steps, decision making models and tools; Organizational structure and design; types of organizational structures: Functional, divisional, matrix; Authority, responsibility, and delegation, Centralization Vs Decentralization of authority and responsibility – Span of Control; Coordination and integration.

Unit 3: Staffing and Directing

Meaning, nature and Importance of staffing – Process of selection and recruitment, Performance appraisal, methods of performance appraisal. Meaning and nature of directing, Leadership theories (trait, behavioural, contingency, participative, charismatic, transformational, level-5 leader), Motivation theories and practices (Maslow, Herzberg two factor, McGregor's Theory X & Theory Y), Hawthorne effect, Communication (meaning and importance) in management, Team building and group dynamics;

Unit 4: Controlling

Controlling-meaning and steps in controlling, control process and systems, essentials of sound control system, methods of establishing control, types of control; Performance measurement and management. Financial Control, techniques of financial control, Inventory Control.

Suggested Readings:

1. Rao, V. S. P. *Management Principles and Applications*. Taxmann Publications.
2. Bright, D. et al. *Principles of Management*. OpenStax Textbooks, Houston
3. Kapoor, Premvir, *Principles of Management*, Khanna Book Publishing.
4. Jones, G. R., and George, J. M. *Essentials of contemporary management*. New York, NY: McGraw-Hill Education.
5. Robbins, S. P. & Coulter, M. A. *Management*. Pearson.

References:

1. *Indian Business Rising: The Contemporary Indian Way of Conducting Business-And How It Can Help You Improve Your Business* | Harvard Business Review Press | 5813BC-PDF-ENG | <https://hbsp.harvard.edu/product/5813BC-PDF-ENG>

Reflective Exercises and Cases:

1. *Entrepreneurial Leadership in Forming High Tech Enclaves: Lessons from the Government of Andhra* | F. Warren McFarlan, Espen Andersen, Ramiro Montealegre | Harvard Business School | 308079-PDF-ENG | <https://hbsp.harvard.edu/product/308079-PDF-ENG?>
2. *ATH Technologies* by Robert Simons and Jennifer Packard <https://www.hbs.edu/faculty/Pages/item.aspx?num=52711>
3. Article review and discussion: Application of Ancient Indian Philosophy in Modern Management (http://www.irdindia.in/journal_ijrdmr/pdf/vol5_iss4/8.pdf)
4. Review of Lincoln Electric Co. by Norman Berg.
5. Review of Hawthorne case.
6. *Leadership Lessons from India* | Peter Cappelli, Harbir Singh, Jitendra V. Singh, Michael Useem | Harvard Business Review | R1003G-PDF-ENG | <https://hbsp.harvard.edu/product/R1003G-PDF-ENG?>
7. *Traditional Way of Learning Ayurveda and Practising It: A Dialogue with Vaidya Bhaskarbhai Hardikar* | Mukund Dixit, Sanjay Verma | IIM Ahmedabad | A00135-PDF-ENG | <https://hbsp.harvard.edu/product/A00135-PDF-ENG?>
8. *Forest Essentials: Demystifying India's Luxury Ayurveda Brand* | Veena Vohra, Seema Khanvilkar | Ivey Publishing | W28410-PDF-ENG | <https://hbsp.harvard.edu/product/W28410-PDF-ENG?>
9. *Atijeevan Foundation: Transforming Scars into Strength* | Shubham Sharma, Satyendra C Pandey | Ivey Publishing | W36939-PDF-ENG | <https://hbsp.harvard.edu/product/W36939-PDF-ENG?>
10. *How Do Great Leaders Overcome Adversity?* By Mayo (2024) <https://hbswk.hbs.edu/item/cold-call-how-do-great-leaders-overcomeadversity>
11. *Leadership principles from Hindu scriptures* (<https://blog.hua.edu/blog/leadership-principles-from-hindu-scriptures>)
12. *5 Principles of Purposeful Leadership* | Hubert Joly | Harvard Business Review | H06YSB-PDF-ENG | <https://hbsp.harvard.edu/product/H06YSBPDF-ENG?>
13. *Bharti Airtel (A)* | C.K. Prahalad, M.S. Krishnan, Sheel Mohnot | WDI Publishing | W88C34-PDF-ENG | <https://hbsp.harvard.edu/product/W88C34-PDF-ENG?>
http://www.ibscdc.org/Case_Studies/Leadership/Leadership%2COrganizationalChange%2CandCEOs/LDS0028.htm

BBA102 Business Accounting (4 credits)

Course Objectives:

1. *To provide an understanding of application of various principles and practice of Accounting.*
2. *To demonstrate the knowledge on the process of accounting cycle and basic steps involved in Accounting.*
3. *To apply the knowledge of systematic maintenance of books of accounts to real life business.*
4. *To estimate Annual Financial statements of Sole proprietorship and Company form of business.*

Course Outcomes :

1. *Identify the application of various principles and practice of Accounting in preparation of accounting statements.*
2. *Demonstrate the knowledge on the process of accounting cycle.*
3. *Apply the knowledge of systematic maintenance of books of accounts to real life business.*
4. *Estimate Annual Financial statements of Sole proprietorship and Company form of business.*

Course Content:

Unit-I: Accounting – Meaning, Nature, Functions, and Types of Accounting, Accounting Concepts and Conventions

Meaning and Definition of Accounting; Importance of accounting in business; Financial vs. management accounting; Role of accounting in decision-making; Recording financial transactions; Providing financial information to stakeholders; Types of Accounting; Accounting Concepts and Conventions-Business entity, going concern, and monetary unit concepts, Accrual vs. cash basis accounting,

Unit-II: Journal, Ledger, and Trial Balance

Journal: Definition and importance of journalizing transactions; Double-entry bookkeeping system; Practical problems Ledger: Role of ledgers in financial records; Classification of ledgers (general ledger, subsidiary ledger); Trial Balance: Methods and purpose.

Unit-III: Subsidiary Books (Cash and Non-Cash) & Depreciation Accounting

Subsidiary Books: Importance and classification of subsidiary books; Cash Books: Single column, double column, triple column cash book; Non-Cash Books: Purchase book, sales book, purchase return book, sales return book, bills receivable and payable books, journal proper. Depreciation Accounting: Meaning and need for depreciation; Causes of depreciation; Straight-line method, Written-down value method.

Unit-IV: Preparation of Final Accounts with and without Adjustments

Concept of Final Accounts: Importance and objectives of final accounts; Components of final accounts (Trading account, Profit and Loss account, Balance Sheet) Preparation of Final Accounts: Without Adjustments: Preparation of trading, profit & loss accounts, and balance sheet directly; With Adjustments: Closing stock, Outstanding and prepaid expenses, Accrued and advance income, Depreciation, bad debts, provision for doubtful debts, Interest on capital and drawings

Suggested Readings:

1. Jain S.P., & Narang K. L. . Basic Financial Accounting I, New Dehli, Kalyani publishers.
2. Kimmel, Financial accounting, Wiley Publications
3. Gupta, A.. Financial Accounting for Management: An Analytical Perspective, Noida, Pearson Education.
4. S.N. Maheshwari, and. S. K. Maheshwari. Financial Accounting. Vikas Publishing House, New Delhi.
5. Ashish k Battacharya, Essentials of financial accounting for Business Managers, Six, PHL learning.
6. Accounting for sustainability: www.ifac.org
7. Peter Bartelmus, E K Seifert, Green Accounting, London, Routledge Publications
8. IFRS sustainability standards: www.ifrs.org

Suggested Cases

1. Smokey Valley Café
2. Irrigation Equipment's Limited
3. Monarch Trading Company

BBA103**Business Statistics and Logic****(4 credits)****Course Objectives:**

1. To establish the importance of logical reasoning in human inquiry.
2. To demonstrate data handling skills and summarize data with clarity.
3. To extend an understanding of application of relevant concepts of Statistics to a given business scenario.
4. To understand business problems and make decisions using appropriate statistical models and explain trends
5. To demonstrate the knowledge on the process of organizing data and conducting statistical treatment.

Course Outcomes:

1. Students will learn how to use logical thinking to analyze data and make better business decisions.
2. Learners will be able to collect, organize, and summarize business data clearly using different statistical methods.
3. Students will apply statistical tools like hypothesis testing, correlation, regression, and ANOVA to solve business problems and understand trends.
4. Students will learn how to interpret statistical findings and communicate them effectively to help businesses make smart decisions.

Course Content:

Unit – I: Measures of Central Tendency, Dispersion, Measures of Skewness and Kurtosis
Classification and tabulation of data, frequency distribution, diagrams and graphs, measure of central tendency- arithmetic mean, weighted arithmetic mean, median, mode, geometric mean and harmonic mean (theory only) and meaning of partition values- quartiles, deciles, percentiles, measures of dispersion - range, quartile deviation, mean deviation from mean and median, standard deviation and coefficient of variation. Skewness - meaning, difference between dispersion and skewness, Karl Pearson's and Bowley's measures of skewness, concept of kurtosis, types of kurtoses and importance.

Unit – II: Correlation and Regression

Meaning, definition and use of correlation, covariance, scatter diagram, types of correlation, Karl Pearson's correlation coefficient, Spearman's Rank correlation coefficient, probable error. regression- meaning and utility of regression analysis, comparison between correlation and regression, regression lines –x on y, y on x, regression equations and regression coefficients. meaning,

Unit – III: Probability and Probability distributions

Introduction to probability, basic concepts of probability- classical definition, addition and multiplication rules, probability distributions – binomial, poisson and normal distributions, expected value.

Unit–IV: Introduction to Logic

Number series, coding decoding and odd man out series, direction sense test, seating arrangements – linear and circular, blood relations, arithmetic and geometric progressions, Inductive and deductive reasoning.

Suggested Readings

1. Gupta, S.P. & M.P. Gupta, *Business Statistics*, Sultan Chand & Sons, Delhi
2. Gupta, C.B., *An Introduction to Statistical Methods*, Vikas Publishing House Pvt Ltd., Delhi
3. Gupta, B.N., *An Introduction to Modern Statistics*, Bookland, Calcuta
4. Sancheti, S.C. & V.K. Kapoor, *Statistical Methods*, Sultan Chand & Sons, Delhi
5. Ellhans, D.N., *Fundamentals of Statistics*, Kitab Mahal, New Delhi
6. Gupta, S.P., *Statistical Methods*, Sultan Chand & Sons, Delhi
7. Sharma, J.K., *Business Statistics*, Pearson Education, New Delhi

Reference Research Paper:

- Fildes, R., & Goodwin, P. (2007). *Against your better judgment? How organizations can improve their use of management judgment in forecasting*. *Interfaces*, 37(6), 570-576.
- Stanovich, K. E., & West, R. F. (2000). *Individual differences in reasoning: Implications for the rationality debate?* *Behavioral and Brain Sciences*, 23(5), 645-665.

AEC101

Business Communication

(3 credits)

Course Objectives:

1. *To understand the concept, process, and importance of Business Communication.*
2. *To help students in understanding the basic principles and techniques of business communication.*
3. *To train students to acquire and master written communication for the corporate world.*
4. *To sensitize students to understand Business Communication in Global and Cross-Cultural context.*

Course Outcomes:

1. *Apply the skills of effective letter writing and be able to create various kinds of Business letters.*

2. *Understand various barriers to communication and apply pre-emptive measures, including feedback, to minimize the same.*
3. *Students shall be able to effectively analyze and evaluate various kinds of business correspondence and e-correspondence.*
4. *Able to present in front of an audience with confidence and expertise.*

Course Content:

Unit 1: Introduction to Communication in Organizations

Introduction to Business Environment and Communication, Models of communication, Basics of Communication (types, channels and barriers), 7Cs of communication, Formal and informal communication, Listening Skills, communication on social media platforms.

Unit 2: Written Communication

Planning and executing different types of messages, emails, formal letters (Planning & Layout of Business Letter) and informal messages on e-platforms, negative messages: indirect & direct negative messages; Persuasive messages, request letters to various stakeholders, Sales Letters, Complaint & Follow up Letters, Promotion Letters, Job application Letters, cover letters, resume, Resignation Letters.

Unit 3 - Interpersonal Communication

Team communication, managing communication during online meeting, communication with virtual team, communication in gig economy; Presentation skills (Verbal and non-verbal); Powerpoint presentation skills; Infographics, introduction to contemporary alternatives (such as- Prezi, Visme, Microsoft Sway, Zoho)

Unit 4 - Digital Communication

Social media and individual, social media & organizations, Media Literacy; Strong Digital communication skills – email, instant messaging, video conferencing, e-meetings, Digital collaboration, digital citizenship –digital etiquettes & responsibilities; introduction to personal and organizational websites.

Suggested readings

1. *Communication Skills in English, Khanna Book Publishing.*
2. *Lesikar, R.V. & M.E. Flatley, "Business Communication: Connecting in a Digital World", McGraw-Hill Education.*
3. *Murphy, H. A., Hildebrandt, H. & Thomas, J.P., Effective Business Communication. McGraw Hill.*
4. *Mukerjee H. S., Business Communication: Connecting at Work. Oxford Publication*
5. *Boove, C.L., Thill, J. V. & Raina, R. L, Business Communication Today, Pearson.*

Reflective Exercises and Cases:

1. *Review of Bharat Muni's Natya Shastra (Rasa, Sahridayata & Sadharanikaran)*
2. *Preparing on curriculum vitae/resume and cover letter*
3. *Reading of annual reports*
4. *The Future of Internal Communication | Rita Linjuan Men, Shannon A. Bowen | Business Expert Press| BEP336-PDF-ENG | <https://hbsp.harvard.edu/product/BEP336-PDF-ENG> Model curriculum for UG Degree in BBA 38*
5. *Change Management and Internal Communication | Rita Linjuan Men, Shannon A. Bowen | Business Expert Press |BEP334-PDF-ENG| <https://hbsp.harvard.edu/product/BEP334-PDF-ENG>*

6. *Lighting the Fire: Crafting and Delivering Broadly Inspiring Messages* | Tsedal Neeley, Tom Ryder | Harvard Business School | 416046-PDF-ENG | <https://hbsp.harvard.edu/product/416046-PDF-ENG?>
7. *Bad Writing Is Destroying Your Company's Productivity* (2016) by Josh Bernoff <https://hbr.org/2016/09/bad-writing-is-destroying-your-companys-productivity>
8. Students are expected to display proficiency in writing the following Business Communication (and be evaluated for internal assessment): Persuasive Letters, Promotion letters and cover Letters; Prepare Elevator Pitch

MDC101 Introduction to Business Management (3 credits)

Course Objectives:

This course introduces students to the roles and functions of managers. The content includes an introduction to organisations and the need for and nature of management.

Course Outcomes:

By the end of this course students should be able to:

1. *Demonstrate a foundational knowledge of the diversity of management thinking.*
2. *Autonomously and collaboratively analyse, evaluate, synthesise and apply knowledge in a timely fashion from wide inquiry of a variety of sources.*
3. *Demonstrate awareness of research as a source of contested and uncertain knowledge.*
4. *Effectively communicate their findings independently and as part of a group using an evolving variety of media.*

Course Content

Unit I: Management - Meaning, Nature & Significance- Combination of Art & Science, Management as a Profession, Management Vs Administration, Levels of Management- Elements of managerial processes-Styles & Roles of Managers in Organizations.

Unit II: Planning-Nature, Process of Planning, Planning and Environmental Uncertainties, Types of Planning, Advantages and Limitations of Planning-Decision Making-Stages in Decision Making.

Unit III: Nature & Significance of Organization, Authority & Responsibility Relationships-Span of Control. Leadership; Theories of leadership. Theories of Motivation: Theory X, Theory Y, Theory Z. Maslow's need hierarchy.

Unit IV: Contemporary Trends in Management

Emerging Management Practices – Agile management, design thinking, and lean methodologies. Corporate Social Responsibility (CSR) & Sustainability – Ethical business practices, ESG frameworks, and sustainable management. Innovation & Change Management – Strategies for managing organizational change, digital transformation, and disruptive innovation.

Suggested Readings

1. *P.F. Drucker - Management - Task and Responsibility*
2. *P.F. Drucker - The Practice of Management*
3. *Newman and Warren - Process of Management*
4. *E.F.L. Beach- The Principles and Practical Management*

SEMESTER II

BBA201 Emerging Technologies and Application (4 Credits)

Course Objective:

To provide a comprehensive understanding of emerging technologies such as block chain, IoT, cloud computing, robotics, AR/VR, etc.

To explore the applications, implications, and strategic advantages of emerging technologies in business for competitive advantage.

Course Outcomes:

1. Students will understand foundational knowledge of emerging technologies such as blockchain, IoT, cloud computing, AR/VR, etc., comprehending their principles, components, and functionalities.

2. Students will analyze the practical applications of these technologies in various business contexts, evaluating how they can optimize operations, enhance decision-making, and drive innovation.

3. Students will evaluate the strategic implications of adopting emerging technologies, including potential challenges, risks, and opportunities, to formulate informed strategies for competitive advantage.

4. Students will develop skills to plan and manage the integration of emerging technologies into business processes, ensuring alignment with organizational goals and effective change management.

Contents:

Unit-1: Cloud Computing Cloud service models (IaaS, PaaS, SaaS) – Deployment models (public, private, hybrid) - Cloud-based -enterprise solutions – Cost-benefit analysis and scalability – Security and Governance – Data security and compliance in the cloud – Cloud governance frameworks

Unit-2: Internet of Things (IoT) & Industry 4.0 Sensor technologies and connectivity - IoT Applications in Smart cities and infrastructure – Industrial IoT and manufacturing – IoT data processing and storage – Real-time analytics and decision-making – Concept of Industry 4.0 – Automation and smart manufacturing – Cyber-physical systems and digital twins – Robotics and advanced manufacturing technologies – Impact on Business Models – Transformation of production and supply chains – Business process optimization

Unit-3: Block chain Technology Fundamentals of Block chain – Decentralization and distributed ledger – Cryptography and consensus mechanisms – Smart contracts – Financial services and digital identity – Challenges and Opportunities – Security and privacy issues – Regulatory and compliance considerations

Unit-4: Augmented Reality (AR) and Virtual Reality (VR) Introduction to AR/VR – Key concepts and differences between AR and VR – Historical development and current state - AR/VR applications in marketing and customer experience – Training and development through immersive technologies – Challenges and Opportunities – Technological limitations and advancements – Integration with existing business processes.

Practical (Suggestive List):

- Hands on sessions on utilizing popular cloud platforms for development and deployment, offering hands-on experience with free tiers and trial accounts.
- Hands on sessions on block chain technologies, focusing on the basics development and deployment of decentralized applications.

Readings: Text Books (Latest Editions):

1. van Engelen, E. S. (2020). Emerging technologies: Blockchain of intelligent things to boost revenues . Business Expert Press.
2. Jose, J. (2023). Internet of Things . Khanna Publishing House.
3. Maheshwari, A. (2019). Digital transformation: Building intelligent enterprises . Wiley & Sons, Incorporated.
4. Chopra, R., & Singh, D. (2021). Virtual and augmented reality . Khanna Book Publishing.
5. Dubey, R. (2023). Emerging technologies for effective management . Cengage Publications.
6. Hanes, D., Henry, J., Barton, R., Salgueiro, G., & Grossetete, P. (2017). IoT fundamentals: Networking technologies, protocols, and use cases for the Internet of Things . Cisco Press.
7. Arun, J. S., Cuomo, J., & Gaur, N. (2020). Blockchain for business: Discover how blockchain networks are transforming companies, driving growth, and creating new business models . Pearson.
8. Kaushik, A. (2018). Block chain & crypto currencies . Khanna Book Publishing.
9. Bali, S., Aggarwal, S., & Sharma, S. (Eds.). (2021). Industry 4.0 technologies for business excellence: Frameworks, practices, and applications . CRC Press.
10. Raj, P., Dubey, A. K., Kumar, A., & Rathore, P. S. (2022). Blockchain, artificial intelligence, and the Internet of Things: Possibilities and opportunities . Springer Nature.

Readings:

- Abdi, S., Kitsara, I., Hawley, M. S., & de Witte, L. P. (2021). Emerging technologies and their potential for generating new assistive technologies. Assistive Technology, 33(sup1), 17–26. <https://doi.org/10.1080/10400435.2021.1945704>
- Seokbeom Kwon, Xiaoyu Liu, Alan L. Porter, Jan Youtie, Research addressing emerging technological ideas has greater scientific impact, Research Policy, Volume 48, Issue 9, 2019, 103834, <https://doi.org/10.1016/j.respol.2019.103834>.
- Philip, J. (2022), "A perspective on embracing emerging technologies research for organizational behavior", Organization Management Journal , Vol. 19 No. 3, pp. 88- 98. <https://doi.org/10.1108/OMJ-10-2020-1063>

BBA202

Marketing Management

(4 credits)

Course Objective(s):

1. To develop understanding about marketing management concepts and frameworks, and apply these to a new or existing business.
2. To familiarize students with the marketing environment and elements of marketing mix for marking effective marketing plans.
3. To develop skills to analyse and synthesize information and derive insights related to marketing management, from several perspectives

Course Outcome (s):

- 1. The students will be able to identify the different components of marketing environment and understand the concepts of marketing.*
- 2. The students will be able to explain the concepts of consumer behaviour and the steps involve in consumer decision making.*
- 3. The students will be able to prepare market segmentation plan, product and its pricing decision.*
- 4. The students will be able to decide of marketing channels and promotional tools for a given product.*

Course Content:**Unit 1:**

Introduction to Marketing; Nature & Scope of Marketing; Core concepts of marketing; Selling Vs Marketing; Marketing Environment- Micro and Macro Environment, Marketing Mix.

Unit 2:

Introduction to Consumer Behaviour, Consumer Vs Customer, Factors influencing Consumer Behaviour, Consumer vs Business market, Consumer vs Business buying behaviour; Consumer Buying Decision Process.

Unit 3:

Market Segmentation- geographic, demographic, psychographic, behavioral; Targeting and Positioning of product; Classification of Product; Product Life cycle; Branding; Packaging and Labelling; Pricing decision.

Unit 4:

Channels of distribution, types of marketing intermediaries; Wholesalers and Retailers; Introduction to promotion decision- Advertising, Sales promotion, Personal selling, Public Relation and Direct marketing.

Suggested Readings

- 1. Kotler P., Keller K., Kosh, A and Jha, M. Marketing Management- A South Asian Perspective. Pearson Education Pvt. Ltd.*
- 2. Ramaswamy, V.S & Namakumari, S. Marketing Management- Global Perspective, Indian Context. OM Books.*
- 3. Shainesh G. Kotler Philip, Keller Kevin, Alexander Chernev, Jagdish N. Sheth [Marketing Management. Pearson Higher Education*
- 4. Kotler, P., Armstrong, G., and Agnihotri, P. Y. Principles of Marketing (17th edition). Pearson Education.*
- 5. Sheth, J. N., & Sisodia, R. S. (Eds). Does Marketing Need Reform?: Fresh Perspectives on the Future. Routledge.*
- 6. Percy, L. Strategic Integrated Marketing Communications. Routledge.*
- 7. Chaffey, D., Biswas A. K. Strategic Market Management: Managing Markets for profit and growth Notion Press.*
- 8. Schmitt, B. Experiential marketing. Bilbao: Deusto.*
- 9. Kumar, N. Marketing as Strategy: Understanding the CEO's Agenda for driving Growth and Innovation. Harvard Business Review Press.*
- 10. Treacy, M., and Wiersema, F. The discipline of market leaders: Choose your customers, narrow your focus, and dominate your market. Basic Books.*

11. Treacy, M. *Double-digit Growth: How Great Companies Achieve It--No Matter what?* Penguin.
12. Capon, N. *The marketing mavens.* Crown Business.
13. Levitt T. *Marketing Myopia.*
14. Hamel & Prahalad *Competing for the Future*
15. Peter Doyle : *Value-Based Marketing*
16. Forsyth, Gupta, Haldar : *A Segmentation You Can Act on.*
17. Daniel Yankelovich and David Meer (HBS) : *Rediscovering Market Segmentation*
18. C. K. Prahalad : *The Fortune at the Bottom of the Pyramid*
19. Al Ries & Jack Trout : *Positioning: The battle for your mind*

BBA203

Managerial Economics

(4 Credits)

Objective: *The objective of this course is to acquaint the students with the concept of managerial economics and to enable them to apply it in business decision making.*

Outcome: *The outcome of this course is students know how to make business decisions in the most efficient and cost effective way as they've come across the characteristics and behaviour of consumers and the importance of correct decision making for business purposes.*

Unit-I: Introduction to Managerial Economics: Concept of Managerial Economics, Nature & Scope of Managerial Economics. Importance of Managerial Economics; Managerial Economics and other disciplines; Objectives of business firm; Profit maximisation as business objective.

Unit-II: Demand Analysis: Meaning of Demand; Law of Demand; Utility - Meaning of Utility, Total Utility, Marginal Utility; Law of Diminishing marginal utility; Cardinal and ordinal utility; Indifference Curve-Meaning, properties of Indifference curve.

Unit-III: Production-Meaning and Analysis Production function. Laws of production, Laws of return to scale, Laws of increasing returns & Diminishing returns, Laws of constant returns, Equal product curves and Producer equilibrium.

Unit-IV: Market analysis-Nature of market, Types of markets and their characteristics pricing under different market structures-Perfect Monopoly, oligopoly and Monopolistic competition.

Suggested Readings

1. Varian. H.R: *Micro Economics A modern Approach*
2. Mc Connell & Brue: *Micro Economics Principal, problems & policies.* McGraw Hills Professional Publication.
3. Ahuja, H.L. *Advanced Economic theory*
4. Jain K.P. *Advanced Economic theory*
5. Jhingan M.L. *Modern Micro Economics*
6. J. Shapiro: *Macro Economic Theory and Policy*
7. W.H. Bransin: *Macro-Economic Analysis*
8. M.L. Jhingan: *Macro-Economic Theory and Policy*
9. M.C. Vaishya: *Macro-Economic Theory*
10. Sunil Bhaduri: *Macro Economic Analysis*

11. *H.L. Ahuja: Micro Economic Theory; Modern Publisher, Gulab Bhawan, 6, Bahadurshah Zafar Marg, New Delhi.*
12. *Samuelson & William D. Nordhaus: Economics; McGraw Hills.*
13. *A.N. Agarwal: Indian Economy.*
14. *M. Maria John Kennedy: Advanced Micro Economic Theory; Himalaya Publishing House, Delhi.*
15. *I.C. Dhingra & V.K. Garg: Economic Development & Planning in India.*
16. *D.M. Mithani: Macro Economics; Himalaya Publishing House.*
17. *Macroeconomics" by N. Gregory Mankiw*
18. *Macroeconomics: Principles, Applications, and Tools" by Arthur O'Sullivan, Steven Shiffrin, and Stephen Perez*
19. *Macroeconomics" by Olivier Blanchard*

MDC201 Fundamentals of Marketing (3 credits)

Course Objective:

1. *To introduce students to the concept of marketing and demonstrate how today's managers employ these tools to gain a competitive edge in the global economy.*
2. *To familiarize students with the various decisions of marketing and their real-world implementations which will help them in developing a marketing plan.*

Course Outcomes:

1. *Understand Marketing Basics – Students will learn what marketing is, why it is important, and how it helps businesses grow.*
2. *Identify Customer Needs – Learners will understand how businesses study customers, segment markets, and make decisions based on consumer behavior.*
3. *Learn About Products and its related decisions – Students will explore product life cycles, product along with the concept of branding, packaging and labelling.*
4. *Explore Distribution and Promotion – Students will gain knowledge about how businesses distribute products and the way of using promotions to attract customers.*

Course Contents:

Unit I : Introduction to marketing- Definition of Market, Meaning and Definition of Marketing, Scope, Importance and Functions of Marketing, Difference between Marketing and Selling.

Unit II: Marketing Environment; Market Segmentation; Market targeting; Positioning of product; Marketing Mix.

Unit III: Introduction to Product and its classification; Product Life Cycle, Branding; Packaging; Labelling of product.

Unit IV: Marketing channel, Channel level and marketing intermediaries; Wholesalers and Retailers; Promotion Decision- Introduction to promotion mix.

Suggested Readings

1. *Kotler P., Keller K., et al. Marketing Management (16th edition). Pearson Education Pvt. Ltd.*
2. *Aaker, D. A. and Moorman Christine., Strategic Market Management: Global Perspectives. John Wiley & Sons.*
3. *Shainesh G. Kotler Philip, Keller Kevin, Alexander Chernev, Jagdish N. Sheth | Marketing Management. Pearson Higher Education*

4. Kotler, P., Armstrong, G., and Agnihotri, P. Y. *Principles of Marketing* (17th edition). Pearson Education.
5. Ramaswamy, V.S. & Namakumari, S. *Marketing Management: Indian Context Global Perspective* (6th edition). Sage Publications India Pvt. Ltd.
6. Sheth, J. N., & Sisodia, R. S. (Eds). *Does Marketing Need Reform?: Fresh Perspectives on the Future*. Routledge.
7. Percy, L. *Strategic Integrated Marketing Communications*. Routledge.
8. Chaffey, D., & Ellis-Chadwick, F. *Digital Marketing* (7th edition). Pearson Higher Education.
9. Biswas A. K. *Strategic Market Management: Managing Markets for profit and growth* Notion Press.
10. Schmitt, B. *Experiential marketing*. Bilbao: Deusto.
11. Kumar, N. *Marketing as Strategy: Understanding the CEO's Agenda for driving Growth and Innovation*. Harvard Business Review Press.
12. Treacy, M., and Wiersema, F. *The discipline of market leaders: Choose your customers, narrow your focus, and dominate your market*. Basic Books.
13. Treacy, M. *Double-digit Growth: How Great Companies Achieve It--No Matter what?* Penguin.
14. Capon, N. *The marketing mavens*. Crown Business.
15. Levitt T. *Marketing Myopia*.
16. Hamel & Prahalad *Competing for the Future*
17. Peter Doyle : *Value-Based Marketing*
18. Forsyth, Gupta, Haldar : *A Segmentation You Can Act on*.
19. Daniel Yankelovich and David Meer (HBS) : *Rediscovering Market Segmentation*
20. C. K. Prahalad : *The Fortune at the Bottom of the Pyramid*
21. Al Ries & Jack Trout : *Positioning: The battle for your mind*

SEMESTER III

BBA301

Financial Management

(4 credits)

Course Objectives:

1. To apply the knowledge in taking finance decisions
2. To develop analytical skills to identify financial management problems and solve them.
3. To analyse the relationship among capital structure, cost of capital, dividend decisions, and value of the business.
4. To assess a firm's requirement for long-term assets by applying capital budgeting techniques.

Course Outcomes:

On having completed this course, student should be able to:

1. Summarize the motives behind financial decision making.
2. Interpret the relevant theories and concepts of various practices of financial management and ethics in Finance.
3. Analyze the relationship among capital structure, cost of capital, dividend decisions, and value of the business.
4. Evaluate projects for profitability

Course Content:

Unit I: Introduction to Financial Management

Meaning of finance and financial management, Types, Objectives, and Scope—profit vs. wealth maximization (merits and criticisms). Financial decisions and their interrelation, Influencing factors, Functional areas, Finance manager's functions, Agency Cost, Ethics in Finance.

Sources of Finance: Ownership securities—Equity, Preference, Deferred shares, No par stock, Differential rights, Sweat Equity. Creditorship securities—Debentures, Zero coupon/interest bonds, Callable and Deep discount bonds. Internal financing—short-term and long-term sources. Startup finance—Bootstrapping, Series Funding.

Unit II: Capital Structure & Capitalization

Meaning and theories of capitalization—cost and earnings theories. Over and under capitalization—causes, effects, remedies. Watered stock, Over/Under trading. Capital structure vs. financial structure, Principles, Optimum Capital Structure, Determinants, Capital gearing. Theories of Capital Structure: Effect on EPS, EBIT-EPS Analysis, Point of indifference—Practical Problems.

Unit III: Cost of Capital, Leverages & Working Capital Management

Cost of capital—meaning, significance, components, Computation, Weighted Average Cost, CAPM—Practical Problems. Leverages: Operating, financial, combined leverage, risk implications—Practical Problems. Working Capital Management: Meaning, types, cycle, adequacy, determinants, estimation—Practice Problems. Management of cash, inventory, and debtors.

Unit IV: Capital Budgeting & Dividend Policy

Capital Budgeting—meaning, importance, need, Time value of money (Present & Future Value—Simple Problems). Process, project appraisal using traditional and modern methods. Practical Problems: Payback Period, NPV, Profitability Index, IRR, MIRR. Dividend Policy: Meaning, kinds, theories, determinants, Companies Act, 2013 & SEBI Guidelines.

Readings:

Textbooks (Latest Editions):

1. Khan, M, Y, & Jain, P, K . Financial Management. Tata Mc Graw Hill.
2. Chandra, P. Financial Management. New Delhi, India. Tata McGraw Hill Book Co.
3. Pandey, I.M. Financial Management. New Delhi, India. Vikas Publishing House.
4. Kumar, A. Financial Management, Khanna Publishing House.
5. Gupta, S, K., Sharma, R.K. & Gupta, N . Financial Management. Kalyani Publishers.
6. Khan, M, Y, & Jain, P, K . Financial Management. Tata Mc Graw Hill.
7. Brigham and Houston. Fundamentals of Financial Management, Cengage Learning.

BBA302

Legal and Ethical Issues in Business

(4 credits)

Course Objectives:

1. *The course aims to provide students with the understanding of key legal and ethical issues in the business context of India*
2. *The course will help students analyze ethical dilemmas in business decisions*
3. *The course will help the students understand the legal and regulatory aspects of business ethics that concern the financial, competitive and charitable responsibilities of organisations.*

4. The course will help the students gain knowledge about the ways in which organizational and individual factors impact business ethics

Course Outcomes:

1. Recall major laws and regulations and ethical principles that guide business conduct.
2. Analyse case studies to identify legal and ethical challenges within business operations.
3. Evaluate the effectiveness of existing legal frameworks in governing business practices
4. Propose solutions to ethical dilemmas based on ethical theories and principles that align with corporate social responsibility

Course Contents:

Unit 1: Introduction to Business Law

Business law – definition, scope, importance of understanding the role of law in business; Elements of a contract – offer and acceptance, consideration, contractual capacity; Essentials of a valid contract; Types of contracts; Performance obligations; Types of contract breaches and remedies; Product liability and consumer protection laws; Business torts; Employment law

Unit 2: Sales and Leases

Formation of Sales Contract: Contracts for Leasing Goods, Title and Risk of loss, Performance and remedies, Warranties and Product liability; Introduction to Negotiable Instruments, Negotiability, Negotiation and Holders in due course; Liability and discharge, Bank customer Relations/Electronic Fund Transfers.

Unit 3: Introduction to Business Ethics

The definition and importance of business ethics, business ethics in the Indian context; Institutionalization of Business Ethics in the organization, benefits of Ethical Conduct in Business, Ethical Issues and Stakeholder Concerns; Social Responsibility and Regulatory Framework: Corporate social responsibility; Environment & business; Issues related to Business Ethics in marketing, finance & human resource functions. Ethical responsibilities of multinational corporations; Ethical dilemmas facing businesses globally including issues related to discrimination, human rights, environmental impact, and intellectual property.

Unit 4: The Ethical Decision-making process

Philosophical approaches to ethical decision making; Ethics & Religious approaches; Moral & Legal aspects of ethical decision making: Kautilya's Arthshastra; Swami Vivekanand on Ethics; Swami Vivekanand's message to the youth of India; Ethical Decision Making in Organizations: Individual and Organizational Factors Influencing Ethical Decisions; Karma, Indian philosophy of work ethics; Kautilya's Arthshastra; Introduction to Integral Humanism; Ethical Decision-Making Frameworks to Improve Decision-Making Outcomes; Corporate Governance and its Impact on Ethical Decision-Making; Whistleblowing; Conflict Resolution

Readings:

Text Books (Latest Edition):

1. Tulsian, P. C. *Business and Corporate Laws*. S. Chand Publishing.
2. Fernando, A.C. *Business Ethics and Corporate Governance*. Pearson
3. Bayern, S. *Business Law Beyond Business*. J. Corp. L., 46, 521.
4. Vivekanand, S. *To the Youth of India*. Advaita Ashrama.

References:

1. Ratan Tata: *Ethical Leadership* | By: Ashok K. Dua, Sumita Rai | Ivey Publishing|

- <https://hbsp.harvard.edu/product/W17258-PDF-ENG>
2. www.scroll.in/tag/competition-commission-of-india
3. Mascarenhas, A. J. O. et al. (2019). *J.R.D. Tata: Orations on Business Ethics*. Rupa Publications India
4. Holloway, J. E. (2023). *The Foundation of the Theory of Law and Business*. *Am. U. Bus. L. Rev.*, 12, 51.
5. Vivekanand, S. (2022) *Karam Yoga: The Yoga of action*. Sanage Publishing House LLP
6. Laasch, O. (2022). *Principles of Management*. Sage Textbook

Suggested Exercises and Cases

Unit 1 Cases:

1. *Salomon Vs. Salomon & Co. Ltd*
2. *Balfour Vs. Balfour*
3. *Durga Prasad Vs. Baldeo*

Unit 2 Cases:

1. Mool Chand Ram Bhagat v. Harish Chandra
2. Coop. Cane Unions Federations v. West U.P. Sugar Mills Assn. (2004).
3. State of Maharashtra v. Champalal (1971).
4. Union of India v. Martin Lottery Agencies Ltd. (2009).
5. Camera House, Bombay v. State of Maharashtra (1969)

Unit 3

1. Reflective exercise on integral humanism as given by Indian thought leaders.

Cases:

1. *Corporate America and Sarbanes-Oxley Act: Costs Vs. Benefits*
2. *Apple: Privacy vs. Safety (A)* | By: Henry W. McGee, Nien-he Hsieh, Sarah McAra, Christian Godwin | Harvard Business School | 321004-PDF-ENG
<https://hbsp.harvard.edu/product/321004-PDF-ENG>
3. Quick Case: Is Legal Compliance Good Enough? By: Bonnie Peter | Harvard Business Publishing | <https://hbsp.harvard.edu/product/8268-HTML-ENG>

Unit 4

Reflective and review Exercise: Karam Yog: lessons in ethics and self leadership

Cases:

1. *CEO Compensation and Corporate Governance at NYSE*
2. *ICICI Bank: Restoring Faith in Corporate Governance*
<https://hbsp.harvard.edu/product/W19323-PDF-ENG>
3. *The Dance of Dharma: On the Difficulty of Being Good*
<https://hbsp.harvard.edu/product/821058-PDF-ENG>
4. *Blind Spots: The Roots of Unethical Behaviour in Life and Work* | Max H. Bazerman, Ann E. Tenbrunsel | Rotman Management | ROT140-PDF-ENG
| <https://hbsp.harvard.edu/product/ROT140-PDF-ENG>
5. *Leadership Simulation: Patient Zero* <https://hbsp.harvard.edu/product/7215-HTML-ENG>
6. *Eliot Spitzer: A Crusader of Corporate Reform*
7. *Sterlite copper plant shutdown*
8. *Facebook–Cambridge Analytica data scandal*

Course Objective(s):

1. *The course will enable students to understand how HR plays a functional role, needed for organizational effectiveness and management.*
2. *Understand the difference between functional and strategic role of HR*
3. *Students will analyse the need for HR planning, Innovation, use of technology, and sector specific HR needs*
4. *Understand the innovation in HRM and best practices*

Course Outcomes:

1. *Students will be able to understand how HR helps businesses run smoothly and manage employees effectively.*
2. *Learners will understand the difference between day-to-day HR tasks and long-term HR strategies.*
3. *Students will be able to explore how HR uses planning, technology, and innovation to meet industry-specific needs.*
4. *Learn Best Practices in HRM – Learners will study modern HR trends, such as diversity, employee engagement, and sustainability, to improve workplace management.*

Course Content:**Unit 1: The Nature of HRM**

Human Resource Management—An Introduction; Human Resource Business Partnership HRM; HRM policies, HRM in globally competitive environment; Functional HRM; strategic human resource management

Unit 2: Plan, Acquire, Develop, Career Management

Employee life cycle approach, Human Resource Planning; Recruitment and Selection; Training and Development; Competency Management; Career Management, Talent Management, Managing the GIG employees and Virtual employees and team

Unit 3: Engagement, Performance, compensation management, Industrial Relations, Compliance, Employment relations

Changing nature of Employee Engagement; Performance Management; Compensation and Benefits; Compensation for Special Groups, Industrial Relations; Workplace Laws and Regulations; Employment Relations

Unit 4: Technology, HR Analytics, Innovation

Human Resource Information and Analytics; Human Resource Management Innovations; Human Resource Management in Small and Medium Enterprises; Human Resource Management in the Service Sector, Organization Transformation and the Human Resource Leadership; Diversity, Equity and Inclusion; Workplace Wellness, sustainability goals and HRM.

Suggested Readings

1. *DeNisi, A.S. ,Griffin, R.W and Sarkar, Anita Human Resource Management, Cengage Learning*

2. Sengupta Amitabha, *Human Resource Management: Concepts, Practices, and New Paradigms*
3. Cascio, Wayne F., *Managing Human Resources*, Tata McGraw Hill, New Delhi
4. DeCenzo, David A, and Stephan P. Robbins, *Fundamentals of Human Resource Management*, Wiley India, New Delhi
5. Bhattacharyya, Dipak Kumar, *Human Resource Management*, Excel Books, New Delhi
6. *Innovations in People Management*, Bhatnagar, J, Bajaj, Ghosh Somanth, Lakshmi Publications, New Delhi (book of cases)

Reference Books:

1. *Innovations in People Management*, Bhatnagar, J, Bajaj, Ghosh Somanth, Lakshmi Publications, New Delhi (book of cases)

Relevant cases-

1. Prabhjot, Kaur and Bhatnagar, Jyotsna (2022) *The Happy Turtle: Womanpreneur and Talent in a Circular Economy*, published, Richard Ivey School Case collection, Product Number Product# W25373
3. Bohra, Rakesh and Bhatnagar, Jyotsna, (2022) *One Employee Went Freelance. Now Everyone Wants the Same Deal*, Harvard Business Review, March, 2022, (ABDC/A / FT 50)
4. Mukherjee A, and Bhatnagar J(2022) - *Conceptualizing and theorizing green human resource management: a narrative review--International Journal of Manpower*, Jul 2022;(ABDC/A)

Practical Exercises resources:

1. *Innovations In People Management*, Bhatnagar, J, Bajaj, Ghosh Somanth, Lakshmi Publications, New Delhi (book of cases)
2. Mukherjee A, and Bhatnagar J(2022) - *Conceptualizing and theorizing green human resource management: a narrative review--International Journal of Manpower*, Jul 2022;(ABDC/A)

Unit 1

1. Personality assessment through a questionnaire (MBTI/16PF etc.)
2. Personality assessment through Indian scriptures.
3. Review Literature of the book “Personality Development” by Swami Vivekananda by Exotic India Art.
4. Translating Swami Vivekananda into Management Practice
5. https://link.springer.com/chapter/10.1007/978-981-19-1158-3_17

Unit 2

1. Assess the ways of self-directed Learning.

Unit 3

1. Watch the movie “Ruka hua Faisla”/12 Angry Men on group decision making.
2. Reflective essay on group behaviour on “Trial of Socrates”
3. Identify a firm and analyze how business decisions are made in a particular situation as Individuals versus a team. Also, state which form is better and why.
4. Understanding Belbin Individual Team Roles
<https://belbin.scot/wp-content/uploads/2022/08/Belbin-8-SPI-Report-Sample.pdf>.

Unit 4

1. Reflective exercise on the concept of leadership in Mahabharata versus Ramayana.
2. HBR, 2022: *How Great Leaders Communicate*.
3. (<https://hbr.org/2022/11/how-great-leaders-communicate>)
https://www.researchgate.net/publication/340607402_LEADERSHIP_AND_INNOVATION_AT_APPLE_INC

4. Practice stress management techniques
5. Leading strategic and organizational change at Tata Steel: the role of culture <https://www.cambridge.org/core/books/abs/leading-strategicchange/leading-strategic-and-organizational-change-at-tata-steel-the-roleof-culture/AEBA5AF709A6E343>

MDC301 Fundamentals of Entrepreneurship (3 credits)

Course Objectives:

To introduce students to the basics of entrepreneurship and inspire entrepreneurial thinking for pursuing startup or self-employment opportunities.

Course Outcome:

After the course the student will:

1. Demonstrate the ability to apply foundational entrepreneurial concepts to assess opportunities, recognize key traits of successful entrepreneurs, and understand the impact of entrepreneurship on economic growth.
2. Develop the capability to generate and validate business ideas using structured techniques, including design thinking, customer feedback analysis, and feasibility studies.
3. Show competence in developing a startup plan by outlining essential components such as budgeting, marketing strategies, funding options, and leveraging government support schemes.
4. Analyze and evaluate entrepreneurial influences by assessing socio-cultural, economic, and personal factors, and applying intrapreneurship principles to corporate settings.

Course Content:

Unit 1: Understanding the fundamentals of entrepreneurship and its role in society

What is entrepreneurship? (Simple definition and importance) Who is an entrepreneur? Key qualities and examples: Types of entrepreneurs: Business, social, creative, tech-based, Entrepreneurship vs. employment – pros and cons, entrepreneurship role in job creation and economic growth, Real-life stories of successful entrepreneurs (local/national), Family businesses and start-ups – what's the difference?

Unit 2: Business Ideas generation

Idea generation process, How to get a business idea – everyday problems as opportunities, Idea feasibility: demand, feasibility/ practicality, cost, Idea validation , Introduction to Design Thinking (empathy, define, ideate, prototype), Basics of customer need and feedback, competition analysis and identification, Introduction to a business model (value, customer, price)

Unit 3: Business development

Startup requirements (Team, Finance, location, permissions), Basics of startup: budget, cost, and profit, basic marketing: how to reach customers using social media, understanding startup ecosystem? (Incubators, mentors, funding sources), Introduction to Government support schemes (e.g., Start-up India, MSME, MUDRA loans), Intellectual Property introduction: name, logo, ideas

Unit 4: Influences on Entrepreneurship Development

Entrepreneurial Traits, External Influences on Entrepreneurship Development: Socio-Cultural,

Political, Economical, Personal. Entrepreneurial culture with special reference to Intrapreneurship / Corporate Entrepreneurship. Entrepreneurial Success and Failure: Reasons and Remedies.

Suggested reading

- 1) Robert D. Hisrich, Michael P. Peters, *Entrepreneurship*, 11ED, Mc Graw Hill
- 2) R. Duane Ireland Bruce R. Barringer, *Entrepreneurship: Successfully Launching New Ventures*, Pearsons
- 3) Dr. Ramesh Sardar, Dr. Ganesh Waghmare, *Startup Ecosystem in India Text & Cases*, Himalaya Publishing house

SEMESTER IV

BBA401

Operations Management

(4 credits)

Course Objectives:

1. Understand the principles, scope, and strategic importance of operations management in modern business environments.
2. Learn to optimize production systems, improve workflow efficiency, and apply lean methodologies for continuous improvement.
3. Gain insights into quality assurance, statistical process control, Total Quality Management (TQM), Six Sigma, and Just-in-Time (JIT) manufacturing.
4. Explore emerging trends in operations management, including Industry 4.0, AI-driven automation, sustainable supply chains, and green operational practices.

Course Outcome:

1. Develop a strong foundation in operations management, including key functions, production systems, and strategic decision-making.
2. Apply concepts of process design, capacity planning, lean principles, and continuous improvement techniques to optimize business operations.
3. Utilize Total Quality Management (TQM), Six Sigma, Just-in-Time (JIT), and statistical process control methods to ensure operational excellence.
4. Explore modern advancements such as Industry 4.0, automation, AI-driven operations, and sustainable supply chain practices to drive innovation

Course Contents:

Unit 1: Introduction to Operations Management

Foundations of Operations Management, Definition, Scope, and Importance, Key Functions of Operations Management; Types of Production Systems: Understanding inputs, transformation, and outputs in operations. Operations Strategy.

Unit 2: Process Design and Analysis

Process Selection and Strategy, Capacity Planning & Facility Layout, Types of Layouts, Capacity Planning Strategies, Process Improvement and Lean Thinking Waste Reduction (Muda, Mura, Muri) Continuous Improvement (Kaizen, Poka-Yoke), Lean Manufacturing.

Unit 3: Quality Management

Fundamentals of Quality Management, Dimensions of Quality (Garvin's 8 Dimensions), Deming's 14 Points for Quality Improvement – Guidelines for continuous quality improvement. Quality Assurance and Control Techniques Statistical Process Control (SPC). Total Quality Management (TQM) and Six Sigma TQM Principles.

Unit 4: Emerging Trends in Operations Management

Sustainable and Green Operations, Sustainable Supply Chain Practices, Circular Economy in Operations Bottom Line (People, Planet, Profit). Technology in Operations Management Industry 4.0: AI, IoT, Blockchain, Big Data Analytics Automation.

Suggested readings

1. *Operations Management* by William J. Stevenson
2. *Operations Management: Processes and Supply Chains* by Lee J. Krajewski, Manoj K. Malhotra, and Larry P. Ritzman
3. *The Goal: A Process of Ongoing Improvement* by Eliyahu M. Goldratt and Jeff Cox
4. *Introduction to Operations and Supply Chain Management* by Cecil C. Bozarth and Robert B. Handfield

Case Topics:

1. Case study on Toyota's Production System: Exploring Lean Manufacturing.
2. Analysis of Amazon's supply chain operations for customer satisfaction and efficiency.
3. Case on Zara's fast fashion operations strategy and its global supply chain management.

Reference Paper

Jaboob, A. S., Awain, A. M. B., & Ali, K. A. M. (2024). Introduction to Operation and Supply Chain Management for Entrepreneurship. In *Applying Business Intelligence and Innovation to Entrepreneurship* (pp. 52-80). IGI Global.

BBA402

Organisational Behaviour

(4 credits)

Course Objectives: *This course introduces the study of organizational behaviour at individual, group and organization level. After completing this course the student will have an understanding of human behaviour at individual, group and organization level.*

Course Outcomes: *Capable to analyse individual and group behaviour, and understand the implications of organizational behaviour on the process of management.*

Course Content:

Unit I: Introduction to Organizational Behaviour, Definition, Assumptions, Significance of organizational behaviour, characteristics of OB. Individual Behaviour and Group Behaviour, Factors affecting behaviour, formal and informal group, stages of group formation.

Unit-II: Attitudes, Emotions, Personality, Perception Main Components of Attitudes, Major Job Attitudes. Meaning of Emotions and Moods, Sources of Emotions and Moods.

Personality & its importance. Definition of Perception and Factors That Influence Perception.

Unit-III: Motivation: Meaning, Importance of Motivation. Motivation Theories: Maslow Theory, Herzberg Theory, McGregor Theory and McClelland Theory. Leadership: Meaning, Importance, Qualities of Good Leader. Theories of Leadership, Leadership Styles, Mintzberg theory of Organization.

Unit-IV: Decision Making: Concept, Importance, Decision-Making Process. Types of Decisions, Decision-Making, Models-Classical Decision Model. Conflicts—Organizational conflicts, types of conflict, Strategies of interpersonal conflicts. Group decision making & control:- Nature and meaning of decision making, phases of decision making process, Meaning of Control, elements of control process.

Suggested Readings

1. Robbins, S.P. *Organisational Behaviour*, Prentice Hall of India, New Delhi
2. Robbins Stephen P., *Organisational Behaviour*, PHI, New Delhi.
3. Luthans Fred, *Organisational Behaviour*, Tata McGrawHill, New Delhi.
4. Rao M.G., Rao V.S.P. & Narayana P.S., *Organizational Behaviour-Text and Cases*, Konark Publications, Delhi.

BBA403

Business Research Methodology

(4 credits)

Course Objectives:

1. To grasp the fundamentals of research methodology and apply them in various research or project works.
2. To identify and utilize appropriate research methods aligned with research objectives.
3. To master the techniques of data collection, editing, and analysis to prepare for advanced studies and professional requirements.
4. To learn the intricacies of interpreting data and writing comprehensive research reports.

Course Outcomes:

1. Prepare a detailed research plan covering all essential aspects of a research project.
2. Construct and administer effective research instruments like questionnaires.
3. Execute data collection strategically to gather relevant information.
4. Apply advanced statistical techniques for data interpretation.
5. Draft comprehensive research reports tailored to specific audience needs.

Course Contents:

Unit-I: Research Philosophy, Scientific Approach: Conceptual Foundations, Research Design: Types of Research, Research Process and Research Proposal

Unit-II: Experimental Research design: Formal and Informal, Variables, Measurement: Validity, Reliability & Scaling Techniques, Questionnaire and Scale Development

Unit-III: Sampling Techniques and Design, Determination of size of sample. Methods of Data Collection, Hypothesis Testing

Unit-IV: Data Analysis: Descriptive Statistics, Univariate & Bivariate Analysis, Multivariate Data Analysis (Hands on practice of SPSS/MS Excel software -fundamental level). Qualitative Research Methods, Research Report.

Suggested Readings

1. Taylor, B., Sinha, G. and Ghoshal, T., *Research Methodology*, Prentice Hall of India, New Delhi.
2. Trochim, W.M.K., *Research Methods*, Bizana, Delhi
3. Bhattacharjee, D.K.: *Research Methodology*, Excel Books, New Delhi
4. Kumar, M.S. & Prakash, M.: *Project Work–Guidelines*, Himalaya Publishing House, Mumbai
5. Kothari, C.R.: *Research Methodology–Method sand Techniques*, Wiley Eastern. New Delhi
6. Sadhu, A.N. & Singh, A., *Research Methodology for Social Sciences*, Sterling Publishers Pvt Ltd., New Delhi

Suggested Case Topics:

- *Using Market Research to Assess Willingness to Pay for Pricing Decisions* by: Kamel Jedidi, Robert J. Morais (2023) - <https://hbsp.harvard.edu/product/CU378-PDFENG>

AEC401

Entrepreneurship Development

(3 Credits)

Course objectives:

- To understand Entrepreneurship and its types
- To understand that not all ideas can be turned into viable business models and guestimate business potential of an idea
- To understand different type of finances available and financing methods
- To be able to draft business plans on an identified idea
- To understand the nuances of operating a startup – low budget marketing, stabilizing operations, build a team from scratch and scaling the business
- To know what is a Family Business and how is it different from Entrepreneurship

Course outcome: This course will provide students with

1. The ability to be able to outline the role of entrepreneurship in economic development.
2. The ability to be able to identify the barriers for entrepreneurs.
3. The ability to be able to develop business idea.
4. The ability to be able to analyse competition and industry analysis.
5. The ability to be able to list the objective and role of given institutions which supports the entrepreneurs

Course Contents:

Unit 1: Understanding the fundamentals of entrepreneurship and its role in society

What is entrepreneurship? (Simple definition and importance) Who is an entrepreneur? Key qualities and examples: Types of entrepreneurs: Business, social, creative, tech-based, Entrepreneurship vs. employment – pros and cons, entrepreneurship role in job creation and economic growth, Real-life stories of successful entrepreneurs (local/national), Family businesses and start-ups – what's the difference?

Unit 2: Business Ideas generation

Idea generation process, How to get a business idea – everyday problems as opportunities, Idea feasibility: demand, feasibility/ practicality, cost, Idea validation , Introduction to Design Thinking (empathy, define, ideate, prototype), Basics of customer need and feedback, competition analysis and identification, Introduction to a business model (value, customer, price)

Unit 3: Business development

Startup requirements (Team, Finance, location, permissions), Basics of startup: budget, cost, and profit, basic marketing: how to reach customers using social media, understanding startup ecosystem? (Incubators, mentors, funding sources), Introduction to Government support schemes (e.g., Start-up India, MSME, MUDRA loans), Intellectual Property introduction: name, logo, ideas

Unit 4: Influences on Entrepreneurship Development

Entrepreneurial Traits, External Influences on Entrepreneurship Development: Socio-Cultural, Political, Economical, Personal. Entrepreneurial culture with special reference to Intrapreneurship / Corporate Entrepreneurship. Entrepreneurial Success and Failure: Reasons and Remedies.

Suggested reading

1. *Startup India Leaning Program* by Start Up India available at www.startupindia.gov.in
2. *Entrepreneurship*, Rajeev Roy, Oxford University Press
3. *Entrepreneurship: Successfully Launching New Ventures* by R. Duane Ireland Bruce R. Barringer, Pearson Publishing
4. *Family Business Management* by Rajiv Agarwal, Sage Publishing
5. Anish Tiwari , “Mapping the Startup Ecosystem in India”, *Economic & Political Weekly*
6. Charantimath, P. M., *Entrepreneurship Development and Small Business Enterprises*, Pearson, New Delhi.
7. Gupta, C.B., & Srinivasan, N.P., *Entrepreneurial Development in India*, Sultan Chand, New Delhi.
8. Jain, R., *Planning a Small Scale Industry-A Guide to Entrepreneurs*, S.S. Book, Delhi.
9. Desai, V., *Dynamics of Entrepreneurial Development and Management*, Himalaya Publishing House, Mumbai.

VAC401 Yoga and Physical fitness/Sports/NCC/NSS/Disaster Management (2 Credits)

Note: All the theoretical contents shall be delivered through the practical workshop mode only. No class room teaching is encouraged in this course.

Yoga and Physical Fitness

Yoga course is designed to provide students with a comprehensive understanding of physical fitness, wellness, and nutrition. This course explores the meaning and importance of yoga in the modern era, the role of sports in maintaining physical fitness, and the various components of physical wellness. Students will also learn about the significance of nutrition and weight management, equipping them with the knowledge to promote a healthy and balanced lifestyle. Through this course, students will gain insights into the holistic approach to health and well-being.

Course Objective(s):

1. *Understand yoga's significance and its practical applications for holistic well-being.*
2. *Explore subtle energy systems and their role in enhancing health through yogic practices.*

3. *Examine various paths of yoga to foster self-realization and spiritual growth.*
4. *Master the Eight Limbs of Yoga for physical, mental, and spiritual harmony.*
5. *Apply yogic principles to manage psycho-somatic ailments and promote resilience.*

Course Outcome(s):

- i. *Gain a comprehensive understanding of yoga and its modern applications for holistic well-being.*
- ii. *Demonstrate proficiency in yogic anatomy and physiology, enhancing yoga practice and promoting physical and energetic balance.*
- iii. *Master the Eight Limbs of Yoga and comprehend their psychological impact, fostering personal growth and self-realization.*
- iv. *Integrate yoga principles into sports and physical fitness activities to enhance performance and prevent injuries.*
- v. *Develop skills in wellness management and nutrition*

Course Content:

Unit-I

- Yoga: Meaning and definition
- Importance of yoga in 21st century
- Introduction to Yogic Anatomy and Physiology
- Yoga & sports, Yoga for healthy lifestyle
- Types of Yoga: - Hatha yoga, laya yoga, mantra yoga,
- bhakti yoga, karma yoga, jnana yoga, raj yoga
- Study of Chakras, Koshas, Pranas, Nadis, Gunas, Vayus and its application in Yogic practices.
- Ashtang Yoga: - Yama, niyama, asana, pranayama, Pratyahar, dharna, dhyana, Samadhi : Benefits, Utilities & their psychological impact on body and mind. According to yoga concept of normality in modern psychology, concept of personality & its development, yogic management of psycho-somatic ailments: frustration, anxiety, depression

Unit- 2

- Sports for Physical Fitness: Meaning and definition
- Physical Activity – Concept, Benefits of Participation in Physical Activities
- Components and Significance of Physical Fitness -Health, Skill and Cosmetic Fitness
- Types of Physical Activities – Walking, Jogging, Running, Calisthenics, Rope Skipping, Cycling, Swimming, Circuit Training, Weight training, Adventure Sports
- Principles of Physical Fitness, Warming Up, Conditioning, Cooling Down, Methods to Develop and Measure Health and Skill related components of Physical Fitness
- Measurement of Health Related Physical Fitness (HRPF)

Unit -3

- Physical Wellness: Concept, Components
- Types of wellness: psychological, social, emotional, and spiritual.
- Significance with reference to Positive Lifestyle 2.2
- Concepts of Quality of Life and Body Image
- Factors affecting Wellness
- Wellness Programmes

Unit-4: Nutrition and Weight Management

Concept of Nutrients, Nutrition, Balanced Diet, Dietary Aids and Gimmicks

- Energy and Activity- Calorie Intake, Energy Balance Equation
- Obesity - Concept, Causes, Obesity Related Health Problems
- Weight Management through Behavioural Modifications

Text Books / References (Latest Edition):

- Anand O P. *Yog Dawra Kaya Kalp*. Sewasth Sahitya Perakashan. Kanpur.
- Brown, J.E. *Nutrition Now* Thomson-Wadsworth.
- Corbin et.al. *Fitness & Wellness-Concepts*. McGraw Hill. Publishers. New York. U.S.A
- Corbin, C. B., G. J. Welk, W. R Corbin, K. A. Welk, *Concepts of Physical Fitness: Active Lifestyle for Wellness*. McGraw Hill, New York, USA.
- Hoeger, W W K and S.A. Hoeger. *Principles and Labs for Fitness and Wellness*, Thomson Wadsworth, California, USA.
- Hoeger, W.W. & S. Hoeger *Fitness and Wellness*. 7th Ed. Thomson Wadsworth, Boston, USA.
- Kamlesh, M. L. & Singh, M. K., *Physical Education* (Naveen Publications).
- Kansal, D.K. *Text book of Applied Measurement, Evaluation & Sports Selection*. Sports & Spiritual Science Publications, New Delhi.
- Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema,, *Fitness, Aerobics and Gym Operations*, Khel Sahitya, New Delhi
- Lumpkin, A. *Introduction to Physical Education, Exercise Science and Sports Studies*, McGraw Hill, New York, U.S.A.
- Sarin N., *Yoga Dawara Rogon Ka Upchhar*. Khel Sahitya Kendra
- Savard, M. and C. Svec *The Body Shape Solution to Weight Loss and Wellness: The Apples & Pears Approach to Losing Weight, Living Longer, and Feeling Healthier*. Atria Books, Sydney, Australia.
- Siedentop, D. *Introduction to Physical Education, Fitness and Sport*, McGraw Hill Companies Inc., New York, USA.
- Sri Swami Ramas. *Breathing*. Sadhana Mandir Trust. Rishikesh.
- Swami Ram Yoga & Married Life Sadhana Mandir Trust. Rishikesh

SPORTS

Sports course offers undergraduate students a comprehensive introduction to the field, covering key principles, organizational structures, and ethical considerations. It also includes marketing, sponsorship, financial management techniques, and the use of analytics and technology in sports to enhance strategic decision-making and fan engagement.

Course Objective(s):

- Understand the fundamental principles and concepts of sports management, including its scope, organizational structure, and ethical considerations.*
- Analyse the role of marketing and sponsorship in the sports industry, with a focus on branding, target audience segmentation, and event management.*
- Develop proficiency in financial management techniques specific to the sports industry, including revenue generation, cost management, and investment strategies.*

- iv. Apply theoretical knowledge to practical scenarios through case studies and projects, fostering critical thinking and problem-solving skills in sports management contexts.*
- v. Explore the application of analytics and technology in sports, including performance evaluation, strategic decision-making, and fan engagement.*

Course Outcome(s):

- i. Demonstrate a comprehensive understanding of sports management principles, including organizational structures, legal issues, and ethical considerations.*
- ii. Evaluate marketing strategies and sponsorship opportunities in the sports industry, devising effective branding and promotional campaigns.*
- iii. Apply financial management techniques to analyze revenue streams, control costs, and make informed investment decisions in sports organizations.*
- iv. Utilize sports analytics tools and technology to enhance performance evaluation, strategic planning, and fan engagement initiatives.*
- v. Synthesize course concepts through practical applications, demonstrating the ability to address real-world challenges in sports management scenarios.*

Course Content (Any Two out of 4 Units):

Unit -1: Introduction to Physical Education in The Contemporary Context (Any Two)

Learn and demonstrate the technique of Suryanamaskar

Develop Physical Fitness through Calisthenics / Aerobics / Circuit-Training / Weight-Training and demonstrate the chosen activity

Select any one game available in the college and learn different techniques involved in its play

Unit -2: Core Physical Education-: Fitness, Wellness and Nutrition (Any Two)

Measurement of Fitness Components – Leg-raise for Minimal Strength (Muscular Strength); Situps Muscular Endurance); Harvard Step Test, Run and Walk Test (Cardiovascular Endurance); Sit and Reach Test (Flexibility) Measuring height, weight, waist circumference and hip circumference

Calculation of BMI (Body Mass Index) and Waist-Hip Ratio

Engage in at least one wellness programme and write a report on it.

Unit-3:Core Physical Education-: Posture, Athletic Care and First Aid (Any Two)

Demonstrate Stretching and Strengthening Exercises for Kyphosis, Scoliosis, Lordosis,

Knock Knees, Bow Legs, Flat Foot, Back Pain and Neck Pain

Illustration and Demonstration of Active and Passive Exercises

Asanas with Therapeutic Value (Any five asanas): Karnapeedasana, Padmasana,

Dhanurasana, Sarvangasana, Paschimottanasana, Chakrasana, Halasana, Matsyasana,

Ardhmatsyendrasana, Usthrasana, Mayurasana, Shirshasana, Vajrasana,

Practice P.R.I.C.E. in First Aid.

Unit-4:Sports Administration & Management (Any Two)

- Demonstration of Supervision activities in Sports Management.
- Demonstration of skills of Management.
- Demonstration of fixtures of various kinds in sports competitions.
- Demonstration of technical and non-technical purchase procedure.

Text Books: (latest Edition)

1. *Teaching Children Physical Education: Becoming a Master Teacher.* Graham, G., Human

Kinetics, Champaign, Illinois, USA.

2. *Concepts of Physical Fitness: Active Lifestyle for Wellness*, Corbin, C. B., G. J. Welk, W. R. Corbin, K. A. Welk, McGraw Hill, New York, USA.

3. *Teaching Today Health*, Anspaugh, D.J., G. Ezell and K.N. Goodman, Mosby Publishers.

4. *Drug Education Handbook on Drug Abuse in Sports*, Beotra, Alka, Applied Nutrition Sciences, Mumbai

5. *Sports Facility Management*, Ammon, R., Southall, R.M. and Blair, D.A., West Virginia, USA: Fitness Information Technology Publishers

Course Title: Sports II

Course Contents (Any Two out of 4 Units)

Unit 1: Sports for all (Any Two)

To participate in any intramural Tournaments (one team game and one Individual Game) of choice. To participate/ attend at least 15 hours in Fitness training at Field or at Gymnasium. Participate in at least one track and one field event on Annual Sports day. To participate in Inter College Tournaments.

Unit 2: Media and Careers in Physical Education (Any Two)

Organize an event / intramural / tournament in your college. Prepare a News Report of an observed Sports competition.

Create a presentation on any topic from Physical Education using an audio-visual aid.

Demonstrate Warming-up / Conditioning / Cooling-down exercises.

Unit -3: Management of Aerobics & Group Training (Any Two)

Measurement of Fitness Components – Leg-raise for Minimal Strength (Muscular Strength); Situps (Muscular Endurance); Harvard Step Test or Run and Walk Test (Cardiovascular Endurance);

Sit and Reach Test (Flexibility)

Measurement of Pulse Rate / Heart Rate at Radial Artery and Carotid Artery, Calculation of Target

Heart Rate Developing a 5-10-minute routine of aerobics with appropriate music for each component of health related physical fitness

Unit -4: Sports Industry & Marketing (Any Two)

Identify an issue or a trend in the sports industry: Players in professional or college sports or Ownership Marketing Plan: Environmental Factors and Product Plan Draft, Paper bibliography/ works cited, Sponsorship proposal, Developing a budget plan for an event Athlete branding

Text Books: (latest Edition)

1. *7 Habits of Highly Effective People*, Covey, S., Covey Publications, USA

2. *Motor Learning and Control: Concepts and Applications*, Magill, R.A., McGraw Hill Publication.

3. *Principles and Practices of Sport Management*, Masteralexis, L.P., C. Barr and M. Humms, Jones and Bartlett Publisher

4. *Fitness through Aerobics*, Bishop, J.G., Benjamin Cummings USA.

5. *Physical Activity and Health: An Interactive Approach*, Brown K.M., Jones and Bartlett Publisher

6. *Sponsorship in marketing: Effective communications through sports, arts and events*, Cornwell. T.B, Routledge Publishers

7. *Sports Marketing: A Practical Approach*, DeGarris, L., Routledge Publishers, USA

Course Title: Physical Education, Health and Sports**Course Content (Any Two out of 4 Unit)****Unit 1:** Physical Education

Concept of physical education, its relation with technical education, health and recreation

Scope and importance of physical education

Unit -2: Health

Concept and factors affecting health

Physical Fitness-Concepts and factors affecting physical fitness, sources of fitness Types of physical fitness, Elements of fitness-speed strength, power, endurance, flexibility, agility; Warming up and cooling down

Unit-3: Posture

Concept and values of good posture Causes of poor posture;Postural deformities, their causes and remedies

Unit-4: Sports (Practical)

Every student shall opt minimum of three athletics events.

Each student shall opt minimum one game major/minor i.e. athletics, badminton, basketball, cricket, football, table tennis, volleyball, kabaddi, Lawn Tennis, Chess;Participation in mini marathon, annual athletics meet, physical fitness and cardio respiratory efficiency test

Text Books: (latest Edition)

1. *'Fitness through Aerobics, Bishop, J.G., Benjamin Cummings USA.*
2. *Physical Activity and Health: An Interactive Approach, Brown K.M., Jones and Bartlett Publisher*
3. *Sponsorship in marketing: Effective communications through sports, arts and events, Cornwell. T.B, Routledge Publishers*
4. *Sports Marketing: A Practical Approach, DeGarris, L., Routledge Publishers, USA.*

National Cadet Corps (NCC)

This course develops essential skills in discipline, leadership, and tactical operations through structured curriculum and practical exercises. It emphasizes the role of drills in fostering discipline, leadership, and teamwork, and includes comprehensive weapon handling training with a focus on safety protocols. The course teaches map reading, understanding topographical features, and navigating diverse terrains. Practical units cover the history and objectives of the National Cadet Corps (NCC), various maneuvers, parade formations, saluting protocols, and field and battlecraft techniques. By the end, learners will master discipline, leadership, weapon handling, and tactical decisionmaking, effectively utilizing terrain features for strategic advantages.

Course Objective(s):

1. *Understand the foundational role of drill in fostering discipline and leadership within a group, enabling effective command towards achieving common goals.*
2. *Appreciate the importance of grace and dignity in executing foot drill movements, recognizing their significance in enhancing performance and teamwork.*
3. *Comprehend the criticality of weapon handling and detailed safety measures, emphasizing the importance of accident prevention through strict adherence to safety protocols.*

4. *Develop an awareness of diverse terrain types and their strategic significance in battle craft, enabling informed decision-making and effective utilization of terrain features for tactical advantage.*

Course Outcome(s):

1. *Mastery of Discipline and Leadership through Drill Learners would demonstrate the ability to effectively command a group, foster discipline, and work collaboratively towards achieving shared objectives.*

2. *Mastery of Grace and Dignity in Foot Drill Performance Learners would demonstrate an understanding of how these qualities enhance performance and foster teamwork within a group setting.*

3. *Proficient Weapon Handling and Safety Adherence Learners would showcase a thorough understanding of the criticality of safety measures, emphasizing accident prevention through strict adherence to safety protocols.*

4. *Enhanced Tactical Awareness and Strategic Decision-Making Learners would gain the ability to make informed decisions and effectively utilize terrain features to gain tactical advantage during operations.*

Course Content (Practical):

Unit 1:

Overview of NCC, its history, aims, objectives, and organizational structure, Incentives and duties associated with NCC cadetship; Maneuvers: Foot drill, Word of Command, Attention, and stand at ease, and Advanced maneuvers like turning and sizing; Parade formations: Parade line, open line, and closed line; Saluting protocols, parade conclusion, and dismissal procedures. Marching styles: style march, double time march, and slow march

Unit 2:

Weapon Training, Handling firearms, Introduction and characteristics of the .22 rifle; Handling Firearm techniques, emphasizing safety protocols and Best practices.

Unit 3:

Map Reading (MR): Topographical forms and technical terms, including relief, contours, and gradients, crucial for understanding terrain features; Cardinal points, magnetic variation and grid convergence

Unit 4:

Field Craft & Battle Craft (FC & BC): Fundamental principles and techniques essential for effective field and battle craft operations; Methods of judging distance, including estimation, pacing, and visual cues

References: (Latest Editions)

- *DGNCC Cadet's Hand Book - Common Subjects -All Wings*
- *Tiwari, R. NCC: Grooming Feeling of National Integration, Leadership and Discipline among Youth. Edwin Incorporation.*
- *Chhetri, R.S. Grooming Tomorrows Leaders, The National Cadet Corps.*
- *Directorate General National Cadet Corps . National Cadet Corps, Youth in Action.*
- *Vanshpal, Ravi, The NCC Days, Notion Press.*

National Service Scheme (NSS)

This course provides students with an in-depth understanding of the National Service Scheme (NSS), including its history, philosophy, aims, objectives, and organizational structure. It equips students with knowledge about various NSS programmes and activities, emphasizing their relevance and importance. The course also develops skills in community mobilization, teaching students effective techniques for engaging and mobilizing community stakeholders. Additionally, it cultivates an appreciation for volunteerism and shramdan (voluntary labor), highlighting their role in community development initiatives. By the end of the course, students will have a comprehensive understanding of NSS, enhanced leadership and team-building skills, and a strong sense of social awareness and patriotism.

Course Objective(s):

- 1. To provide students with an understanding of the history, philosophy, and basic concepts of the National Service Scheme (NSS).*
- 2. To familiarize students with the aims, objectives, and organizational structure of NSS.*
- 3. To equip students with knowledge about NSS programmes, activities, and their relevance.*
- 4. To develop an understanding of community mobilization techniques and their importance in NSS activities.*
- 5. To cultivate an appreciation for volunteerism, shramdan (voluntary labor), and their role in community development initiatives.*

Course Outcome(s):

- 1. Students will demonstrate an understanding of the history, philosophy, and objectives of the National Service Scheme (NSS), thereby fostering increased social awareness and patriotism among them.*
- 2. Students will be able to organize and conduct various NSS programmes and activities effectively and through it understand the importance of leadership and team building.*
- 3. Students will develop skills in community mobilization and partnership building.*
- 4. Students will appreciate the importance of volunteerism and shramdan in societal development and thus, be able to understand role of community participation.*

Course Content:

Unit 1: Introduction and Basic Concepts of NSS

National Service Scheme (NSS) - history, philosophy, and fundamental concepts, aims and objectives, providing clarity on the organization's overarching goals. Symbols of NSS - Emblem, flag, motto, song, and badge; Organizational structure of NSS

Unit 2: NSS Programmes and Activities

Diverse programmes and activities conducted under the aegis of the National Service Scheme (NSS); Significance of commemorating important days recognized by the United Nations, Centre, State Government, and University; Examination of the methodology for adopting villages/slums and conducting surveys; Financial patterns of the NSS scheme

Unit 3: Community Mobilization

Dynamics of community mobilization within the framework of the National Service Scheme (NSS); Functioning of community stakeholders; The conceptual lens of community development

Unit 4: Volunteerism and Shramdan in the Indian Context:

Roles and Motivations within the NSS Framework Ethos of volunteerism and shramdan (voluntary labor) within the cultural context of India and the framework of the National Service Scheme (NSS); Motivations and constraints shaping volunteer engagement; Role of NSS volunteers in initiatives such as the Swatch Bharat Abhiyan and Digital India

References:

1. Ministry of Youth Affairs and Sports, Government of India. (2022). *National Service Scheme (NSS) Manual*.
2. Agarwalla, S. (2021). *NSS and Youth Development*. Mahaveer Publications
3. Bhattacharya, P. (2024). *Stories Of NSS (English Version)*. Sahityasree.
4. Borah, R. and Borkakoty, B. (2022). *NSS in Socioeconomic Development*. Unika Prakashan.
5. Wondimu, H., & Admas, G. (2024). The motivation and engagement of student volunteers in volunteerism at the University of Gondar. *Discover Global Society*, 2(1), 1-16.
6. Saha, A. K. (2002). Extension Education–The Third Dimension Needs and Aspirations of Indian Youth. *Journal of Social Sciences*, 6(3), 209-214.
7. Mills, S. (2013). “An instruction in good citizenship”: scouting and the historical geographies of citizenship education. *Transactions of the Institute of British Geographers*, 38(1), 120–134. <http://www.jstor.org/stable/24582445>
8. Mishra, S. K., Sachdev, S., Marwaha, N., & Avasthi, A. (2016). Study of knowledge and attitude among college-going students toward voluntary blood donation from north India. *Journal of blood medicine*, 19-26.
9. Mukherji, B. (2007). *Community Development in India*. Orient Longmans.
10. *History Background of NSS and its Philosophy, Aims and Objectives*
11. <https://www.osmania.ac.in/NSS%20URL/9.%20%20Historical%20Background%20of%20NSS%20and%20its%20Philosophy,%20Aim.pdf>
12. *In Defence of Nationalism* <https://www.mkgandhi.org/indiadreams/chap03.htm>
13. *Unlocking Youth Potential for Nation Building: Strengthening NYKS and NSS*
14. <https://www.undp.org/india/projects/strengthening-nyks-and-nss>

NSS Evaluation Criteria's

Criteria's	Marks
Presence in meetings, events, field work	10
Taking responsibility, leading teams, motivating peers	10
Contribution to the planning and execution of NSS events	10
Ability to work with peers, NGOs, faculty, and communities	10
Creative approaches in campaigns, problem-solving	10
Visible changes in the community or group	5
Self-reflection on social issues, personal growth	5
Report Evaluation (to be submitted by the students to the concern department)	
Quality of reports, photos, data, diaries	40

Course Outcomes:

Understanding NSS function: Understand the objectives, principles, and organizational structure of NSS and its role in national development.

Develop Civic and Social Responsibility: Demonstrate awareness of social issues and contribute actively to community welfare and national service.

Enhance Leadership and Teamwork Skills: Exhibit leadership qualities, work effectively in teams, and coordinate community-based activities and events.

Apply Practical Skills in Community Engagement: Apply knowledge and skills to organize awareness campaigns, cleanliness drives, literacy programs, health camps, and other community development project

DISASTER MANAGEMENT

In our rapidly evolving 21st-century world, challenges emerge in diverse forms, transcending borders and intertwining economic, societal, and environmental realms. These challenges profoundly affect vulnerable communities, magnifying their susceptibility to climate-related shocks and disasters. As we navigate through these complexities, it becomes increasingly evident that aligning strategies with global Sustainable Development Goals (SDGs) across various geographical scales is paramount. This alignment incorporates perspectives of environmental sustainability, climate adaptation, and disaster resilience. In light of these considerations, this course aims to equip students with the knowledge and skills necessary to address and mitigate the impacts of disasters in a holistic manner.

Course Objective(s):

- *to provide understanding of the concepts related to disaster*
- *to highlight the importance and role of disaster management*
- *to enhance awareness of institutional processes and management strategies to mitigate the impacts of disasters*

Course Outcomes:

Upon successful completion of this course, students will be able to:

- Articulate the critical role of disaster management in reducing risks and enhancing resilience*
- Identify and describe key institutional frameworks and processes in disaster management.*
- Conduct risk assessments and develop disaster management plans for specific scenarios*

Course Content:

Unit 1: Concepts and Terminologies

Understanding key concepts of Hazards, disasters; Disaster types and causes (Geophysical, Hydrological, Meteorological, Biological and Atmospheric; Human-made); Global trends in disasters - Impacts (Physical, Social, Economic, Political, Environmental and Psychosocial); Defining Vulnerability (Physical Vulnerability; Economic Vulnerability; Social Vulnerability)

Unit 2: Key concepts of Disaster Management Cycle

Components of disaster management cycle (Phases: Response and recovery, Risk assessment, Mitigation and prevention, Preparedness planning, Prediction and warning); Disaster risk reduction (DRR), Community based disaster risk reduction

Unit 3: Initiatives at national and international level

Disaster Risk Management in India and at international level: Related policies, plans, programmes and legislation; International strategy for disaster reduction and other initiatives

Unit 4: Emergency Management

Explosion and accidents (Industrial, Nuclear, Transport and Mining) - Spill (Oil and Hazardous material); Threats (Bomb and terrorist attacks) - Stampede and conflicts Training and Demonstration Workshops (at least two workshops) be organized in association with the NIDM, NDRF, NCDC, Param Military, Fire Brigade, CISF, local administration etc.

Readings (Latest Editions):

1. Sharma, S.C. , *Disaster Management*, Khanna Book Publishing.
2. Clements, B. W.,: *Disasters and Public Health: Planning and Response*, Elsevier Inc.
3. Dunkan, K., and Brebbia, C. A., (Eds.) : *Disaster Management and Human Health Risk: Reducing Risk, Improving Outcomes*, WIT Press, UK.
4. Singh, R. B. (ed.), *Natural Hazards and Disaster Management: Vulnerability and Mitigation*, Rawat Publications, New Delhi.
5. Ramkumar, Mu, *Geological Hazards: Causes, Consequences and Methods of Containment*, New India Publishing Agency, New Delhi.
6. Modh, S. *Managing Natural Disaster: Hydrological, Marine and Geological Disasters*, Macmillan, Delhi.
7. Carter, N. *Disaster Management: A Disaster Management Handbook*. Asian Development Bank, Manila.
8. Govt. of India *Vulnerability Atlas of India*. BMTPC, New Delhi.
9. Govt. of India *Disaster Management in India*. Ministry of Home Affairs, New Delhi.
10. Matthews , J.A., *Natural Hazards and Environmental Change*, Bill McGuire, Ian Mason.

E-Resources

<http://www.ndma.gov.in/en/>

<http://nidm.gov.in/>

<https://www.unisdr.org/>

<http://www.emdat.be>

<https://www.weather.gov/safety/>

<https://www.preventionweb.net/risk/vulnerability>

SEMESTER V

BBA501

Management Information System

(4 credits)

Course Objective:

The course aims to provide students with comprehensive knowledge and practical skills in managing information systems (MIS), database management, information system applications, and project management using modern tools and methodologies. Students will learn to analyze, design, and implement effective MIS solutions in various business contexts.

Course Outcomes:

1. Understand the basic concepts, types, dimensions, and components of MIS, and evaluate the benefits and evolution of IT infrastructure in the digital firm era.
2. Apply database management principles by setting up and managing DBMS packages, creating Entity-Relationship diagrams, and understanding data models, data warehouses, and administration techniques.

3. *Analyze various MIS applications, including DSS, GDSS, and knowledge management systems, and develop e-commerce solutions by leveraging enterprise models, business process reengineering, and digital communication strategies.*
4. *Evaluate project management objectives and methodologies, including agile practices such as SCRUM, and manage projects effectively to control risk factors and understand ethical, social, and political issues in the information era.*

Course Content:

Unit 1: Fundamentals concepts of MIS

Basics concepts of MIS/ Types of MIS, Dimension and components of IS, Benefits of MIS, IT infrastructure, and IT infrastructure evolution, Components of IT infrastructure, New approaches for system building in the digital firm era

Unit 2: Data base management system:

Objectives of data base approach- Characters of database Management systems, Data processing system- Components of DBMS packages - Data base administration- Entity – Relationship (conceptual)

Unit 3 : Information system applications:

MIS applications, DSS – GDSS - DSS applications in E enterprise – Knowledge Management System and Knowledge Based Expert System - Enterprise Model System and E-Business, E-Commerce, E-communication, Business Process Reengineering.

Unit 4: Managing Projects

Objectives of project management, Fundamentals of project management information systems with Agile methodologies -Introduction of SCRUM, Roles and meetings, User stories, Project risk, Controlling risk factors, Ethical, social, and political issues in the information era.

Practical Work List (Suggestive)

- Analyze a real-world Management Information System (MIS) implementation case, identifying the types of MIS used, benefits realized, and challenges faced. Present findings using written and visual formats.
- Set up and manage a Database Management System (DBMS), perform basic operations, and create an Entity-Relationship diagram for a business scenario to demonstrate database conceptual design.
- Design and build an e-commerce website, incorporating features of digital markets, digital goods, and e-commerce business models.
- Manage a mock project using agile methodologies, including roles, meetings, user stories, and risk management.

Text Book –(Latest Edition):

1. Laudon, K. C., & Laudon, J. P.. *Management information systems: managing the digital firm. Fifteenth Edition. Pearson.*
2. Coronel, C., & Morris, S.. *Database systems: design, implementation, & management. Cengage Learning.*
3. Olson, D. . *Information systems project management (First;1; ed.). US: Business Expert Press.*
4. Schiel, J. *The ScrumMaster Study Guide. Auerbach Publications.*
5. *The Scrum Master Guidebook: A Reference for Obtaining Mastery, Chandan Lal Patary*
6. *Scrum: The Art of Doing Twice the Work in Half the Time, Jeff Sutherland, J.J. Sutherland*

7. Stair, R., & Reynolds, G. *Fundamentals of information systems*. Cengage Learning.

Case Studies

1. *Developing MIS for National Innovation Foundation: Choosing Process, Product and Vendor*, Sanjay Verma; Priyanka Sharma,

<https://hbsp.harvard.edu/product/A00137-PDF-ENG?Ntt=MIS>

2. *Enterprise-Wide Business-IT Engagement In An Empowered Business Environment: The Case Of FedEx Express EMEA*, Stijn Viaene; Steven De Hertogh, <https://hbsp.harvard.edu/product/JIT025-PDF-ENG?Ntt=MIS>

3. *From Products to Product-Service Systems: IT-Driven Transformation of a Medical Equipment Manufacturer*, Jens Fahling; Felix Kobler; Jan Marco Leimeister; Helmut Krcmar, <https://hbsp.harvard.edu/product/JIT062-PDFENG?Ntt=MIS>

BBA502 International Business Management (4 credits)

Course Objectives:

The course aims to help students to understand the evolution and significance of international trade in contemporary business environment and examine various economic integration by analysing the emerging trends in International Business

Course Outcomes:

1. *Ability to apply international trade theories and evaluate global trade barriers to assess international business strategies.*
2. *Analyze FDI trends, types, and impacts to make informed investment and policy decisions.*
3. *Capability to assess economic integration, trade regulations, and emerging market dynamics for global business planning.*
4. *Ability to navigate ethical considerations, ESG investing, and digital transformation in international business.*

Course Contents:

Unit 1: Introduction to International Business

Introduction to International Business Stages of Internationalization – EPRG Framework- International Trade Theories: Theories of International Trade Mercantilists, Absolute Cost and Comparative Advantage, Factor Proportions, Neo-factor Proportions Theories, Country Similarity Theory, Intra-industry Trade, Tariff and Non-Tariff Barriers in Global Businesses.

Unit 2: Introduction of Foreign Direct Investment

Introduction Foreign Direct Investment in the World Economy, Trends in FDI, Theories of Foreign Direct Investment, Greenfield and Brownfield FDI, Benefits and Costs of FDI, International Institutions and the Liberalization of FDI, CAGE Model.

Unit 3: Economic Integration

Economic indicators and their impact on international business decisions, Regional Economic Integration and Trade Blocs, Basic Principles of Multilateral Trade Negotiations, Instruments of Trade Regulation, FDA, custom union, common market economic union, Emerging Markets and Developing Economies.

Unit 4: Emerging Trends in International Business

International Entrepreneurship and Born Global Firms, Ethical Considerations – CSR Frameworks and Approaches and ethical considerations, ESG investing and reporting standards, corporate responses to climate change and social justice issues. Implications of Brexit on international business laws, the rise of digital platforms, and ecommerce. Re-shoring and Nearshoring Trend, Impact of pandemic on International Business.

Suggested readings:

1. *International Business: Competing in the Global Marketplace* by Charles W. L. Hill.
2. *International Business: Concept, Environment and Strategy, 3e* by Vyuptakesh Sharan Pearson Education
3. *International Business: The Challenges of Globalization* by John J. Wild and Kenneth L. Wild.
4. Rakesh, M. J. *International Business, New Delhi, Oxford University Press.*
5. Aswathappa, A. . *International Business, 2e. Tata McGraw-Hill Education.*

BBA503/A

Advertising

(4 credits)

Course Objectives:

1. *Learn the nature, evolution, and critical aspects of advertising, including its social, economic, and legal impact.*
2. *Analyze advertising's function within the marketing mix, understand the Indian advertising industry, and develop effective copywriting skills.*
3. *Gain knowledge of advertising budgets, their objectives, preparation methods, and strategies for selecting and managing advertising agencies.*
4. *Understand different media types, their functions, advantages, disadvantages, and criteria for selecting the most effective advertising channels.*

Course Outcome:

1. *Develop knowledge of advertising concepts, functions, roles, and its social, economic, and legal implications.*
2. *Learn about advertising's role in the marketing mix, the Indian advertising industry, and the principles of effective copywriting.*
3. *Gain expertise in budget preparation, objectives, and selecting advertising agencies for optimal campaign execution.*
4. *Analyze various media types, their merits and limitations, and strategies for selecting the right advertising channels.*

Course Contents:

Unit I: Definition, Nature and evolution of advertising, function and role, criticism, social, economic and legal aspects of advertising.

Unit II: Place of advertising in Marketing Mix, Indian advertising industry, copy writing: different elements of a copy and layout.

Unit III: Advertising Budget: Objectives, preparation and methods of advertising budget; advertising agency: function, selection and compensation.

Unit IV: Advertising media: different types of media, function, merits and demerit of media, selection of media and its vehicles.

Suggested Readings:

1. *Aaker, D., Advertising Management, 4th ed. Prentice Hall of India, New Delhi.*
2. *Jethwaney & Jain, Advertising Management, Oxford University Press, New Delhi*
3. *Rajeev, B., Advertising Management, Pearson Edition, New Delhi*
4. *Wells, W., Advertising-Principles & Practice, Pearson Edition, New Delhi*
5. *Chunawalia, S.A., Foundation of Advertising-Theory & Practice, Himalaya Publishing House, Mumbai.*
6. *Sengupta, S., Brand positioning, Strategies for Competitive Advantages, Tata McGraw Hill New Delhi*

BBA503/B Cost and Management Accounting (4 credits)

Course Objectives:

1. *Equip students with foundational knowledge of cost classification, cost units, and cost centers to facilitate effective financial decision-making.*
2. *Analyse the complexities associated with management of cost of product and services in the Organization and the concepts of accounting.*
3. *Develop proficiency in various costing techniques such as job costing, process costing, and marginal costing to analyze business expenses and profitability.*
4. *Train students to use cost and management accounting tools for pricing strategies, cost reduction, and financial forecasting to enhance business performance.*

Course Outcomes:

1. *Equipped to use cost and management accounting tools for pricing strategies, cost reduction, and financial forecasting to enhance business performance.*
2. *Ability to explain the relationship between cost accounting-financial accounting and managerial accounting. explains the concept of management*
3. *Ability to apply various costing methods such as job costing, process costing, and marginal costing to analyze business expenses and profitability.*
4. *Students will gain insights into cost structures, financial statements, and cost behavior analysis to support managerial decision-making.*

Unit-I: Cost Accounting:

Meaning and Importance: The role of cost accounting in business operations, financial control, and decision-making; Methods of Cost Accounting: Various costing methods such as job costing, process costing, batch costing, contract costing, and operating costing.; Techniques of Cost Accounting: Standard costing, historical costing, marginal costing, and activity-based costing; Classification of Costs: Fixed costs, variable costs, direct costs, indirect costs, controllable costs, and sunk costs; Preparation of Cost Sheet: Detailed cost sheet preparation, cost estimation, and computation of total cost and unit cost.

Unit-II: Cost-Volume-Profit (CVP) Analysis:

Break-even Point Analysis: Understanding and calculating break-even sales and the implications for business strategy; Profit Volume Ratio: Calculation and interpretation of profitability using PV ratio; Margin of Safety: Importance of margin of safety in ensuring financial stability.

Unit-III: Budgetary Control: Meaning and Need for Budgetary Control: The significance of budgeting in effective financial management; Types of Budgets: Fixed Budget, Flexible Budget, Cash Budget, Operating Budget, Capital Budget; Preparation of Budgets: Practical applications including formulation of Flexible Budgets and Cash Budgets.

Unit-IV: Management Accounting: Concept, Need, and Importance; Scope of Management Accounting: Its interrelation with financial accounting and cost accounting; Analysis and Interpretation of Financial Statements: Techniques of Financial Analysis: Ratio Analysis: Liquidity, profitability, efficiency, and leverage ratios, Fund Flow Analysis: Understanding movement of funds within an organization, Cash Flow Analysis: Assessing cash inflows and outflows for financial stability.

Suggested Readings

1. Rao, M.E.T., *Cost and Management Accounting*, New Age Publishers, Kolkata
2. Singhal, A.K. and Ghosh, R., *Accounting for Managers*, JBC Publishers and Distributors, New Delhi
3. Pandey, I.M., *Management Accounting*, Vikas Publishing House, New Delhi
4. Horngren, C.T., Sundem, G.L., and Stratton, W.O., *Introduction to Management Accounting*, Pearson Education, New Delhi
5. Hansen, D.R., & Mowen, M.M., *Cost Management*, Thomson Learning, Boston
6. Mittal, S.N., *Management Accounting and Financial Management*, Shree Mahavir Book Depot, New Delhi
7. Jain, S.P. and Narang, K.L., *Advanced Cost Accounting*, Kalyani Publishers, Ludhiana.

BBA503/C Strategic Workforce Management (4 credits)

Course Objectives

1. To understand the evolution and role of Strategic Human Resource Management (SHRM) in businesses.
2. To explore various HR strategies and their impact on workforce management and organizational success.
3. To analyze how SHRM influences business performance, employee relations, and organizational culture.
4. To evaluate the effectiveness of SHRM in managing modern workforce challenges, technological advancements, and global HR trends.

Course Outcomes:

1. Understand SHRM Concepts – Students will learn about SHRM, its role in corporate strategy, and how it supports business success.
2. Develop HR Strategies – Learners will explore how HR functions like planning, acquisition, training, and compensation contribute to workforce management.
3. Apply SHRM in Organizations – Students will analyze practical aspects of SHRM, including employee relations, engagement, restructuring, and strategic workforce planning.

4. *Evaluate HR Effectiveness* – Learners will assess HR metrics, workforce diversity, outsourcing, and global HR trends to develop future-oriented HR strategies.

Course Contents:

Unit I: Introduction

Evolution of Strategic Human Resource Management (SHRM); HR, SHRM & Corporate Strategy; Challenges in SHRM; Resource-based view of a firm; HR architecture; HR competencies.

Unit II: HR Strategies

Importance of HR in strategy formulation; Strategic approach to HR functions (planning, acquisition, training, development, reward and compensation); Managing workforce diversity.

Unit III: SHRM in Practice

Identifying strategic positions; Managing employee relations - Unions and strategic collective bargaining; Strategic change and SHRM; Employee engagement and wellbeing; Matching culture with strategy; Behavioral issues in strategy implementation.

SHRM and Business Performance: SHRM for competitive advantage; High-performance work systems and SHRM; HRM and firm performance.

Unit IV: Evaluating SHRM Effectiveness & Trends

HR metrics; HC bridge Framework model. Trends and Issues in SHRM: HR implications of mergers and acquisitions; Outsourcing and its HR implications; Human resource strategy in an international context; Technology and HRM; Corporate Ethics, Values, and SHRM; Future of SHRM.

Reference Books:

1. Agarwala, T., *Strategic Human Resource Management*. OUP (Unit II)
2. Baron, James N. & David, M. Kreps (1999). *Strategic Human Resources – Frameworks For General Managers*. Wiley (Chapter 19 for Unit V)
3. Greer, C.R., *Strategic Human Resource Management: A general managerial approach*, Pearson Education. (Unit 1 – Investment Perspective)
4. Kaufman, Bruce E. (2015). *Evolution of Strategic HRM as seen through two founding books: a 30th anniversary perspective on development of the field*. *Human Resource Management, SHRM thirtieth anniversary review*. May–June, 54(3). 389–407
5. Mello, J. A. (2006) *Strategic Management of Human Resources*. South Western
6. Schuler, R. S. & Jackson, S. E. (2007), *Strategic Human Resource Management*, Wiley India.
7. Becker, B. & Gerhart, B. (1996), *The impact of human resource management on organizational performance: Progress and prospects*. *Academy of Management Journal*, 39, 779-812.
8. Becker, B. E. & Huselid, M. A. (2006), *Strategic human resources management: Where do we go from here?* *Journal of Management*, 32(6): 898–925.
9. Bhattacharya, M., Gibson, D. E. & Doty, D. H. (2005), *The effects of flexibility in employee skills, employee behaviors, and human resource practices on firm performance*. *Journal of Management*, 31, 622-640.
10. Delaney, J. T. & Huselid, M. A. (1996), *The impact of human resource management practices on perceptions of organizational performance*. *Academy of Management*

- Journal*, 39, 949-970. Gerard, H. Seijts and Gary, P. Latham (2005), *Learning versus Performance Goals: When Should Each Be Used?* *Academy of Management Executive*, 19(1) (Feb), 124-131
11. Huselid, M. A. (1995). *The impact of human resource management practices on turnover, productivity, and corporate financial performance.* *Academy of Management Journal*, 38, 635-673.

BBA503/D Small Business Management (4 credits)

Course Objective: *The main objective of the paper is to increase the understanding of the mechanics of management of new enterprises by entrepreneurs. It will help the students in creation of new enterprise, particularly the micro enterprises.*

Course Outcome:

After completing the course, the student should be able to appreciate diversity and multi-culturality and work effectively in multicultural teams integrate knowledge and expertise from different fields for decision making in companies and organization and for identifying,

Unit I: Entrepreneurship and its role in economic development; Problems of industrialisation in developing countries- cases on India; Industrial policies of India; Regulation and control of industries in India.

Unit II: Mechanics of setting new enterprises- size, location, optimum units and its determinants; Sizes of industrial units in India; Theory of industrial location factors- determining the industrial locations.

Unit III: Regional distribution of industrial activities in India; Recent trends in the localization of industrial activity in India- Regional planning of industrial activity in India; Feasibility studies of industries- Technical, Marketing, and Financial.

Unit IV: Managerial problems of Small Business Enterprise- production, purchasing, financing labour and marketing problems; Facilities provided by different Institutions and Agencies in India; Financing facilities for new enterprises, marketing and other facilities.

Suggested Readings

1. *Caticts A Dalley, Entrepreneurial Management Going All Out for Results*, McGraw Hill, New York
2. *Clelland D C and Winer , Motivating Economic Achievements*, New York.
3. *Drucker Peter, Innovation and Entrepreneurship*, East- West Press Pvt Ltd.
4. *Gupta C B and Shrinivasan, Entrepreneurial Developments in India*, New Delhi, S Chand & Co.
5. *Holt David H, Entrepreneurship- New Venture Creation*, Englewood Cliffs, New Jersey, PHI
6. *Hisrich R D and Peters M P, Entrepreneurship: Starting Developing and Managing a New Enterprise*, Chicago, Irwin Publication

BBA504/A Rural Marketing (4 credits)

Course Objective(s):

1. *Understand the concept, scope, and challenges of rural marketing in India, including the differences between rural and urban markets.*

2. *Analyze rural consumer behavior, develop effective marketing strategies, and apply the marketing mix to rural markets.*
3. *Design and implement rural marketing programs, including product development, pricing, communication, distribution, and branding, tailored to the unique needs and characteristics of rural markets.*

Course Outcome:

1. *Ability to describe the characteristics, size, scope, and challenges of rural markets in India, and differentiate between rural and urban marketing environments.*
2. *Analyze rural consumer behavior, develop effective marketing strategies, and apply the marketing mix to rural markets, including product development, pricing, and communication.*
3. *Design and implement rural marketing programs, including segmentation, positioning, branding, and distribution strategies, tailored to the unique needs and characteristics of rural markets.*

Course Content:

Unit 1: Introduction: Rural Marketing

Concept & Scope, Attractiveness & Challenges of Rural Markets, Rural vs. Urban Markets. Rural Marketing Environment Rural Market in India, Size and Scope, Environment and Emerging Profile of Rural Markets in India. Rural Vs Urban Marketing.

Unit 2: Rural Consumer Behaviour

Rural Consumers Dimensions - Buying Decision Process, Marketing Mix for Rural Marketing, Researching Rural Market-Research approach, Rural Marketing Information System. Rural marketing Regulation and Institutional Support.

Unit 3: Rural Marketing Strategies

Rural Marketing Mix, Rural Market Segmentation, Positioning Strategies for Rural Market. Strategies for New Product Planning & Development for Rural Markets, Product Mix. Pricing Strategies for Rural Markets-Pricing Policies, Innovation in Pricing of the Products.

Unit 4: Rural Distributions

Challenges in Rural Communication, Advertising and Sales Promotion for Rural Markets, Rural Media, Branding in Rural Markets, Issues in Rural Distribution Channels, Tapping the Rural Markets, Rural Retailing, Haats/Shandies, Vans & Mobile Stores, Innovation in Rural Distribution Systems.

Suggested Readings:

1. *Kashyap, P. & Raut, S. Rural Marketing, Biztantra*
2. *T.P. Gopal Swamy. Rural Marketing. Vikas Publishing House*
3. *Dogra, B. & Ghuman, K. Rural Marketing, TMH*
4. *Velayudhan, S. K. Rural Marketing. SAGE Publication*
5. *Mathur, U.C. Rural Marketing. Excel Books,*
6. *Krishnamacharyulu, C G. and Ramakrishnan, L. Rural Marketing. Pearson Education*
7. *Rahman, Habeeb Ur. Rural Marketing. HPH,*
8. *Singh, Sukhpal. Rural Marketing, Vikas Publishers*
9. *Kamat, Minouti & Krishnamoorthy, R. Rural Marketing, HPH, Agricultural*

Course Objectives:

1. To equip students with knowledge of working capital components, including cash, receivables, and inventory management.
2. To train students to implement effective credit policies and inventory management techniques to minimize financial risks.
3. To enable learners to evaluate short-term financing options, such as trade credit, bank loans, and commercial papers, for sustainable business operations.
4. Enable students to develop skills to maintain liquidity and operational efficiency by effectively managing cash inflows and outflows

Course Outcomes: After completion of this course

1. Students will understand the concept of working capital, components of working capital and different techniques of working capital management.
2. Students will be equipped to implement credit policies and inventory control techniques to minimize financial risks.
3. Students will gain the ability to evaluate short-term funding options, such as trade credit, bank loans, and commercial papers, for sustainable business operations.
4. Ability to estimate working capital needs of a business entity.

Unit I: Nature and Scope of Working capital .The need for working capital. Types of Working Capital; Determinants of Working Capital, Estimating working capital needs. Working capital trends in India.

Unit II: Management of Cash-Facets of Cash Management .Cash Planning – cash forecasting and Budgeting. Managing the Cash flows Determining Optimum Cash Balance. Management of Marketable Securities- Investment in Marketable Securities– Types of marketable Securities.

Unit III: Management of Inventory -Need to hold inventories; Objective of Inventory Management. Inventory Management techniques. Selective inventory Control. Financial Manager's role in inventory Management, Management of Receivables - Goals of Credit Management.

Unit IV: Aspects of Credit Policy-Credit terms, credit standards, Collection policy, Credit information, Collection procedures, Management of Trade Credit. Sources of Working Capital – Forms of Bank credit, Non- Banking Finance, RBI policy and their implications on Working Capital Finance, Case Study.

Suggested Readings

1. Bhalla, V.K., *Working Capital Management: Text and cases*, Anmol, New Delhi
2. Pandey, I.M., *Financial Management*, Vikas Publishing House, New Delhi
3. Pandey, I.M., *Elements of Financial Management*, Vikas Publishing House, New Delhi
4. Schall and Haley, *Introduction to Financial Management*, MCGrawHill, New Delhi
5. Jain, N., *Working Capital Management*, APH Publishing Corporation, New Delhi.

BBA504/C**Training and Development****(4 credits)**

Course Objectives: *The course is designed to help the student get familiar with the concept of training and development and the various tools and techniques available, which will help to design an effective training program.*

Course outcome:

1. *To understand the concepts of training and development as a tool of performance enhancement.*
2. *To familiarize with the process of training and development to ensure desired outcomes.*
3. *To understand various training and development tools and techniques.*
4. *To familiarize with evaluation design to assess training program effectiveness.*

Course Contents

Unit I: Introduction to Training and Development: Meaning, Importance of Training and Development, Difference between Training and Development Job analysis. Types of Training, methods of training.

Unit II: Learning Process and Training- Learning through Training, Adult Learning, Learning Theories and Learning Curve, Learning Styles. Instructional Technique.

Unit III: Training Design and Administration: Need Assessment –Importance and Process, Implementing Training Programs (Training methods), Technique and Aids, E-learning and Use of Technology in Training.

Unit IV: Evaluation of Training: Training Evaluation and Feedback Mechanism. Transfer of Learning Trainer as a Change Agent. Importance and Process of Coaching, Counselling and Mentoring. Career planning and development.

Suggested Readings:

1. Noe, R.A. (2008). *Employee Training & Development*. McGraw-Hill
2. Aswathappa, K. *Human Resource to Personnel Management*, Tata Mc GrawHill
3. Mamoria C.B and Mamoria S., *Personnel Management*, Himalaya Publishing Company

BBA504/D**Family Business Management****(4 credits)****Course Objective:**

To understand the importance of family-owned businesses for achieving competitive advantage in the market place.

Course Outcome :

The student will be able to :

1. *Demonstrate an understanding of family business dynamics by analyzing succession planning, governance structures, and strategies for long-term sustainability.*
2. *Develop the ability to address ownership challenges by evaluating shareholder responsibilities, managerial roles, and effective governance practices.*

3. *Enhance leadership capability by identifying key traits of next-generation leaders, managing interdependence in family businesses, and understanding CEO succession models.*
4. *Apply strategic planning principles to sustain and grow family enterprises through transgenerational entrepreneurship, competitive advantage, and business rejuvenation strategies.*

Course Content:

Unit I: Introduction to Family Business:

Family Business as a unique synthesis- Succession and Continuity: The three generation rule- Building Family business that last- The systems theory model of Family Business - Agency Theory of Family business - The stewardship perspective of family business - Competitive Challenges and Competitive advantages of family businesses- The role of Genograms and family messages to understand the family system. Family emotional intelligence - The ECI-U Model.

Unit II: Ownership Challenges and Family Governance:

Shareholder Priorities – Managers

vs Owners - Responsibilities of shareholders to the company - Effective Governance of the shareholder - firm relationship – Family Governance: Structure, Challenges to family governance, Managing the challenges of succession. Enterprise Sustainability: Twelve elements of strategic –fit and its implications on family firms.

Unit III: Successor Development: Characteristics of next-generation leaders - Next-generation attributes interests and abilities for responsible leadership- Next-generation personalities managing interdependence- CEO as an architect of succession and continuity - Types of CEO Spouse and the transfer of power.

Unit IV: Strategic Planning and Transgenerational Entrepreneurship: Life cycle stages influencing family business strategy - Turning core competencies into competitive advantage – The unique vision of family-controlled businesses - Strategic regeneration- The Business Rejuvenation matrix -Intrapreneurship.

Reference Books:

1. *Ernesto J.Poza, Mary S. Daughterty, Family Business, 4e, Cengage Learning, 2015.*
2. *Frank Hoy, Pramodita Sharma, Entrepreneurial Family Firms, Prentice Hall, 2010*
3. *Sudipt Dutta, Family Business in India, Sage Publications, 1997.*
4. *Laura Hougaz, Entrepreneurs in Family Business Dynasties: Stories of Italian-Australian Family Businesses over 100 years, Springer, 2015.*
5. *John L. Ward, Keeping the Family Business Healthy: How to Plan for Continuing Growth, Profitability and Family Leadership, Palgrave Macmillan, 2011.*
6. *M. Nordqvist, T. Zellweger, Transgenerational Entrepreneurship: Exploring Growth and Performance in Family Firms across Generations, Edward and Elgar Publishing Limited, 2010.*

AEC502

Design Thinking and Innovation

(2 credits)

(Audit Course)

Course Description:

This course is intended for students from any discipline who require an understanding of design thinking for brand, product, and service development. Students will learn a series of design

thinking concepts, methods and techniques that are used to bring about innovation in business and in the social sector.

Course Outcomes:

The student will be able to :

- 1. Apply core principles of design thinking to generate innovative solutions for brand, product, and service development.*
- 2. Demonstrate effective listening and empathy skills by using observation techniques and structured inquiry methods to understand user needs.*
- 3. Utilize ideation tools and frameworks such as brainstorming, innovation heuristics, and behavioral models to overcome cognitive barriers and enhance creativity.*
- 4. Create and interpret design maps including empathy maps, affinity diagrams, mind maps, and journey maps to develop complex innovation concepts.*

Course Content:

Unit 1:

Design Thinking Skills Principles of Design Thinking, The Basis for Design Thinking, The Design Thinking Team, Design Thinking Workshops and Meetings – Exercises and case based discussions

Listening and Empathizing Techniques – observation – structured open ended approach - , Design Thinking Frameworks, Ideation tools – brainstorming, innovation heuristics, behaviour models, overcoming cognitive fixedness – Exercises and case based discussions

Unit 2:

Use of Diagrams and Maps in Design Thinking – Empathy map. Affinity diagram, mind map, journey map, combining ideas into complex innovation concepts. Story telling – improvisation, scenario planning, development of scenarios, evaluation tools, frog design and prototyping - – Exercises and case-based discussions Assess developer and user perspectives for bias – apply frameworks to strengthen communication – sustain a culture of innovation.

Suggested books:

- 1. Tim Brown, Change by Design, Harper Business, New York, USA, 2009.*
- 2. Tom Kelley & David Kelley, Creative Confidence, Crown Business, New York, USA, 2013.*
- 3. Idris Mootee, Design Thinking for Strategic Innovation, Wiley, Hoboken, USA, 2013.*
- 4. Michael Lewrick, Patrick Link & Larry Leifer, The Design Thinking Toolbox, Wiley, Hoboken, USA, 2020.*
- 5. Jeanne Liedtka & Tim Ogilvie, Designing for Growth: A Design Thinking Toolkit for Managers, Columbia Business School Publishing, New York, USA, 2011.*
- 6. Tom Kelley, The Art of Innovation, Currency, New York, USA, 2001.*
- 7. Warren Berger, A More Beautiful Question, Bloomsbury Publishing, New York, USA, 2014.*
- 8. Nigel Cross, Design Thinking: Understanding How Designers Think and Work, Berg Publishers (Bloomsbury Publishing), London, UK, 2011.*
- 9. Roger Martin, The Design of Business, Harvard Business Press, Boston, USA, 2009.*
- 10. Jake Knapp, John Zeratsky & Braden Kowitz, Sprint: How to Solve Big Problems and Test New Ideas in Just Five Days, Simon & Schuster, New York, USA, 2016.*

BBA506

Summer Internship-I

(2 credits)

Course Objectives:

1. *Apply theoretical business knowledge to real-world challenges.*
2. *Develop problem-solving, communication, and teamwork skills in a professional environment.*
3. *Gain insights into industry practices, organizational structure, and business operations.*
4. *Build professional networks and enhance career readiness through practical experience.*

Course Outcomes:

The student will be able to :

1. *Analyze business challenges and apply management strategies effectively.*
2. *Strengthen decision-making and problem-solving through industry exposure.*
3. *Demonstrate professional communication and collaboration skills.*
4. *Evaluate market trends and business functions to improve strategic thinking.*

Course Instructions:

At the end of the fourth semester, students have to undergo industrial training for 6 weeks (1 and half months) in a business organisation. This training should help the student develop a perspective of wholesome management of business activities. This would enable students to appreciate the importance of different business activities and see how different business activities are interrelated. At the end training the student will have to submit a report on the organisation and that will be evaluated based on the written industrial training report and presentation of the report by a panel of examiners constituting of Head of Department and two experts from the Department. The panel of examiners will be appointed by the Director/Head of the respective institute. The panel will jointly award the students, marks out of a maximum of 75 marks which will consist of Final Viva-voce/Presentation (25%) and Industrial Training Report (50%).

SEMESTER VI

BBA601

Project Management

(4 credits)

Course Objectives:

Upon completing this course, students will:

1. *Learn the basics of project management and why it is important in business and organizations.*
2. *Understand how projects are planned, managed, and completed successfully.*
3. *Explore key tools and techniques used in scheduling, budgeting, and teamwork.*
4. *Identify common risks in projects and how to handle them effectively.*
5. *Develop practical skills to apply project management concepts in real-world situations.*

Course Outcomes:

The student will be able to :

1. *Demonstrate knowledge of project management principles by understanding the phases of project management and the role of a project manager in business operations.*
2. *Apply planning and organizational skills by defining project goals, creating work breakdown structures, scheduling tasks, and efficiently managing resources.*
3. *Develop the ability to manage and monitor projects effectively by tracking budgets, maintaining quality standards, handling project changes, and ensuring team collaboration.*
4. *Evaluate project completion and agile methodologies by assessing project outcomes, implementing lessons learned, and comparing traditional vs. agile project management frameworks.*

Course Content

Unit 1: Introduction to Project Management

What is a Project? Understanding its Importance, Phases of Project Management (Initiation, Planning, Execution, Monitoring & Closure), Role of a Project Manager and Basic Leadership Skills

Choosing and Starting a Project (Selection Methods), Understanding Key Factors like Time, Cost, and Scope, Working with People: Stakeholder Engagement and Communication, Overview of Global Standards (PMBOK Guide, PRINCE2), Case Studies on Simple Project Examples

Unit 2: Planning and Organizing a Project

Defining Project Goals and Objectives, Making a Project Plan: Work Breakdown Structure (WBS),

Basic Scheduling Techniques (Gantt Charts, CPM, PERT), Estimating Time and Cost for a Project,

Managing Resources Efficiently (People, Money, Materials), Identifying Risks and Ways to Handle Them, Introduction to Common Project Management Software (Microsoft Project Basics)

Unit 3: Managing and Monitoring a Project

How to Execute a Project Successfully, Handling Budget and Cost Tracking, Quality Control in Projects – Making Sure Work is Done Right, Dealing with Changes in the Project Plan, Effective Communication and Team Collaboration, Identifying and Addressing Problems Early, Tracking Progress and Adjusting Plans When Needed

Unit 4: Closing Projects and Introduction to Agile

How to Properly Close a Project, Evaluating Success and Learning Lessons for Future Projects,

Understanding Agile Project Management Basics, Comparing Agile with Traditional Project Management Approaches, Overview of Scrum – A Simple Agile Framework, Real-World Examples of Agile in Different Industries

Suggested Readings:

1. *Harold Kerzner, Project Management: A Systems Approach to Planning, Scheduling, and Controlling, Wiley, Hoboken, USA, 2017.*
2. *PMI, A Guide to the Project Management Body of Knowledge (PMBOK Guide), Project Management Institute, Pennsylvania, USA, 2021.*
3. *Eric Verzuh, The Fast Forward MBA in Project Management, Wiley, Hoboken, USA, 2015.*
4. *Jim Highsmith, Agile Project Management: Creating Innovative Products, Addison-Wesley, Boston, USA, 2009.*
5. *Kenneth S. Rubin, Essential Scrum: A Practical Guide to the Most Popular Agile Process, Addison-Wesley, Boston, USA, 2012.*

Suggested Case Topics:

1. *The Big Dig: A project management analysis of Boston's Central Artery/Tunnel Project.*
2. *The launch of Apple's iPhone: Managing high-stakes technology projects.*
3. *Project management in non-profits: The case of the Global Fund's initiatives. Suggested Research Paper Reading:*

Orieno, O. H., Ndubuisi, N. L., Eyo-Udo, N. L., Ilojianya, V. I., & Biu, P. W. (2024).

Sustainability in project management: A comprehensive review. World Journal of Advanced Research and Reviews, 21(1), 656-677.

BBA602**Strategic Management****(4 credits)****Course Objective(s):**

1. *To enhance the ability to do the job of a general manager responsible for strategic performance. Specifically, to integrate the different functional areas of business (e.g. accounting, finance, human resources, information systems, marketing, operations management, etc.) into a cohesive whole.*
2. *Analyse the competitive situation and evaluate challenges faced by managers in implementing and evaluating strategies based on the nature of business, industry, and cultural differences.*

Course Outcome(s):

1. *The students will be able to understand the concept of strategic management and learn about various strategies that will be applicable in their corporate professions.*
2. *The students will be able to analyse the environment i.e. external, general and internal environment of the organization by using several Analysis tools.*
3. *The students will be able to formulate appropriate business strategies by familiarizing with the concept of various types of expansion and growth strategies.*
4. *The students will be able to implement and control the business strategies with the process of structural implementation, behavioral implementation and various control techniques.*

Unit 1: Introduction to Strategy

Introduction to Strategic Management; Concept, relevance, role, and benefits; Importance of Strategic Management; Strategic Management Process (Mintzberg's 5 Ps of Strategy); Levels of Strategy -Corporate, Business, and Functional Level Strategies; Approaches to Strategic Decision Making (Rational, Adaptive, and Logical Incrementalism); Strategic Intent – Vision, Mission, Goals, and Objectives

Unit 2 : Strategic Analysis Environmental appraisal

Scanning the Environment (PESTEL Analysis); Technological, Social, Cultural, Demographic, Political, Legal Factors; Evaluating Company's External Environment: Components of External Environment (Porter's Five Forces Model); Analysis of the General Environment: Nature, Characteristics, Types, and Approaches of External Environment; Approaches to Internal Environment; Value Chain Analysis (Michael Porter's Value Chain Model); SWOT Analysis, BCG Matrix, GE-Cell Matrix, McKinsey 7S Framework.

Unit 3: Strategy Formulation Business Strategy Formulation

Generic Strategies (Porter's Generic Competitive Strategies – Cost Leadership, Differentiation, Focus Strategy); Functional Areas and Link between Business Strategy and Functional Strategy (Marketing, Finance, Operations, HR); Strategic Alliances (Joint Ventures, Equity Alliances, Non-Equity Alliances); International Expansion Strategies (Globalization vs. Localization,

CAGE Framework, Entry Strategies – Exporting, Licensing, Franchising, Greenfield Investments, Mergers & Acquisitions).

Unit 4: Strategy Implementation and Control Structural Implementation

Types of Organizational Structures – Functional, Divisional, Matrix, Network; Strategic Control Systems – Balanced Scorecard, Performance Measurement Systems; Behavioural Implementation (Leadership and Organizational Culture); Strategy Evaluation and Control (Strategic Audit, Gap Analysis, Key Performance Indicators - KPIs).

Text Books (Latest Edition):

Thomas L Wheelen, J David Hunger, Alan N Hoffman, Charles E Bamford and Purva Kansal . Concepts in Strategic Management and Business Policy: Globalization, Innovation and Sustainability, 15th Edition, Pearson. Frank T Rothaermel . Strategic Management – 5th Edition (Indian), McGraw Hill.

Suggested Readings:

1. Arthur A Thompson, Margaret A Peteraf, John E Gamble, AJ Strickland III, Thomas Joseph (2021). *Crafting and Executing Strategy: The Quest for Competitive Advantage: Concepts & Cases*, 22nd Edition, McGraw Hill.
2. Krishna G. Palepu, Tarun Khanna. (2010). *Winning in Emerging Markets: A Roadmap for Strategy and Execution*, Harvard Business Press.
3. Porter, M.E., *Competitive Advantage: Creating and Sustaining Superior Performance*, Free Press, New York.
4. Pankaj Ghemawat, “Strategy and the Business Landscape” Pearson Education
5. Porter, M. E. (1989). *From competitive advantage to corporate strategy* (pp. 234- 255). Macmillan Education UK.
6. Thomas L Wheelen, J David Hunger, Alan N Hoffman, Charles E Bamford and Purva Kansal (2018). *Concepts in Strategic Management and Business Policy: Globalization, Innovation and Sustainability, 15th Edition, Pearson. [Chapter 1, 2 and 3]. Frank T Rothaermel (2023). Strategic Management – 5th Edition (Indian), McGraw Hill. [Chapters 1 and 12].*
7. Hambrick, D. C., & Fredrickson, J. W. (2005). *Are you sure you have a strategy?*. *Academy of Management Perspectives*, 19(4), 51-62. Porter, M. E., & Kramer, M. R. (2006). *The link between competitive advantage and corporate social responsibility*. *Harvard business review*, 84(12), 78-92.
8. Porter, M. E. *The five competitive forces that shape strategy*. *Harvard business review*, 86(1), 78. Collis, D. J., & Montgomery, C. A. *Competing on resources*. *Harvard business review*, 86(7/8), 140.
9. Kim, W. C. (2005). *Blue ocean strategy: from theory to practice*. *California management review*, 47(3), 105-121.
- 10.

BBA603/A

Retailing

(4 credits)

Course Objective(s):

The objective of the course is to make students understand the unique nature and scope of marketing in the retail environment. The course will enable students to get familiarize with retailing concepts, issues and challenges. The course aims at enhancing student’s capability to identify and analyse retail business environment and its opportunities and challenges, in order to envision and strategies for the respective business.

Course Outcome (s):

This course provides a deep understanding of retailing concepts, strategies, and industry trends, focusing on merchandising, pricing, and store management. It also emphasizes customer experience, service strategies, and the impact of technology on modern retailing.

Course Contents:**Unit 1:**

Introduction to Retailing: Definition, Characteristics, Theories of Retailing; Emerging trends in retailing; Evolution of retailing in India; Factors behind the change of Indian retail industry; Retail Formats

Unit 2:

Retail Marketing Mix, Retail Merchandising, Devising Merchandise Plans, Shrinkage in retail merchandise management; Mark-up & Markdown in merchandise management; Merchandise Pricing: Concept of Merchandise Pricing, Pricing Objectives, External factors affecting a retail price strategy, Pricing Strategies, Types of Pricing. Retail People Strategy

Unit 3:

Retail Finance strategy; Retail Location Strategy- Choosing a Store Location: Trading-Area analysis, characteristics of trading areas, Site selection, Types of locations, location and site evaluation: theories and application. Store Planning: Design & Layout, Introduction to Visual merchandising, Retail Image Mix, effective retail space management, floor space management;

Unit 4:

Buying and Merchandising strategy; Service Strategy; Customer Relationship and Customer experience; IT in retailing; E-tailing, quick commerce.

Suggested Readings:

1. *Berman, Evan, Chatterjee: Retail Management, A Strategic Approach (2018), Pearson Education*
2. *Levy, Weitz and Pandit: Retailing Management, McGraw Hill Education,*
3. *Giri, Arunangshu, Paul, Pradip, Chatterjee, Satakshi : Retail Management: Text and Cases (2020), PHI Learning Pvt. Ltd.*
4. *Suzanne Fernie, John Fernie, Christopher Moore :Principles of Retailing (2013). Taylor & Francis*

BBA603/B**Investment & Portfolio Analysis****(4 credits)****Objectives:**

1. *To equip students with the concept, importance and different techniques of estimating values of different types of assets.*
2. *To equip students with foundational knowledge of financial markets, investment instruments, and risk-return trade-offs.*
3. *To develop skills to create diversified investment portfolios, assess asset allocation strategies, and optimize returns.*
4. *Train students to analyze financial risks, apply hedging techniques, and implement risk management strategies.*

Course Outcome:

1. *Learned knowledge on different techniques of asset valuation as well as the determinants of assets value.*
2. *Knowledge will enable them to estimate the value of different types of assets.*
3. *Students gained the ability to evaluate investment opportunities, conduct financial valuation, and make informed investment decisions.*
4. *Equipped to analyze financial risks, apply hedging techniques, and implement risk management strategies.*

Course Contents:

Unit I:

Introduction to investment: investment and speculation, real and financial assets, factor of sound investment, investment decision process, direct and indirect investment

Unit II:

Risk- return analysis in investment: concept of return, measurement of return: return relative, expected value return, measuring return over multiple periods. Concept of risk: source of risk, types of risk, systematic and unsystematic risk, risk aversion, measurement of risk: range, standard deviation, coefficient of variation. β as a measure of risk.

Unit III:

Portfolio Management: Security analysis, Analysis and selection of portfolio, revision of portfolio, evaluation of portfolio. Return and risk in the context of portfolio, correlation coefficient and risk of a portfolio. Capital asset pricing model (CAPM), measures of portfolio performance: return per unit of risk, differential return, decomposition of excess return: Fama's model, adjusted portfolio method (M-squared Method).

Unit IV:

Financial derivatives- Future and Forwards: derivatives introduction, characteristics, types of derivatives: commodity derivatives and financial derivatives, basic derivatives and complex derivatives, exchange traded and OTC derivatives. Participants in derivatives markets: Hedgers, speculators, arbitrageurs.

Suggested Readings

1. *Rustagi, R.P; Investment analysis and portfolio management, 2edition, Sultan Chand & Sons, New Delhi.*
2. *Fischer, D.E.& Jordan, R.J.: Security Analysis &Portfolio Management, Pearson Education.*
3. *Sharpe,W.F., Alexander, G.J.& Bailey, J.: Investments, Prentice Hall of India.*
4. *Singh,R: Security Analysis & Portfolio Management .Excel Books. New Delhi*
5. *Frank K Reilly & Keith C Brown: Investment Analysis and Portfolio Management ,Cenage India Pvt. Ltd.*
6. *John C. Hull, Futures and Options Markets, Pearson*
7. *Ranganatham & Madhumathi, Security analysis and portfolio management, Pearson*

Course Description:

This course aims to provide students a sound understanding of the complexities of Cross-Culture Human Resource Management. The course starts with a survey of cross-cultural context of HRM, analyses impact of culture, discusses in detail functional aspects of cross-cultural HRM, and identifies some of the emerging trends, issues and challenges in managing workforce around the globe.

Course Objectives:

1. *To provide students with a robust understanding of Cross-Culture HR practices and issues.*
2. *To provide an understanding of the impact of culture on human resource management practices across the globe and ways to manage cross cultural issues in MNCs and other organizations operating beyond their home markets.*
3. *To sensitize how HR can contribute as a strategic partner in enhancing a multinational organization's performance and competitive advantage.*
4. *To introduce ideas borrowed from ancient Indian Philosophy and texts for cross-cultural management.*

Course Content:**Unit 1: Introduction to Cross-Cultural HRM**

Meaning and functions of Cross-Cultural HRM; Global workforce planning and international assignee selection; Differences between Domestic and Cross-Cultural HRM; Key international HRM issues—Employee Participation, Work-Life Balance, Ethics, Employee Safety, Apprenticeships, and Unionism; Protectionist Perceptions and Impact on Cross-Cultural HR.

Unit 2: The Impact of Culture

Concept and Elements of Culture; Cultural Environment and HRM; Hofstede's Cultural Dimensions; Language challenges; High and Low context cultures; Gender biases; Employee Behavior and interaction with institutions; Local norms and HR practices; Impact on business (Decision Making, People Management, Delegation, Corruption, Quality Benchmarks); Diversity Trainings; Leadership for Cross-Cultural Workforce.

Unit 3: Expatriates and Inpatriates in Global Workforce

Factors supporting a globally mobile workforce; Expatriates and Inpatriates—movement decisions and requirements; Approaches to cultural orientation (ethnocentric, regiocentric, polycentric); Operating realities at home and non-home locations; Special situations of women and managers with special needs; Evaluating expatriate performance and cost impact.

Unit 4: Cross-Cultural HRM Practices & Emerging Trends

Workforce Planning and Staffing; Recruitment, Selection, and Repatriation; Managing diversity in hiring and HR practices; Cross-Cultural Training and Development; International Compensation, Benefits, and Taxes; Employee Performance Management; Stereotyping and cultural impact; International Employment Law and Ethics; Managing globally diverse teams; HRM as a competitive advantage; Cross-cultural management in the Gig economy; Meeting demands of international expansion.

Suggested Readings

1. Dowling P.J., Festing, M. and Engle Sr., A.D., *International Human Resource Management*, Cengage Learning.
2. Tarique, I., Briscoe, D. and Schuler, R.), *International Human Resource Management: Policies and Practices for Multinational Enterprises*. Fifth edition. London: Routledge.
3. Lazarova, Mila., et. al., *Essentials of Human Resource Management-Managing People Globally*, Edward Elgar Publishing.
4. Rao, P.S., *International Human Resource Management*, Himalaya Publishing House.

BBA603/D**E-Business****(4 credits)****Course Objectives:**

The course will help the students to understand digital and social media marketing practices. It will provide understanding of the concept of social media platforms and how to acquire and engage consumers online. It will provide insights on building organizational competency by way of digital marketing practices and cost considerations. It will help to develop an understanding of the latest digital practices for marketing and promotion.

Course Outcomes:

It will develop proficiency in interpreting marketing strategies in the digital age and provide fundamental knowledge for working in an online team. It will enable them to develop various online marketing strategies for various marketing mix measures. It will guide them to use various digital marketing channels for consumer acquisition and engagement. It will help in evaluating the productivity of digital marketing channels for business success.

Course Content:

Unit 1: Introduction, E-Commerce – definition, History of E-commerce, types of E-Commerce B to

B etc. Comparison of traditional commerce and e-commerce. E-Commerce business models – major B to B, B to C model, Consumer-to-Consumer (C2C), Consumer-to-Business (C2B) model, Peer to-Peer (P2P) model – emerging trends. Advantages/ Disadvantages of ecommerce, web auctions, virtual communities, portals, e-business revenue models.

Unit 2: Security threats – An area view – implementing E-commerce security – encryption – Decryption, Protecting client computers E-Commerce Communication channels and web servers Encryption, SSL protocol, Firewalls, Cryptography methods, VPNs, protecting, networks, policies and procedures.

Unit 3: E-payment systems – An overview. B to C payments, B to B payments. Types of E-payment

system – Credit card payment, debit cards, accumulating balance, online stored value payment systems, digital cash, digital (electronic) wallets, agile wallet, smart cards and digital cheques. Secure Electronic Transaction (SET) protocol. RFID Concepts.

Unit 4: E-Commerce and marketing B to B and B to C marketing and branding strategies. Web transaction logs, cookies, shopping cart database, DBMS, SQL, data mining, CRM (customer relationship Management) system – permission marketing, affiliate marketing, viral marketing.

Suggested readings :

1. Canzer, B. (2005). *E-Business And Commerce Strategic Thinking And Practice (Indian Adaptation)*, New Delhi Biztantra.
2. Dave Chaffey (2013) *E-Business and E-Commerce Management: Strategy, Implementation and Practice*, Pearsons.
3. Elias M. Awad (3rd Ed.,2007). *Electronic Commerce - From Vision to Fulfilment*, PHI Learning..
4. Joseph, P.T. and S.J. (4th Ed.,2012). *E-Commerce - An Indian Perspective*, PHI Learning.
5. Efraim Turban, David King, Dennis Viehland, Jae Lee, (2009): *Electronic Commerce - A Managerial Perspective*, 4th Edition, Pearson Education,
6. Bharat Bhaskar (4th Ed.,2013). *Electronic Commerce- Framework, Technologies and Applications*, Tata McGraw Hill.

BBA604/A

Marketing of Services

(4 credits)

Course Objectives: *The objective of this course is to acquaint the students to the uniqueness of the services characteristics and its marketing implications. The intent of the course is to discuss measure and analyze several facets in the area of services marketing essential for the success of a service sector firm.*

Course Outcome: *Students learned the importance of service and how dominance it is in the marketing spectrum. They know how to close the service gap in order to satisfy customer and even manage the service at the time of need.*

Course Contents:

Unit I: Introduction to Services Marketing: Importance and characteristics of Services: Growth of Services Sector; Services in the Indian Economy..

Unit II: Consumer Behaviour in Services; Market Segmentation and Services Positioning; Service Demand Management, Designing and Managing Service Product.

Unit III: Service quality Management: Service Quality Audit – GAP Model of Service Quality –Total quality Services Marketing– Service Excellence.

UnitIV: Service Distribution–Managing Physical Evidence– Internal Marketing. External Marketing: Word of Mouth Communication. Interactive Marketing: Management of Moments of Truth-Service Deficiencies-consumer Grievance Recovery Strategies.

Suggested Readings

1. Chowdhary N.& Chowdhary M.; *Textbook of Marketing of Services The Indian Experience*. Macmillan India Ltd., New Delhi.
2. Lovelock, C.; *Services Marketing: People, Technology & Strategy 5/e*, Pearson Education, New Delhi.
3. Zeithaml, V. and Bitner, M., *Services Marketing*, McGrawHill, New York.
4. Shajahan, S.; *Service Marketing Concepts -Practices & Cases*, Himalaya Publishing House, Mumbai
5. Baron, Steve; *Service Marketing*, Palgrave Publication.
6. Baron S and Harris, K., *Services Marketing: Text and Cases*, 2/e, Palgrave. Melbourne
7. Rao, R.M., *Services Marketing*, 1/e, Pearson Education. New Delhi

8. *Apte, G., Services Marketing, Oxford University Press, Kolkata*
9. *Bhattacharjee C., Services Marketing Concepts, Planning and Implementation, Excel Books, New Delhi.*

BBA604/B

Indian Financial System

(4 credits)

Course Objectives:

1. *To enable the students to acquire basic understanding of the structure, organization and functioning of the financial system in India.*
2. *To expose the students to new financial instruments and their implications in the existing regulatory framework..*
3. *To provide students with the knowledge of various instruments traded in the financial markets. To provide information to students about the current financial system in India.*
4. *To help them understand the various financial intermediaries and their importance in/ the financial system.*

Course Outcomes:

1. *Familiarized students with recent changes and elements of financial markets and services.*
2. *Developed an understanding of financial regulations, including RBI policies, SEBI guidelines, and corporate governance norms.*
3. *Gained the knowledge of banking systems, stock exchanges, insurance companies, and other financial intermediaries.*
4. *Equipped to analyze financial instruments, stock market trends, and investment opportunities.*

Course Contents:

Unit- I: Financial System, structure of Financial System, Instruments of Financial System. Insurance, kinds of insurances, schemes and procedures under Insurance. Banking and functions of Banking. Meaning, importance of financial services, types of financial services, financial services and economic environment, players in financial services.

Unit- II: Merchant banking, functions & activities, Issues management: managing new issues, Equity issues – Rights issues, underwriting :functions, bankers to an issue, book building and reverse book building, debenture trustees, portfolio managers. An overview of role of SEBI

Unit- III: Role of Financial Institutions, Development banks and other banking institutions. SEBI

Unit- IV: Leasing and hire purchase, concepts and features, types of lease accounts Factoring & Forfeiting, Mutual funds - Structure of Mutual Funds- Types Mutual Funds– Advantages of mutual funds - Exchange Traded Funds, Credit rating. Stock broking, Consumer finance, Credit Cards.

Suggested Readings

1. *Saunders, A., & Cornett, M.M., Financial Markets and Institutions, Tata McGraw Hill, New Delhi*
2. *Khan, M Y., Financial Services, McGraw Hill Higher Education, New Delhi*
3. *Kothsri, R., Financial Services in India: Concepts and Application, Sage Publications, New Delhi.*
4. *Goel, Sandeep. (2012). Financial Services. Prentice Hall of India, New Delhi*

5. Gurusamy, S. (2010). *Financial Services*. Tata McGraw Hill, New Delhi
6. Khan, M.Y., *Financial Services*, Tata McGraw Hill, New Delhi
7. Machiraju, H.R, *Merchant Banking Principles and Practice*, New Age International, Delhi

BBA604/C Compensation Management (4 credits)

Course Objectives:

This course explores the ideas and techniques of compensation management to align with organizational purpose and goals. The course covered job analysis, job appraisal, external market analysis, pay structures, salary administration, incentive theories, and legal concepts. The topic delves into total compensation by exploring how basic pay, employee benefits, and incentive programs work together in an organization. This is for individuals responsible for designing, developing, implementing, and/or administering compensation programs.

Course Outcomes:

1. *To provide learners with a comprehensive understanding of the basic principles of designing, communicating, and managing compensation programs and how they contribute to an overall incentives' strategy.*
2. *To equip learners with the ability to Develop and clearly convey compensation philosophy, plans, and initiatives to various stakeholders.*
3. *To enable learners to understand utilise legal, fiscal, and ethical principles to guarantee adherence and fairness.*
4. *To develop learners' skills in gathering, organising, and evaluate data to develop job structure, compensation structure, and remuneration strategies.*

Course Content:

Unit 1: Dynamics of Compensation Structure

Concept of Compensation structure, Objectives and benefits, Factors affecting compensation decisions, Components of compensation package, Scope and importance of compensation structure, Basic issues that help in designing the organizational strategy for compensation structure.

Unit 2: Current Trends in Designing the Compensation Structure

Introduction to job evaluation, Methods of job evaluation, Internal and external alignment in compensation structure, Market competitiveness, Application of expectancy and equity theories towards compensation structure, Cost to the company concept (CTC), Fringe Benefits: Various kinds of Fringe Benefits, ESOP, Executive remuneration, Compensation Committee and corporate governance.

Unit 3: Regulatory Framework for Compensation Structure

The Code on Wages, 2019 - Regulation of minimum wages, payment of wages, payment of bonus.

Unit 4: Grievances Redressal Relating to Conflicts Between Employers and Employees

Relating to Compensation Structure. The Employees Compensation (Amendment) Act, 2017- Issues relating to wage. determination, pay grades, wage surveys, comparable worth, competency-based pay, method of calculating wages.

Suggested Readings:

- a) Cascio, W. (2015). *Managing Human Resources: Productivity, Quality of Work Life, Profits*. United Kingdom: McGraw-Hill Education.
- b) Duff, M. C. (2017). *Workers' Compensation Law: A Context and Practice Casebook*. United States: Carolina Academic Press.
- c) Henderson, R. I. (2020). *Compensation Management in a Knowledge-based World*. India: Pearson Education.
- d) Milkovich, G. T., Newman, J. M., Venkata Ratnam, C. S. (2009). *Compensation*. United States: McGraw-Hill/Irwin.
- e) Sharma, J. P. (2010). *An Easy Approach to Company and Compensation Laws*. Ane Books Pvt. Ltd.

BBA604/D Social Entrepreneurship (4 credits)

Course Objectives: *The main objective of the paper is to increase the understanding of the field of social entrepreneurship as an approach to social change. At the same time, it will provide students with tools and conceptual frameworks to evaluate entrepreneurial opportunities that seek to address diverse social challenges. Efforts shall also be made to expose students to approaches to social innovation across diverse geographies and social challenges.*

Course Outcomes:

The student will be able to :

1. *Develop an understanding of social entrepreneurship by analyzing its principles, characteristics, and role in addressing societal challenges.*
2. *Evaluate different forms of social enterprises by assessing ownership structures, governance models, and their impact on sustainable development.*
3. *Apply concepts of sustainable development by examining economic, environmental, and policy factors influencing social innovation.*
4. *Analyze successful social entrepreneurship initiatives by studying case examples and developing innovative business models for social impact.*

Course Contents:

Unit I: Social Entrepreneurship

Introduction of Social entrepreneur; Difference Between social entrepreneurship and social entrepreneurship, Need for social entrepreneurship, Factors impacting transformation into social entrepreneur, The characteristics of social entrepreneurs , The four distinctions of social entrepreneurship

Unit II: Forms of Social Enterprises:

Profit and nonprofit Proprietorships, Partnership Company , Nongovernmental organization , The Limited liability Company Section 25 Companies, Factors governing the selection of Suitable form of ownership Business Organization

Unit III: Sustainable Development

Concept of Sustainable Development , Goals of sustainable development , Environmental costs and its economic value , The Political Challenge and development Issues in India, The Millennium Ecosystem Assessment, Findings of Millennium Ecosystem Assessment

Unit IV: Successful Social Entrepreneurship Initiatives

Factors affecting success of social entrepreneurship, Business model of Aravind Eye Care System, Example of Successful Indian social entrepreneurs, Example of Successful foreign social entrepreneurs, Creating Business ideas, Creating Business Design.

Suggested Reading

1. Jayshree Suresh, Entrepreneurial Development, Margham Publication, 4th Edition, 2012.
2. Robert, Michael, Dean A. Shepherd, Entrepreneurship, Tata McGraw Hill, 6th Edition, 2006.
3. S. S. Khanka, Entrepreneurial Development, Sultan Chand & Sons, Latest Edition, 2006.
4. Dinanath Kaushik, Studies in Indian Entrepreneurship, New Delhi, Cyber Tech Publications, 2013.
5. Gopalkrishnan, The Entrepreneur's Choice: Cases on Family Business in India, Routledge Taylor & Francis Group, 2014.

BBA605 Research Project (4 credits)

Course Objectives :

1. *Develop research skills by conducting an independent study based on the business research problem.*
2. *Apply analytical and problem-solving techniques to evaluate business challenges.*
3. *Enhance professional writing and presentation skills through dissertation preparation.*
4. *Demonstrate critical thinking and knowledge application in business research.*

Course Outcomes :

1. *Conduct structured research and analyze findings to derive meaningful insights.*
2. *Compile and present a well-structured dissertation that aligns with academic standards.*
3. *Defend research findings effectively through a viva-voce examination.*
4. *Apply internship learnings to real-world business problems, contributing to industry knowledge.*

Course Contents:

All students should go for research based on the business research problem and must submit a dissertation to the department within a given period of time. Mark distribution will be internal will be 25 and as per the instructions in Appendix 3, and Viva-voce 75.

SEMESTER VII (BBA HONOURS)

BBA/701 AI for Business and Ethics (4 credits)

Course Objective:

AI for Business course is designed to equip students with a thorough understanding of how artificial intelligence (AI) can be strategically applied in various business contexts. The primary objective is for students to learn how to deploy AI technologies effectively while managing the ethical considerations inherent in such implementations.

Course Outcomes :

1. *Demonstrate an understanding of converging technologies by analyzing Big Data, IoT, Cloud Computing, and their role in AI-driven business strategies.*
2. *Apply AI concepts to business transformation by evaluating technologies such as Machine Learning, Deep Learning, Natural Language Processing, Computer Vision, Robotics, and Generative AI.*
3. *Utilize AI applications in business functions such as finance, customer relationship management, and human resource management to enhance decision-making and operational efficiency.*
4. *Assess ethical considerations in AI by analyzing issues related to bias, fairness, transparency, and responsible AI deployment in various industries.*

Course Content:

Unit 1: Converging Technologies: Big Data Overview, V's of Big Data, Big Data Analysis, IoT, Cloud Computing, Data Management Infrastructure, Data Analysis: Extracting Intelligence from Big Data, Changing organization Culture/Strategy/ Role of Practicing Managers, People Component of Big Data& AI

Unit 2: Introduction to AI: History & Evolution of AI , AI-Driven Business Transformation, Overview of AI technologies namely Machine Learning, Deep Learning, Natural Language Processing, Computer Vision, Robotics, Generative AI, Case study analysis of AI's impact on different industries.

Unit 3:AI Applications in Business: AI in Finance – AI in algorithmic trading, Credit scoring models using machine learning, Fraud detection, AI in Customer Relationship Management - Personalization and recommendation systems, Chatbots and virtual assistants, Predictive customer analytics, AI in Human Resource Management – AI-driven recruitment and selection processes, Employee performance analytics, AI in workforce planning and talent management.

Unit 4:Ethics in AI: Bias, fairness, and transparency, Responsible AI practices for leaders, Mitigating ethical risks in AI/ML deployment, Societal and legal aspects of AI.

Text Books (Latest Edition):

1. Trivedi, M. (2018). Artificial Intelligence. Khanna Book Publishing Company (P) Limited.
2. Upadhyay, M. A. (2020). Artificial Intelligence for Managers. BPB Publications.
3. D'Monte, L., & Kolla, J. N. (2023). AI Rising: India's Artificial Intelligence Growth Story. Jaico Publishing House.
4. Marr, B. (2019). Artificial Intelligence in Practice: How 50 Successful Companies Used AI and Machine Learning to Solve Problems. Wiley.
5. Harvard Business Review. (2023). HBR Guide to AI Basics for Managers. Harvard Business Press.
6. Jansen, S. (2020). Machine Learning for Algorithmic Trading: Predictive Models to Extract Signals from Market and Alternative Data for Systematic Trading Strategies. Packt Publishing.
7. Waddill, D. (2018). Digital HR: A Guide to Technology-Enabled Human Resources. Society for Human Resource Management.
8. Pradeep, A. K., Appel, A., & Sthanunathan, S. (2018). AI for Marketing and Product Innovation: Powerful New Tools for Predicting Trends, Connecting with Customers, and Closing Sales. John Wiley & Sons.

Course Objectives:

This course is designed to equip students with the knowledge and skills required to become effective entrepreneurial leaders. It emphasizes the unique characteristics and challenges of entrepreneurial leadership and provides practical insights into how to lead and manage startups and innovative ventures. The course covers key areas such as leadership theory, entrepreneurial mindset, strategic decision-making, and the development of a sustainable business model.

Course Outcomes :

- 1. Demonstrate an understanding of entrepreneurial leadership by analyzing leadership theories, models, and their application in business ventures.*
- 2. Develop the ability to foster an entrepreneurial mindset by applying creativity, innovation management, and leadership strategies to drive business success.*
- 3. Apply leadership skills in managing entrepreneurial challenges such as organizational growth, team building, conflict resolution, and business transitions.*
- 4. Evaluate ethical and sustainable entrepreneurship practices by assessing corporate social responsibility (CSR), ethical decision-making frameworks, and sustainability models.*

Course Content:**Unit 1: Foundations of Entrepreneurial Leadership**

Introduction to Leadership and Entrepreneurship, Definitions and Concepts of Leadership, Social, Managerial and Entrepreneurial Leadership, Theories and Models of Leadership; Trait Theory, Behavioral Theories, Contingency Theories, Transformational and Transactional Leadership

Unit 2: Leading with the Entrepreneurial Mindset

Creativity and Innovation in Entrepreneurship, Techniques for Fostering Creativity, Overview of Innovation Management and role of Founders; Building Culture of innovation and entrepreneurial mindset, Leading through Innovation: Venture strategies and role of the leader. Process and Resources;

The virtual work and organization; Leadership and the future of work in the venture leadership context.

Unit 3: Leadership Challenges and Strategies in Entrepreneurial Context

Leadership Challenges in Entrepreneurial Venture Development, Case Studies of Prominent Entrepreneurial Leaders, Analysis of elements of leadership desirable in different stages of venture creation and development; Designing organisational structure and managing people performance,

Building teams; Managing Growth, Change, Conflicts and Transition

Unit 4: Ethical and Sustainable Entrepreneurship

Ethics And Social Responsibility In Entrepreneurship, Ethical Decision-Making Frameworks, Building the Right Culture and Values: Role of leader, Corporate Social Responsibility (CSR), Sustainable Business Practices and managing change, Leadership and shaping Sustainability In Business Models

Readings (Latest Editions):

1. Robbins, S. P., & Judge, T. A. Essentials of organizational behavior. Pearson.
2. Northouse, P. G. Leadership: Theory and practice. Sage publications.
3. Christensen, C. M., Raynor, M. E., Dyer, J., & Gregersen, H. Disruptive Innovation: The Christensen Collection (The Innovator's Dilemma, The Innovator's Solution, The Innovator's DNA)
4. Christensen, C. M., " How Will You Measure Your Life? ", *Harvard Business Review*
5. Ries, E. The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses. Crown Currency.

BBA703/A**Sales Management****(4 credits)****Course Objective(s):**

To impart knowledge and skills to develop an understanding of concepts, which will help in designing sound programs for organizing and managing the sales force. The course will use the Indian environment as the backdrop though it will also draw from international experiences whenever needed.

Course Outcome (s):

Students will understand sales management fundamentals, such as the meaning, nature, and importance of sales management, and the roles and responsibilities of sales managers. Students will also learn to manage sales forces effectively by organizing, directing, and motivating sales teams through recruiting, training, compensating, and evaluating sales personnel. Additionally, they will be able to evaluate and control sales performance by analyzing sales data, managing sales budgets, and optimizing sales outcomes.

Course Content:**Unit 1: Introduction to Sales Management**

Meaning, nature, and importance of sales management in modern businesses; roles and responsibilities of sales manager, personal selling and salesmanship, selling process.

Unit 2: Organization of Sales Force

Recruiting sales personnel - planning; sources, selecting sales personnel, executing and evaluating sales training programs, sales information system & planning: sales skills

Unit 3: Directing Sales Force Operations

Motivating sales personnel, designing and administering compensation plans for the sales force – financial and non-financial compensation methods, sales meetings and sales contests, sales quotas, and sales territories

Unit 4: Evaluating and Controlling Sales Force

The sales budget; analysis of sales volume & profitability; and evaluating salesperson's performance; selling agents for internet trading.

Text Books / References:

1. Jobber, D., Lancaster, G. *Selling and Sales Management*. Pearson Education.
2. Johnston, M. W., Marshal, G. W. *Sales Force Management*. New Delhi: Tata McGraw-Hill Education.
3. Spiro, R., Rich, G., & Stanton, W. *Management of a Sales Force*. New Delhi: Tata

McGraw-Hill Education.

4. *Panda T, Sachdev S. Sales and Distribution Management. Oxford University Press*
5. *Havaladar, Krishna K. Sales and Distribution Management. Tata McGraw Hill*
6. *Gupta S. L. Sales & Distribution Management: Text & Cases in Indian Perspectives. Excel Books*
7. *Still, Kundiff, Govoni. Sales and Distribution Management. PHI*

BBA703/B International Financial Management (4 credits)

Course Objectives: The aim of this course is to help students to

1. *Understand the unique challenges in managing the financial activities of a global corporation*
2. *Understand the structure, functioning and importance of Foreign Exchange Markets*
3. *Understand the factors determining and impacting foreign exchange rates*
4. *Appreciate the challenges of global fund raising, global portfolio investing and financing international subsidiaries*

Course Outcomes:

1. *Ability to understand the international financial institutions, foreign exchange markets, and global investment strategies.*
2. *Equipped to understand trade policies, global financial regulations, and compliance requirements.*
3. *Learned to evaluate international investment opportunities, assess risks, and make strategic financial decisions.*
4. *Developed skills to analyze currency fluctuations, hedge risks, and manage foreign exchange exposure*

Course Content

Unit 1: Introduction to International Financial Management

Domestic vs International Financial Management, Multinational Corporations, Exchange Rate, International Trade, Theory of Comparative Costs, Heckscher-Ohlin Theory, Free Trade V/s Protection, Barriers to Foreign Trade, Tariff and Non-Tariff Barriers; Meaning of BOP, Importance of BOP, Components of BOP, Foreign Exchange Reserves, Surplus and Deficit BOP, Disequilibrium and Adjustments, Accounting Principles in BOP.

Unit 2: Exchange Rate Determinants

Fixed rate, Floating Rate, Managed Rate, Factors affecting Exchange rates; Theories of Purchasing Power Parity Theory, Demand and Supply, Fisher Effect, Interest rate parity; Role of Central banks in managing exchange rate; Exchange rate shocks – devaluation and economic crisis

Unit 3: Foreign Exchange Market

Defining Foreign Exchange Market, Participants, Structure, Spot and Forward rates, Foreign Exchange Quotations, Cross Rates, Inverse rates, Arbitrage

Unit 4: International Investments

Raising capital across the globe, GDRs, ADRs, Dollar Debt, Masala Bonds International Portfolio Investments, Diversification benefits, Global Macroeconomic risks International Capital Investments, Global CAPM, Subsidiary financing Exchange rate and Geopolitical shocks

Textbooks (Latest Editions)

1. Eun, C., Resnick, B., Chuluun, T., “*International Financial Management*”, McGraw Hill
2. Apte, P.G. Kapshe, S., “*International Financial Management*,” McGraw Hill.
3. Seth, A.K., “*International Financial Management*,” Galgotia Publications, New Delhi
4. Gautam A., Jaiswal T., Keshari A., “*International Financial Management*”, PHI

BBA703/C Performance Management (4 credits)

Course Description:

To familiarize learners about concepts of performance and compensation management and how to use them to face the challenges of attracting, retaining and motivating employees to high performance.

Course Objectives:

1. *To provide learners with understanding of performance management concepts.*
2. *To equip learners with the dynamics of performance appraisal and develop criteria for assessing performance.*
3. *To enable learners to develop effective appraisal systems that can be linked to managerial objectives and compensation.*
4. *To enable learners with contemporary issues and solutions in appraisal systems.*

Course Contents:

Unit 1: Introduction to Performance Management

Meaning, Principles, Objectives, Purpose of Performance Management, Performance Management vs Performance Appraisal, Performance management as a System and Process of Management.

Unit 2: Performance Planning and Managing Performance

Developing Performance Planning: Agreement and Action Planning, Methods of managing performance of all the levels of Management (including labour), Graphics rating scale, Ranking Methods, Paired Comparison Methods, Forced Distribution Method, Critical Incident Method, Behaviourally Anchored Rating Scales, Management By Objective, 360-Degree Performance Appraisal, Performance

Feedback & Counselling, Performance analysis for Individual and organizational Development.

Unit 3: Learning Organisation and Performance Based Compensation

Concept-Peter Senge Model, Need, Types, Factors and Obstacles in Learning Organisation, Performance Management and Compensation: Concept of Performance Related Pay, Criteria for Performance Related Pay, Installing and Monitoring PRP.

Unit 4: Implementation of Performance Management

Performance Management and Career Planning: Advantages and Significance, Coaching and Mentoring in Performance Management: Concept, Roles, Advantage and Disadvantage of

Coaching and Mentoring, Performance Management and Talent Management: Concepts, Features and Strategies to retain Employees. Competency Mapping, Competency Mapping & its Linkage with Career Development and Succession Planning, Online Appraisal: Advantage & Disadvantage, Performance Management Audit, Ethical and Legal issues in Performance Management

Readings:

1. Armstrong, M. (2003). *Handbook of Strategic Human Resource Management: a guide to action*. Crest.
2. Armstrong, M. (2006). *Performance management: Key strategies and practical guidelines*. Kogan page.
3. Berger, L. A., & Berger, D. R. (2004). *The talent management handbook*. NewYork, NY: McGraw-Hill.
4. Bhattacharyya, D. K. (2011). *Performance management systems and strategies*. Pearson Education India.
5. Dencker, J. C. (2009). Relative bargaining power, corporate restructuring, and managerial incentives. *Administrative Science Quarterly*, 54(3), 453-485.
6. Jordan, A. H., & Audia, P. G. (2012). Self-enhancement and learning from performance feedback. *Academy of management review*, 37(2), 211-231.
7. Liu, D., Mitchell, T. R., Lee, T. W., Holtom, B. C., & Hinkin, T. R. (2012). When employees are out of step with coworkers: How job satisfaction trajectory and dispersion influence individual-and unit-level voluntary turnover. *Academy of management journal*, 55(6), 1360-1380.
8. McDonnell, A. (2011). Still fighting the “war for talent”? Bridging the science versus practice gap. *Journal of business and psychology*, 26, 169-173.
9. Rao, T. V. (2004). *Performance Management and Appraisal Systems: HR tools for global competitiveness*. SAGE Publications India.
10. Silzer, R., & Dowell, B. E. (2009). *Strategy-Driven Talent Management*. John Wiley & Sons.

BBA703/D

Government Initiatives and MSME Development

(4 credits)

Course Objectives:

Upon completing this course, students will:

1. Understand the role of MSMEs in the Indian economy and their contribution to employment and GDP.
2. Examine various government policies and initiatives supporting MSME growth in India.
3. Analyze challenges faced by MSMEs and explore solutions for sustainable development.
4. Study financial assistance programs, subsidies, and institutional frameworks designed for MSMEs.
5. Evaluate the impact of digital transformation and technology adoption on MSMEs.
6. Gain insights into entrepreneurship development within the MSME sector.

Course Outcomes :

After the course the student will able to:

1. Analyze the role of MSMEs in economic development by examining their impact on employment, GDP, and regulatory frameworks.

2. *Assess government policies and initiatives such as the MSME Act, Startup India, Make in India, and Digital India to determine their effectiveness in supporting MSMEs.*
3. *Apply financial strategies for MSME growth by utilizing credit facilities, tax benefits, microfinance, and institutional support like SIDBI.*
4. *Implement technology and sustainability solutions by leveraging digital transformation, e-commerce strategies, and green business practices for MSME advancement.*

Course Contents:

Unit 1: Introduction to MSMEs in India

Definition, Classification, and Scope of MSMEs; Contribution of MSMEs to the Indian Economy, Government Regulatory Framework for MSMEs, Challenges and Opportunities in MSME Growth,

Case Studies on Successful MSME Enterprises

Unit 2: Government Policies and Initiatives for MSMEs

MSME Act, 2006 and Recent Amendments, Role of Ministry of MSME and Related Institutions,

Make in India, Startup India, and Digital India Initiatives, Udyam Registration and Ease of Doing Business for MSMEs, MSME Schemes for Women Entrepreneurs

Unit 3: Financial Assistance and Support Systems

Credit Facilities & Collateral-Free Loans for MSMEs, Microfinance & Venture Capital for Small Businesses, Subsidies, Tax Benefits, and Incentives; SIDBI (Small Industries Development Bank of India) and MSME Funding, Case Studies on Government-Funded MSMEs

Unit 4: Technology, Sustainability, and Growth Strategies

Digital Transformation in MSMEs (AI, IoT, Blockchain), E-Commerce & Export Promotion for MSMEs, Sustainability and Green Business Practices, Skill Development and Entrepreneurial Training Programs, Future Prospects of MSME Growth in India

Suggested Readings:

1. *Keshab Das, Micro, Small and Medium Enterprises (MSMEs) in India: The Institutional Context, Springer, Singapore, 2019.*
2. *R. Venkataraman, Entrepreneurship Development in India, New Century Publications, New Delhi, India, 2017.*
3. *Pawan Soni, Start-up & Entrepreneurship: Strategies for New Ventures, McGraw Hill, New Delhi, India, 2021.*
4. *Ministry of MSME, Annual Report on MSMEs in India, Government of India, New Delhi, India, 2023.*
5. *R. Kumar, Small Scale Industry and Entrepreneurship Development, New Age International Publishers, New Delhi, India, 2015.*
6. *Rajib Das & Debraj Dey, Micro, Small and Medium Enterprises: The Road to Globalization, Emerald Publishing, UK, 2021.*
7. *S. N. Singh, MSME Financing in India: Issues and Challenges, Regal Publications, New Delhi, India, 2018.*

Course Objective(s):

A comprehensive study of consumer behavioural concepts and models designed to help understand, evaluate, and predict consumer behaviour. The course also deepens a student's knowledge to understand the complexities of consumer decision-making and accordingly translate them into effective marketing strategies in the Indian Context.

Course Outcomes:

- 1. Understand Consumer Behaviour – Students will learn key concepts and models to analyze how consumers make decisions and respond to marketing strategies.*
- 2. Identify External Influences – Learners will explore how lifestyles, social groups, family, and culture shape consumer preferences and buying choices.*
- 3. Analyze Internal Factors – Students will study psychological aspects like perception, motivation, personality, and attitude changes that affect consumer behavior.*
- 4. Evaluate Consumer Decision-Making – Learners will understand the steps in the consumer decision-making process and apply various models to predict purchasing patterns.*

Course Content:**Unit 1: Introduction to Consumer Behaviour**

Meaning, Scope, and Importance of Consumer Behaviour, Consumer Behaviour and Marketing Strategy, Consumer Research Process, Factors Influencing Consumer Behaviour: Cultural, Social, Personal, and Psychological; Consumer Decision-Making Process: Need Recognition, Information Search, Evaluation of Alternatives, Purchase Decision, and Post-Purchase Behaviour

Unit 2: Individual Determinants of Consumer Behaviour

Motivation and Consumer Needs (Maslow's Hierarchy of Needs); Perception and Consumer Learning; Personality and Self-Concept in Consumer Behaviour; Attitudes and Attitude Formation; Consumer Involvement and Decision-Making

Unit 3: Social and Cultural Influences on Consumer Behaviour

Reference Groups and Family Influence; Social Class and Consumer Behaviour; Cultural and Subcultural Influences; Role of Opinion Leaders and Word-of-Mouth Communication; Influence of Digital and Social Media on Consumer Behaviour

Unit 4: Emerging Trends and Applications in Consumer Behaviour

Consumer Behaviour in the Indian Market Context; Rural vs. Urban Consumer Behaviour; Consumerism and Ethical Issues in Marketing; Impact of Technology and AI on Consumer Behaviour; Green Marketing and Sustainable Consumer Behaviour; Future Trends in Consumer Behaviour

Text Books / References: (Latest Edition)

1. Schiffman, L. G.; Kanuk L. L. and Kumar, S. R. *Consumer Behavior*. Pearson Education Inc.
2. Loudon, D. L. and Bitta, J. Albert Della. *Consumer Behavior; Concepts and Applications*. Tata McGraw Hill Publishing Company Limited
3. Babin, B.J.; Harris, E.G. and Mohan, Ashutosh. *Consumer Behavior (CB): A South Asian Perspective*. Cengage Learning India Pvt. Limited
4. Hawkins, D. I.; Best, R. J. and Coney, K. A. *Consumer Behavior: Building Marketing Strategy*. Tata McGraw-Hill Publishing Company Limited.
5. Evans, M.; Jamal, A. and Foxall, G. *Consumer Behavior*, John Wiley & Sons LTD.
6. Solomon, M. R. *Consumer Behaviour Buying, Having and Being*. PHI Learning Private Limited
7. Nair, S. R. *Consumer Behaviour Consumer Behaviour & Marketing Research*. Himalaya Pub. House.

BBA704/B Banking and Insurance (4 credits)

Course Objective(s):

1. To develop understanding of fundamental principles and functioning of banking in India.
2. To explain concepts and general principles of insurance in relation with risk and its management.
3. To have knowledge of various products & services and latest technologies used in the banking and insurance sector.
4. To equip students with techniques to analyse the financial performance of banks for the purpose of risk management.

Course Outcomes:

1. Gained insights into banking structures, financial instruments, and credit management.
2. Developed knowledge of insurance policies, risk assessment, and claims processing.
3. Equipped to understand banking and insurance regulations, including RBI guidelines and IRDAI policies.
4. Ability to explore modern banking and insurance innovations, including digital banking, fintech, and evolving financial technologies.

Course Content:

Unit 1: Introduction to Banking and Insurance

Evolution, structure, development of banking in India - Commercial (Public, Private and Foreign), Rural, Co-Operative bank. Significance and role of banks in economic development and growth. RBI - objectives, functions and role in development.

Types of Accounts, Deposits, Advances and Collaterals ; Banking Regulations.

Unit 2: Retail Banking

Account opening process and documentation of different types of accounts – KYC and AML. Retail Product Marketing Strategies; Delivery Channels - Branch, Extension counters, Universal Banking, ATMs, POS, Internet Banking, M-Banking. Customer Relationship Management, stages in CRM process. Technology for Retail Banking - Static information; Updated information like income details at different frequencies. Transaction information, disbursement and final settlement of the loan amount.

Unit 3: Life Insurance

Fundamental principles and basic features of life insurance contracts, Life insurance products including traditional and unit-linked policies, Individual and group policies, Types of life insurance policies such as term insurance, whole life insurance, endowment insurance, annuities, and pension plans, Premiums including types, payment options, and factors affecting premium calculations, Policy lapse, revival, paid-up value, assignment, nomination, and surrender, Insurance application and acceptance procedure, Policy claims including survival benefits, death claims, maturity claims, early claims, and required documents, Marketing channels for life insurance.

Unit 4: General Insurance

Meaning, evolution, and fundamentals of general insurance, Fire, marine, and motor insurance including coverage, types of policies, conditions, and exclusions, Health insurance and mediclaim policies, Personal accident insurance, liability insurance, and rural insurance covers, Agricultural and engineering insurance, Premium rating and loading, Settlement of claims including claim procedure, TPAs, claim forms, investigation, and essential documents.

Textbooks (Latest Editions)

1. *Indian Institute of Banking and Finance; Risk Management. Macmillan India Ltd.*
2. *Koch, T. W., & MacDonald, S. S. ;Bank Management. Cengage Learning.*
3. *Rose, P. S., & Hudgins, S. C. Bank ;Management and Financial Services. McGraw Hill.*
4. *Indian Institute of Banking and Finance; Principles & Practices of Banking. Macmillan Indian Ltd.*
5. *Indian Institute of Banking and Finance; Banking Products & Services. Taxman Publications Pvt. Ltd.*
6. *Trieschmann, J. S., Hoyt, R. E., & Sommer, D. W; Risk Management & Insurance. Cengage Learning.*
7. *Insurance Institute of India; Principles of Insurance. Mumbai.*
8. *Insurance Institute of India; Practice of Life Insurance. Mumbai.*
9. *Insurance Institute of India; Practice of General Insurance. Mumbai.*

BBA704/C

HR Analytics

(4 credits)

Course Objective(s):

The course is designed to equip students with the knowledge, skills, and competencies necessary to understand and apply data analytics (Data-Driven Decision Making, Predictive Analytics in HR, HR Technology & Tools) techniques in the field of human resource management.

Course Outcomes:

After the course the student will:

1. *able to apply HR analytics tools and techniques to analyze workforce data and support data-driven decision-making in human resource management.*
2. *develop the ability to interpret and present HR data insights, enabling them to assess workforce trends and contribute to organizational strategy.*
3. *demonstrate proficiency in identifying HR-related challenges and applying analytical methods to propose effective solutions that enhance workforce efficiency and employee satisfaction.*
4. *able understand the strategic role of HR analytics in business operations and integrate data-driven HR practices to improve talent management and organizational performance.*

Course Content:

Unit 1:

Evolution and rise of HR Analytics, Application of HR metrics: HR operations metrics, recruitment metrics, training and development metrics, to measure, monitor and take corrective actions so as to conduct the HR function and operations efficiently.

Unit 2:

Descriptive analytics, HR dashboards using any software, slicing and Dicing of HR data with pivot table application

Unit 3:

HR analytics application of correlation and regression, understanding variants of T test, one way and two-way ANOVA, interpretation and understanding of different statistical tools and techniques, classification problem using logistics regression.

Unit 4:

HR Analytics applied to absenteeism, HR operations efficiency, job classification, employee attrition, training and development, Decision tree and clustering algorithms.

Text Books (Latest Edition):

1. *Practical Applications of HR Analytics*, by Manish Gupta Pratyush Banerjee, Jatin Pandey, Sage (Text book).
2. *HR Analytics : Connecting Data and Theory* by Rama Shankar Yadav and Sunil Maheshwari ,Wiley(Text Book)
3. *HR Analytics Essentials You Always Wanted To Know (Self-Learning Management Series)* Dr. Michael Walsh , Vibrant Publishers.
4. *Doing Hr Analytics: A Practitioner's Handbook With R Examples* by Mr. Sundmark, Lyndon
5. *HR Analytics, 2ed: Understanding Theories and Applications* by Dipak Kumar Bhattacharyya, Wiley.
6. *Winning on HR Analytics: Leveraging Data for Competitive Advantage* by RAMESH m SOUNDARARAJAN and KULDEEP SINGH, Sage.
7. *Bharti Motwani, HR Analytics: Practical Approach Using Python*, Wiley

Practical Exercises/Extra readings

1. *The Elements of Choice* by Eric Johnson. Riverhead Books, 2021 Chapters 1-4
2. *Thinking Fast and Slow* by Daniel Kahneman ,Penguin Books, 1995, Chapter 3 "Frames and Reality"
3. *Predictably Irrational, Revised and Expanded Edition: The Hidden Forces That Shape Our Decisions* .by Dan Ariely Chapters 3-6

BBA704/D

Business Ideation and Opportunity Identification

(4 Credits)

Course Objectives:

Upon completing this course, students will:

1. *Understand fundamental concepts of ideation and opportunity identification in business.*
2. *Develop creative thinking skills to generate viable business ideas.*
3. *Evaluate business opportunities using analytical frameworks.*

4. Apply design thinking and innovation strategies to business development.
5. Recognize market trends and customer needs to identify potential opportunities.
6. Learn techniques for business model development and validation.

Course Outcomes :

After the course the student will be able to:

1. Develop the ability to generate innovative business ideas by applying creativity techniques such as mind mapping, brainstorming, and case-based analysis.
2. Analyze market gaps and industry opportunities through customer needs assessment, competitive research, and feasibility studies.
3. Utilize business frameworks and tools such as the Business Model Canvas, SWOT analysis, and Design Thinking to validate and refine business concepts.
4. Demonstrate strategic planning skills by transitioning ideas into viable businesses, managing resources, and applying Lean Startup methodology for execution.

Unit 1: Introduction to Business Ideation

Concept of Ideation in Entrepreneurship, Sources of Business Ideas, Creativity & Innovation in Business Ideation; Mind Mapping & Brainstorming Techniques, Case Studies of Successful Business Ideas

Unit 2: Market & Industry Opportunity Identification

Understanding Market Gaps and Customer Needs, Industry Analysis & Competitive Research,
Feasibility and Viability Assessment of Business Ideas, Consumer Behavior & Demand Analysis,
Real-World Examples of Identified Business Opportunities

Unit 3: Frameworks and Tools for Idea Evaluation

Business Model Canvas for Idea Structuring, SWOT Analysis & Opportunity Matrix, Design Thinking Approach for Business Innovation, Risk Assessment & Mitigation in Opportunity Identification; Idea Validation through Prototyping and Customer Feedback

Unit 4: Opportunity Conversion & Business Execution Strategies

Transitioning from Idea to Business Execution, Funding and Resource Allocation for Business Launch,
Strategic Planning for Market Entry, Lean Startup Methodology and MVP Development,
Case Studies on Successful Execution of Business Opportunities

Suggested Readings:

1. Eric Ries, *The Lean Startup*, Crown Publishing, New York, USA, 2011.
2. Tom Kelley & David Kelley, *Creative Confidence*, Crown Business, New York, USA, 2013.
3. Jeanne Liedtka & Tim Ogilvie, *Designing for Growth: A Design Thinking Toolkit for Managers*, Columbia Business School Publishing, New York, USA, 2011.
4. Clayton Christensen, *The Innovator's Dilemma*, Harvard Business Review Press, Boston, USA, 1997.
5. Alexander Osterwalder et al., *Value Proposition Design: How to Create Products and Services Customers Want*, John Wiley & Sons, Hoboken, USA, 2014.
6. Alexander Osterwalder & Yves Pigneur, *Business Model Generation*, John Wiley & Sons, Hoboken, USA, 2010.

7. W. Chan Kim & Renée Mauborgne, *Blue Ocean Strategy*, Harvard Business Press, Boston, USA, 2005.

BBA705

Summer Internship – II

(4 Credits)

Course Objective(s):

The summer internship aims to provide students with an integrative learning experience that combines professional work in a real-world organisation with rigorous academic research. Through an action research project, students will develop and apply theoretical knowledge to practical challenges, enhancing their problem-solving, critical thinking, and communication skills. This course aims to bridge the gap between academic study and professional practice, preparing students for successful careers in their chosen fields.

Course Outcome:

After the course, the outcomes are as follows under

- 1. Application of theoretical knowledge to real-world scenarios.*
- 2. Development of professional skills and networking opportunities.*
- 3. I understand workplace culture and dynamics.*
- 4. Hands-on experience in a chosen field.*

All students should go for independent summer internship project report and must submit a project report to the department within a given period of time. Mark distribution will be Internal (25), and External examination including Viva-voice 75.

SEMESTER VIII

BBA801/A

Digital Marketing

(4 credits)

Course Objective(s):

- 1. Understand the fundamentals of digital marketing and its relevance in the Indian business environment.*
- 2. Learn various digital marketing strategies, including SEO, social media marketing, and content marketing.*
- 3. Explore digital advertising techniques and performance measurement tools.*
- 4. Analyze consumer behavior and engagement through digital platforms.*
- 5. Gain hands-on experience with tools used in digital marketing, including Google Ads and Analytics.*
- 6. Develop skills to create and execute effective digital marketing campaigns for Indian businesses.*

Course outcome (s):

- 1. Students will be able to define digital marketing, its scope, and evolution, and differentiate between digital and traditional marketing approaches, including key digital marketing channels.*
- 2. Students will be able to develop and execute effective digital marketing strategies using various tools and techniques, including SEO, social media marketing, content marketing, email marketing, and paid advertising.*

3. *Students will be able to measure and analyze digital marketing performance using web analytics, social media analytics, and other metrics, and apply insights to optimize digital marketing campaigns, while considering ethical and regulatory frameworks.*

Course Units

Unit 1: Introduction to Digital Marketing

Definition, Scope, and Evolution of Digital Marketing; Digital vs. Traditional Marketing Approaches, Consumer Behavior in the Digital Age, Overview of the Indian Digital Market and Trends, Key Digital Marketing Channels: Search Engines, Social Media, Email, Mobile.

Unit 2: Digital Marketing Strategies & Tools

Search Engine Optimization (SEO) – Basics, Keyword Research, On-Page & Off-Page SEO; Social Media Marketing (Facebook, Instagram, Twitter, LinkedIn, YouTube), Content Marketing – Blogging, Video Marketing, Influencer Collaborations, Email Marketing – Building Lists, Crafting Effective Emails, Campaign Analytics; Mobile Marketing – SMS, App-Based Advertising, Location-Based Marketing, Introduction to Paid Advertising – Google Ads, Display Ads, Video Ads; Hands-on Practice with Digital Marketing Tools

Unit 3: Performance Measurement & Analytics

Web Analytics – Understanding Google Analytics; Measuring ROI in Digital Marketing Campaigns, Social Media Analytics – Engagement Metrics, Conversion Tracking, Customer Relationship Management (CRM) in Digital Marketing, Digital Marketing Automation – AI and Machine Learning in Marketing, Ethical Considerations and Regulatory Frameworks in India (Data Privacy, Cybersecurity)

Unit 4: Emerging Trends & Digital Entrepreneurship

E-Commerce & Online Marketplaces in India (Amazon, Flipkart, Myntra); Affiliate & Influencer Marketing in India; Growth Hacking Techniques for Startups; Digital Branding and Online Reputation Management; Future Trends: AI in Marketing, Blockchain in Digital Advertising, Case Studies on Successful Digital Marketing Campaigns in India

Suggested Readings:

1. *Philip Kotler, Marketing 4.0: Moving from Traditional to Digital, Wiley, Hoboken, USA, 2017.*
2. *Ryan Deiss & Russ Henneberry, Digital Marketing for Dummies, Wiley, Hoboken, USA, 2020.*
3. *Avinash Kaushik, Web Analytics 2.0: The Art of Online Accountability & Science of Customer Centricity, Wiley, Hoboken, USA, 2009.*
4. *Deepak Kanakaraju, Digital Marketing Made Easy, Notion Press, Chennai, India, 2020.*
5. *Vandana Ahuja, Digital Marketing, Oxford University Press, New Delhi, India, 2016.*
6. *Ian Dodson, The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted & Measurable Online Campaigns, Wiley, Hoboken, USA, 2016.*
7. *Seema Gupta, Digital Marketing, McGraw Hill, New Delhi, India, 2021.*

Course Objectives:

The course aims to build

- 1. Understand the role and importance of financial markets in the economy.*
- 2. Analyse various financial products and their characteristics.*
- 3. Evaluate the role of financial intermediaries and services in the financial system.*
- 4. Apply knowledge of financial products and services to real-world financial decision making*

Course Outcomes:

- 1. Gained knowledge of various financial products, including equities, bonds, derivatives, and mutual funds.*
- 2. Developed insights into stock exchanges and investment decision-making.*
- 3. Acquaint with regulatory framework and compliances for operation of the financial market.*
- 4. Developed knowledge on various factoring & Forfaiting services*

Course Content:

Unit 1: Financial System and Markets

Financial System – Need, structure, functions and scope of financial markets. Financial intermediation and financial intermediaries. Money Market: Introduction, Instruments —T-Bills, Commercial Papers, Certificate of Deposits, Call Money, Money Market Mutual Funds, Commercial Bills. Trading mechanism of various money instruments. Capital Market: Meaning, Functions, Primary and Secondary Market. Recent trends in the primary market. SEBI– objectives, role, functions and powers.

Unit 2: Leasing and Hire Purchase

Leasing definition, types and main Features. Advantages and disadvantages of Leasing. Main clauses in a Lease agreement. Buy or Lease decision -- Tax and Depreciation aspects. Lease Evaluation -- Lessee's perspective, Lessor's perspective. Major Leasing Institutions in India. Hire Purchase—Concepts and features, Hire Purchase Evaluation -- Tax and depreciation implications. Choice between Leasing and Hire Purchase. Instalment purchase, difference between hire purchase and instalment purchase.

Unit 3: Mutual Funds, Credit Rating and Securitization

Mutual Funds – Definition and historical background. Types of Mutual Funds. Advantages and disadvantages of mutual funds. Process of establishing a mutual –Trustee, Sponsor, Asset Management Company, Custodian. Concept of NPAV and its calculations. Mutual Fund industry in India. Regulations relating to mutual funds. Credit Rating -Definition and meaning. Process of credit rating of financial instruments. Rating Methodology, Rating agencies. Rating symbols of different companies. Advantages and disadvantages of credit rating.

Unit 4: Factoring, Forfaiting and Bill Discounting

Factoring definition. Types of factoring services--With recourse and Without Recourse factoring, Fees Involved in Factoring-- Finance Charge, Service Fee. Advantages and disadvantages of Factoring. Bill Discounting- Definition, nature, importance. Types of bill discounting. Bill discounting v/s Factoring. Bill rediscounting. Forfaiting Definition, nature,

and importance of forfaiting. Mechanism of Forfaiting Transaction. Fees Involved in Forfaiting-- Discount fees, Commitment fees. Advantages and disadvantages of Forfaiting. Differences Between Factoring and Forfaiting.

Textbooks (Latest Editions):

1. Meir Kohn, *Financial Institutions and Markets*, Tata McGraw-Hill, New Delhi.
2. Frank.J.Fabozzi& Franco Modigliani, *Foundations of Financial Markets and Institutions*, Pearson Education Asia.
3. M.Y.Khan, *Financial Services*, Tata McGraw-Hill, New Delhi.
4. M. Y. Khan, *Indian Financial System*, Tata Mc Graw-Hill, New Delhi.
5. H.R Machiraju, *Indian Financial Systems*, Vikas Publishing House Pvt. Ltd.
6. B. Pathak : *Indian Financial Systems* Pearson Education

BBA801/C Team Building in Organisation (4 credits)

Course Objective(s):

1. To understand difference between Group and team
2. To sensitize students to functional and dysfunctional team behaviour
3. Enable understanding of being an effective Team leader
4. Understand collaborative team behaviour in teams

Course Outcomes:

1. Understand team dynamics by analyzing the stages of team development and factors influencing team cohesion.
2. Evaluate high-performance teams by identifying key elements such as goals, roles, norms, decision-making, communication, and conflict management.
3. Develop strategies for managing teams, including virtual teams, by applying concepts of collaboration, conflict resolution, and team development.
4. Enhance leadership skills by understanding leadership styles, team autonomy, and organizational support for effective teamwork.
5. Apply practical techniques to sustain high-performance teams, avoid dysfunction, and foster a positive team culture.

Course Content:

Unit 1: Why Groups and Teams

Stages of Team Development; Navigating, surviving, reorganizing Norming, Storming, Performing, Reorganizing. Critical analysis of why some team Pull together and Some do not.

Unit 2: Sustaining High Performance & Effective team Members

Goals of Stage 4; Getting the work done Managing Cohesion and Conflict, Making team decisions. How do High Performance Teams Function? Goals, Roles, Norms, Decisions, Communication and Feedback, Cooperation and Conflict Management; Blame game Politics avoided, Norms and goals; Support the leaders and Dysfunctional team members, Intra-Group and Inter group Dynamics.

Unit 3: Developing teams and dealing with virtual teams

Structure, Culture of Organization and team support, Types of teams and managing and developing as team members. Evaluating team members development Process, In group out

group team dynamics, Virtual teams and working through all the phases of team development, Conflict, Collaboration in virtual teams

Unit 4: Effective Team Leadership and Effective Organizational Support

Leadership in different stages of team development; Leadership and team building style; Teams and groups on organizations, Building complimentary team members, Avoid too much help as a leader, Team autonomy and Organizational support audit.

Text Books (Latest Edition):

1. *Creating Effective Teams*, Susan A. Wheelan, Sage South Asia Edition
2. *Leaders Eat Last* by Simon Sinek
3. *TEAM MANAGEMENT* Paperback – 5 December 2019
4. Forsyth, D. R. (2018). *Group Dynamics*. (6th ed.). Cengage Learning,
5. *Delhi*. by Alan Clifton, Rupa Publications
6. *The Five Dysfunctions of a Team* Patrick Lencioni

BBA801/D Startup Incubation and Business Ethics (4 credits)

Course Objectives:

Upon completing this course, students will:

1. *Understand the startup incubation process and its role in fostering entrepreneurship.*
2. *Learn various government and private incubation initiatives in India.*
3. *Analyze key challenges faced by startups and ways to overcome them.*
4. *Explore ethical considerations in business decision-making and operations.*
5. *Understand corporate governance, regulatory compliance, and social responsibility.*
6. *Apply ethical frameworks to real-world entrepreneurial scenarios.*

Course Outcomes :

After the course the student will able to:

1. *Analyze the startup incubation process by examining different incubation models, funding sources, and mentorship opportunities to support entrepreneurial ventures.*
2. *Apply business development strategies by validating startup ideas, creating MVPs, and securing funding through angel investors, venture capital, and crowdfunding.*
3. *Integrate ethical decision-making by implementing corporate social responsibility, intellectual property rights, and sustainable business practices in entrepreneurial operations.*
4. *Demonstrate responsible leadership by managing ethical challenges, ensuring workplace transparency, and adhering to anti-corruption policies in business environments.*

Course Contents

Unit 1: Fundamentals of Startup Incubation

Concept of Startup Incubation and its Importance, Types of Incubators (Government, Private, University-Based, Corporate), Startup Ecosystem in India (Policies & Incentives), Role of Mentorship, Networking, and Funding in Incubation, Case Studies on Incubation Success Stories

Unit 2: Business Development and Growth Strategies

Idea Validation and Market Entry, Lean Startup Methodology and MVP Development; Fundraising Strategies: Angel Investors, Venture Capital, Crowdfunding; Legal and Regulatory Frameworks for Startups in India, Government Initiatives: Startup India, MSME Support, and Digital India

Unit 3: Business Ethics and Corporate Governance

Importance of Ethics in Entrepreneurship, Ethical Decision-Making Frameworks, Corporate Social Responsibility (CSR) and Sustainable Business Practices, Intellectual Property Rights (IPR) and Ethical Considerations, Case Studies on Ethical Dilemmas in Indian Startups

Unit 4: Ethical Challenges and Responsible Leadership

Conflict of Interest and Transparency in Business Practices, Responsible Leadership and Ethical Workplace Culture, Ethical Issues in Marketing, Advertising, and Data Privacy; Anti-Corruption Policies and Prevention of Unfair Business Practices, Global Ethics vs. Indian Context: Challenges and Opportunities

Suggested Readings:

1. *Peter F. Drucker, Innovation and Entrepreneurship, Harper Business, New York, USA, 1985.*
2. *Eric Ries, The Lean Startup, Crown Publishing, New York, USA, 2011.*
3. *Alexander Osterwalder & Yves Pigneur, Business Model Generation, John Wiley & Sons, Hoboken, USA, 2010.*
4. *S. K. Chakraborty, Business Ethics: Text and Cases, Himalaya Publishing House, Mumbai, India, 2013.*
5. *R. C. Sekhar, Ethical Choices in Business, Response Books (SAGE Publications), New Delhi, India, 2002.*
6. *John R. Boatright, Ethics and the Conduct of Business, Pearson Education, New Delhi, India, 2009.*
7. *Ministry of Commerce & Industry, Startup India: Action Plan Report, Government of India, New Delhi, India, 2016.*

BBA802/A Integrated Marketing Communication (4 credits)

Course Objective:

The objective of the course is to help students comprehend the principles and practices of marketing communications. It discusses the tools used by marketers to inform consumers and to present a managerial framework for integrated marketing communications planning.

Course outcome(s):

1. *Learners will grasp the evolution of IMC, its role in brand identity, and the significance of stakeholder relationships in marketing decision-making.*
2. *The course equips students with skills in message strategy, media planning, MARCOM budgeting, and communication objective setting for effective brand messaging.*
3. *Students will gain expertise in various promotional strategies, including sales promotions, direct marketing, public relations, sponsorships, and social media marketing to enhance brand engagement.*

Course Content:

Unit 1: Introduction to Integrated Marketing Communication (IMC)

Evolution of Integrated Marketing Communication, Role of IMC in creating brand identity, Promotional Mix: Tools for IMC, Partners and industry organizations, Brands and stakeholder relationships, Customer brand decision making;

Unit 2: Planning for Marketing Communication

IMC planning, Data-driven communication; Creating, sending, and receiving brand messages; Message strategy, IMC media planning, Setting communication objectives, establishing MARCOM Objectives for Promotional Programmes, Hierarchy of effects model, DAGMAR; MARCOM budgeting and methods of budgeting

Unit 3: Developing the Integrated Marketing Communication Programme

Consumer sales promotion, trade sales promotions and co-marketing; personal selling, public relations and brand publicity, direct marketing and customer service, product placements, events, sponsorship, and packaging, social media marketing

Unit 4: Evaluation of Promotional Programmes

Meaning and importance of measuring communication effectiveness, the testing process, measuring the effectiveness of other promotional tools and IMC, Concept of pre-testing, concurrent testing, post-testing

Suggested Readings:-

1. *Advertising & Promotion – An Integrated Marketing Communications Perspective*; by George Belch, Michael Belch and Keyur Purani; Mc Graw Hill
2. *Integrated Marketing Communications: A South Asian Perspective*, by O’Guinn, Allen, Semenik, Banerjee, Cengage Learning India
3. *Integrated Advertising, Promotion, and Marketing Communication*; by Kenneth Clow and Donald Baack; Pearson
4. *Advertising Management*; by Aaker, Batra and Myers; Prentice-Hall

BBA802/B**Strategic Corporate Finance****(4 credits)****Course Objectives:**

1. *Develop understanding of the concept of Strategic Finance for decision-making in the corporate world.*
2. *Expand knowledge of corporate valuation and gain an overview of different corporate valuation techniques.*
3. *Compare and contrast situations of financial distress and their management strategies.*
4. *Orient students with the concept of merger, acquisition or management buyout.*

Course Outcomes:

1. *Learned to formulate financial strategies that align with business objectives and enhance shareholder value.*
2. *Developed skills to analyze capital structure, evaluate investment opportunities, and optimize financial resources*
3. *Equipped to assess financial risks, apply hedging techniques, and conduct financial forecasting for strategic planning.*
4. *Gained insights into corporate restructuring, mergers, acquisitions, and financial decision-making in dynamic business environments.*

Course Content:**Unit 1: Introduction**

Introduction to strategic corporate finance: Strategy v/s Planning. Importance of strategy in financial decisions. types of financial strategy for shareholder's wealth maximization. Key Financial Risks –Interest rate risk, Credit risk, Political risk, Currency risk, Foreign exchange markets, Money market hedges, Exchange rate risk management strategies, Interest rate risk management strategies, Credit risk management strategies, Long-term exposure to foreign currency risk. Different sources of capital, determination of capital structure and factors affecting the capital structure.

Unit 2: Concept of Valuation

Overview of company valuation, Valuation Principles and Practices, key financial and commercial factors affecting the business valuation. Applying enterprise valuation methodologies including market multiple, precedent transactions and discounted cash flow analysis (DCF). Estimating a Firm's Equity and Enterprise Value for investment and change of control analysis. Valuing Firms with a Changing Capital Structure, Adjusted Present Value. Overview of other approaches of valuation- Income Approach, Market Approach, Asset Based Approach, EVA.

Unit 3 : Financial Distress and Restructuring

Meaning of bankruptcy; factors leading to bankruptcy; symptoms and predictions of bankruptcy, reorganization of distressed firms, liquidation of firms. Company disposals: retirement sale or the sale of a non-core subsidiary, planned exit, forceful retirement and other disposals. Exit strategy- most appropriate exit route, valuation, timing of sale and tax planning opportunities, identification of potential purchasers, approaching the potential purchaser, negotiating with potential acquirers and selection of a preferred purchaser, calculation of the various tax implications.

Unit 4 : Merger and Acquisitions

Overview of M&A, Types of mergers and procedures, Financing mergers and takeovers, Defence tactics, Legal and financial due diligence, Management buy outs. Leverage buyouts. Reverse Merger. Takeovers and Control Premiums, Shareholder Wealth Effects and Methods of Payment, Exchange Ratio. Tax Issues in M&A - Financial Accounting for M&As, Taxable versus Tax-Free Transactions.

Textbooks (Latest Editions)

1. Berk, J., & DeMarzo, P. ;*Corporate Finance*. Pearson Education Limited.
2. Brealey, R. A., Myers, S. C., & Allen, F. ;*Principles of Corporate Finance*. McGraw-Hill Education.
3. Clayman, M. R., Fridson, M. S., Troughton, G. H., & Scanlan, M. C. ;*Corporate Finance: A Practical Approach*. Wiley.
4. Damodaran, A. ; *Corporate Finance Theory and Practice*. John Wiley & Sons, Inc.
5. Horne, J. C. V., & Wachowicz, J. M., Jr. *Fundamentals of Financial Management*. FT Prentice Hall, Pearson Education.
6. Pettit, J. ; *Strategic Corporate Finance Applications in Valuation and Capital Structure*. John Wiley & Sons, Inc.
7. Rosenbaum, J., & Pearl, J. ; *Investment Banking: Valuation, Leveraged Buyouts, and Mergers & Acquisitions*. Wiley.
8. Griffith College. ; *CPA Strategic Level - Strategic Corporate Finance*.

Course Description:

This course describes the talent acquisition and management process. The details of competency management and assessment centre are well described. Analyse whys and what of succession planning. Mentoring and rewarding talent for retention and understanding future trends of managing talent will be well explained in the course.

Course Objective(s):

- 1. To develop an understanding of the processes of Talent Acquisition*
- 2. To sensitize students towards Career management and Succession Planning*
- 3. To understand fundamentals of competency management and assessment centers*
- 4. To know the future trends of Talent Management*

Course Content:**Unit 1: Introduction to Talent Management and Talent Acquisition Strategies**

Overview of Talent Management, Factors affecting Talent Management globally, Need and types of talent, Key components of Talent Management, Creating a culture for Talent Management, Difference between Recruitment and Talent Acquisition, Role in Talent Management, Contemporary strategies in acquiring talent, Employer Branding in Talent Acquisition, Onboarding new hires and socialization challenges.

Unit 2: Talent Acquisition and Role of Assessment Centers

Concept, definition, and benefits of Assessment Centers, Outsourcing and use of technology, Training assessors, Validity and reliability, Advantages and limitations, When to use Assessment Centers, Definition and types of competencies, Assessing and developing competencies, Role of training in competency development, Competency Mapping at individual and task levels, Use of Competency Framework for Talent Development.

Unit 3: Career Management and Succession Planning

Fundamentals, trends, and best practices in Career Planning, Models of Career Planning, Succession Planning process and challenges, Managing performance and potential of key talent.

Unit 4: Mentoring, Rewarding Talent, and Future Trends

Mentoring high-potential talent, Effective mentoring process, Gender differences in mentoring, Managing rewards and benefits, Customized talent reward strategies, Ethics in Talent Management, Future trends in Talent and Technology.

Text Books / References:

- 1. Talent Management, Author(s): Gowri Joshi | Veena Vohra, Cengage Learning*
- 2. Hurconomics for Talent Management Latest Edition Edition: First Publisher: Pearson Education Editor: -- T. V Rao ISBN: 13-978- 8131759677*
- 3. The Talent Management Handbook, Third Edition: Making Culture a Competitive Advantage by Acquiring, Identifying, Developing, and Promoting the Best People, 3rd Edition By Lance A. Berger, Dorothy Berger© 2018 | Latest Edition available*

Course Objectives:

Upon completing this course, students will:

1. *Understand the fundamentals of Intellectual Property Rights (IPR) and their significance in India.*
2. *Analyze various types of intellectual property and their commercial applications.*
3. *Learn legal frameworks governing patents, copyrights, trademarks, and designs in India.*
4. *Examine technology transfer, licensing, and commercialization strategies.*
5. *Evaluate startup and MSME policies regarding IPR protection and monetization.*
6. *Develop practical skills in protecting and managing intellectual assets in business contexts.*

Course Outcomes :

After the course the student will able to:

1. *Understand the basics of Intellectual Property Rights (IPR) and their role in protecting innovations and business assets.*
2. *Apply legal frameworks to secure patents, trademarks, copyrights, and other intellectual property.*
3. *Evaluate technology transfer and commercialization strategies to maximize the value of intellectual assets.*
4. *Analyze government policies and funding options that support startups and MSMEs in protecting and monetizing intellectual property.*

Course Contents**Unit 1: Introduction to Intellectual Property Rights (IPR)**

Concept and Importance of IPR in India, Types of Intellectual Property (Patents, Copyrights, Trademarks, Designs, Geographical Indications), Indian IPR Policy and International Conventions (WTO, TRIPS, WIPO), Role of IP in Business and Innovation, Case Studies on Successful IP Utilization in India

Unit 2: Legal Framework and IP Protection in India

Patent Filing Process and Patentability Criteria, Trademark Registration and Brand Protection,

Copyrights and Industrial Design Laws, Enforcement and Litigation of IPR in India, Government Schemes for IPR Protection (Startup India, MSME Schemes)

Unit 3: Technology Transfer and Commercialisation Strategies

Technology Licensing Models and Agreements, Valuation of Intellectual Property and Technology Assets, University-Based Technology Incubation and Innovation Hubs; IPR and Funding: Role of Venture Capital and Startup Investment, Case Studies on Successful Technology Transfer in Indian Industry

Unit 4: Entrepreneurship, Innovation, and Sustainable IP Management

Business Models for IP Monetization, Ethical Challenges in IPR and Technology Commercialisation;

Role of Government Policies in IP-Based Business Growth, Emerging Technologies and Their IP Considerations (AI, Blockchain, Biotechnology), Future Trends in Indian IP Commercialisation

Suggested Readings:

1. *P. Narayanan, Intellectual Property Law, Eastern Law House, Kolkata, India, 2017.*

2. *B. L. Wadehra, Law Relating to Intellectual Property Rights, Universal Law Publishing, New Delhi, India, 2016.*
3. *T. Ramappa, Intellectual Property Rights Under WTO, PHI Learning, New Delhi, India, 2010.*
4. *R. Ahuja, Law Relating to Intellectual Property Rights, LexisNexis, New Delhi, India, 2015.*
5. *Ministry of Commerce & Industry, Intellectual Property Rights Policy Document, Government of India, New Delhi, India, 2016.*
6. *Prabuddha Ganguli, Intellectual Property Rights: Unleashing the Knowledge Economy, McGraw Hill, New Delhi, India, 2011.*
7. *D. F. Radcliffe, Technology Commercialization: IP Management and Business Strategies, Wiley, Hoboken, USA, 2003.*

BBA803/A

B2B Marketing

(4 credits)

Course Objective (s):

This course aims to provide a comprehensive understanding of B2B marketing by exploring market structures, customer types, and strategic roles. It covers organizational buying behavior, strategy development, industrial product and service management, and market segmentation. Additionally, it delves into pricing strategies, competitive bidding, relationship marketing, and CRM, equipping learners with essential skills to navigate and excel in business markets.

Course Outcome(s):

1. *Learners will grasp the structure, characteristics, and strategic roles of business marketing, including different customer types and organizational buying behavior.*
2. *The course equips students with skills in segmentation, positioning, pricing strategies, competitive bidding, and managing industrial products and services for business markets.*
3. *Students will gain insights into relationship marketing, CRM, market channel management, and strategic tools like the Balanced Scorecard and Growth-Share Matrix for effective decision-making in B2B markets.*

UNIT-I:

Introduction to B2B Marketing: Business marketing and Business market customers, Market structure, Environment and Characteristics of Business Marketing, Strategic role of marketing, Commercial enterprises, Commercial and institutional customers.

UNIT-II:

Organizational Buying and Buyer Behaviour: Organizational buyers' decision process - A Stepwise Model and A Process Flow Model, Organizational and business markets - Government as a customer - Commercial enterprises - Commercial and institutional customers

UNIT-III:

B2B Marketing Strategy: Strategy making and strategy management process, Industrial product strategy– Managing Products for Business Markets-Managing Services for Business Markets-Managing Business Market channels The Growth-Share Matrix, Multifactor Portfolio Matrix, The Balanced Scorecard.

UNIT-IV:

B2B Marketing STP: Market Segmentation, basic framework of segmentation, choosing target segments and positioning-Pricing strategies for Business Markets, B2B Advertising, Competitive bidding, Relationship marketing and CRM.

References:

1. Michael D. Hutt, Dheeraj Sharma, Thomas W. Speh, *B2B Marketing: A South Asian Perspective* Cengage 2014, 11th ed.
2. Sharad Sarin, *Business Marketing: Concepts and Cases* McGraw Hill 2013, 1st ed.
3. James C. Anderson, Das Narayandas, James A. Narus and D.V.R. Seshadri, *Business Market Management (B2B): Understanding, Creating, and Delivering Value*, Pearson 2010, 3rd ed.
4. Robert Vitale, Waldemar P foertsch, Joseph Giglierano, *Business to Business, Marketing*, Pearson 2011
5. Krishna K Havaldar, *Business Marketing: Text and Cases* McGraw Hill 2014, 4th ed.
6. Armstrong, Gary and Philip Kotler, *"Principles of Marketing"*, Prentice Hall, New Delhi, 2006

BBA803/B

Financial Derivatives

(4 credits)

Course Objectives:

1. To make students efficient in the area of financial Derivatives, giving them the knowledge of basics in Financial Derivatives, Future Markets, Option Strategies, etc.
2. To equip students with foundational knowledge of financial derivatives, including futures, options, swaps, and forwards.
3. To develop skills to analyze financial risks and apply hedging techniques using derivative instruments.
4. To train students to evaluate derivative contracts, understand pricing models, and assess market fluctuations

Course Outcomes

After completion of this course, the student will be able to

1. Ability to analyze the risks in different financial markets.
2. Acquired the ability to select various options and then can apply them to specific markets.
3. Students will be able to strategically manage the financial derivatives.
4. Enable learners to integrate derivatives into investment strategies and optimize portfolio performance.

Unit I: Introduction to Derivatives

Development and Growth of Derivative Markets, Types of Derivatives, Uses of Derivatives, Financial and Derivative markets - Fundamental linkages between spot & Derivative Markets, The Role of Derivatives Market, Uses & Misuses of derivatives.

Unit II: Future and Forward Market

Structure of forward and Future Markets, Mechanics of future markets, Hedging Strategies, Using futures. Determination of Forward and future prices - Interest rate futures, Currency futures and Forwards

Unit III: Options

Distinguish between Options and Futures, Structure of Options Market, Principles of Option Pricing, Option Pricing Models: The Binomial Model, The Black – Scholars Merton Model.

Unit IV: Basic Option Strategies

Advanced Option Strategies, Trading with Options, Hedging with Options, Currency Options. Swaps: Concept and Nature, Evolution of Swap Market, Features of Swaps, Major Types of Swaps - Interest Rate Swaps, Currency Swaps, Commodity Swaps, Equity Index Swaps, Credit Risk in Swaps, using Swaps to Manage Risk, Pricing and Valuing Swaps.

References:

1. *Financial Derivatives and Risk Management*, OP Agarwal, HPH
2. *Commodities and Financial Derivatives*, Kevin, PHI
3. *Fundamentals of Financial Derivatives*, Swain.P.K, HPH
4. *Financial Derivatives*, Mishra: Excel.
5. *Risk Management & Derivatives*, Stulz, Cengage.
6. *Derivatives and Risk Management*, Jayanth Rama Varma: TMH.
7. *Financial Derivatives*, Gupta, 1st Edition, PHI.
8. *Fundamentals of futures and options market*, John C Hull: Pearson Education.
9. *Risk Management Insurance and Derivatives*, G. Koteswar: Himalaya

BBA803/C

Employee Life Cycle Management

(4 credits)

Course Description:

This course delves into the essential stages of the Employee Life Cycle (ELC) and equips students with best practices for managing each phase effectively. Throughout the course, students will gain a deep understanding of the key stages of the ELC, from recruitment and onboarding to development, retention, and separation.

Course Objectives:

1. *To understand the key stages of the Employee Life Cycle.*
2. *To learn best practices for managing each stage of the ELC.*
3. *To develop strategies to improve employee engagement and retention.*
4. *To explore tools and techniques for measuring and optimizing the ELC.*

Course Content:

Unit 1: Introduction and Recruitment

Approaches to Employee Life Cycle Management, Erickson's Life Stages, Definition, scope, and importance of employee life cycle, HR roles in managing the employee life cycle, Human resource planning, Job analysis and design, Recruitment process, sources, and techniques, Legal considerations in hiring, Selection steps and types.

Unit 2: Onboarding and Development

Placement and induction – definition, objectives, significance, Socialization stages and significance, Evaluating onboarding effectiveness, Training – concept, need, importance, types, Identifying training needs, Designing and implementing training programs, Competency-based training, Evaluating training effectiveness, Career pathing and succession planning.

Unit 3: Performance Management and Retention

Performance management – scope, process, objectives, Performance appraisal – concept, objectives, methods, essentials, Job evaluation – process, significance, techniques, Compensation management – components, methods, incentive compensation, Continuous feedback, Managing performance issues, Retention strategies – employee motivation, satisfaction, engagement techniques, recognition programs, Discipline and grievance handling.

Unit 4: Employee Well-being and Exit Management

Employee well-being – dimensions, impact on performance, Health and wellness programs, Work-life balance, Measuring and enhancing engagement, Continuous improvement in well-being, Exit management – concept, importance, scope, Offboarding processes, Transfers and promotions, Conducting exit interviews, Analyzing exit data, Alumni relations, Employee advocacy, Managing voluntary and involuntary exits.

Readings:

Text books (Latest Edition)

1. *Natasha Hawker, From Hire to Fire and Everything in Between Managing the Employee Life Cycle - Hire, Manage, Wellbeing and Exit.* Michael Hanrahan Publishing
2. *Gary Dessler and Biju Varkkey Human Resource Management.* Pearson Education.
3. *Wayne Dean Mondy and Joseph J. Martocchio, Human Resource Management.* Pearson Education.
4. *Jeffrey A. Mello, Strategic Human Resource Management.* Cengage Learning.

BBA803/D Retail Management (4 credits)

Course Objectives:

This course provides the student with a comprehensive view of retailing, an analysis of the retail environment and exposure to issues and developments in the industry. Retailing is changing today, and the successful business will know how to identify, adapt, and plan with these changes.

Course Outcomes:

Upon completing this course, students will:

1. *Develop familiarity with fundamental retail concepts and industry operations.*
2. *Understand the economic and societal impact of retailing.*
3. *Apply knowledge of retailing within the broader business disciplines.*
4. *Analyze policies, methods, and procedures utilized by successful retailers in the global economy.*
5. *Make informed decisions in managing a retail firm, applying relevant concepts and principles.*
6. *Identify key areas of accountability in retail management.*
7. *Recognize the role of a retail manager in influencing business success.*

Course Contents:

Unit 1: Introduction to Retailing and Retail types

Concept of retailing, Functions of retailing, Terms & Definition, Introduction to Retailing and Retail types, Retailing Channels, Retail Industry in India, Importance of retailing, Changing trends in retailing.

Unit 2: Retail Consumer

Retail consumer behaviour, Factors influencing the Retail consumer, Retail Customer Buying Behaviour,
Customer decision making process, Market research for understanding retail consumer, Responding and Targeting Consumers

Unit 3: Retail Locations

Importance of Retail locations, Types of retail locations, Factors determining the location decision,
Steps involved in choosing a Retail Site Location, Measurement of success of location, Store Layout and Design, Merchandising and Assortment Planning
Merchandising : Meaning of Merchandising, Factors influencing Merchandising, Merchandise planning, Merchandise buying, Pricing Decisions, Retail Communication Mix, and International Aspects of Retailing.

Unit 4: Operations, Pricing and Space Management

Store administration, Premises and Inventory Management, Store Management, Receipt Management, Customer service, Retail Pricing, Factors influencing retail prices, Retail Information
System, Operations Management in Retail. Definition of Space Management, Store layout and Design, Visual Merchandising, Retail Communication Mix, POP Displays

Suggested Reading

1. Swapna. P (2011) *Retailing Management: Text and Cases*, ISBN-007015256X, Tata McGraw Hill

Reference Books

1. Michael. L, Barton. W & Watson. D. (2014) *Retailing Management*, Tata McGraw Hill
2. Berman, B, Joel R. Evans & Chatterjee, P (2017) *Retail Management: A strategic Approach* Pearson Education Asia, ISBN-0133796841
3. Hammond, R (2013) *Modern Retail Management: Practical Retail Fundamentals in the Connected Age*, Kogan Page, ISBN-074946586

BBA804

Dissertation (Started in VIIth Semester)

(8 credits)

Course Objectives :

1. Conduct research based on internship experiences, applying theoretical knowledge to practical business scenarios.
2. Develop analytical and critical thinking skills to evaluate business challenges and propose effective solutions.
3. Enhance academic writing and documentation skills by preparing a structured dissertation.
4. Demonstrate effective communication and presentation abilities through a viva-voce examination.

Course Outcomes:

1. Perform independent research utilizing internship insights to address real-world business problems.

2. *Analyze data and findings to develop informed conclusions and strategic recommendations.*
3. *Prepare a well-organized dissertation that meets academic and professional standards.*
4. *Defend research findings effectively in a viva-voce examination, demonstrating knowledge and critical reasoning skills.*

All students should go for independent research and must submit a dissertation to the department within a given period of time. Mark distribution will be Internal (25), and External examination including Viva-voce 75.

SEMESTER VII (BBA HONOURS WITH RESEARCH)

BBA711 Advanced Data Analytics (4 credits)

Course objectives:

1. *To introduce advanced data analysis tools and techniques used in business decision-making.*
2. *To develop proficiency in using statistical software for comprehensive data analysis, including manipulation, interpretation, and visualization.*
3. *To explore the application of these tools in addressing real-world business challenges through hands-on exercises.*

Course Outcomes:

After the course, the student

1. *Proficiency in using advanced statistical tools for data analysis.*
2. *Ability to apply comprehensive data analysis techniques to enhance business decision-making.*
3. *Skills to effectively interpret and present data insights to stakeholders.*
4. *Awareness of ethical considerations in data analysis.*

Course Contents:

Unit I: Data Handling and Statistical Foundations

Introduction to statistical software tools, data handling, basic operations, data importing, cleaning, and initial data exploration.

Unit II: Statistical Analysis and Modeling

Descriptive and inferential statistics, regression analysis, forecasting techniques, hypothesis testing, and time series analysis.

Unit III: Machine Learning and Advanced Analytical Techniques

Basic and advanced machine learning algorithms, decision trees, clustering, neural networks, fundamentals of deep learning, predictive analytics, and data-driven decision-making.

Unit IV: Visualization, Reporting, and Ethical Considerations

Data visualization, interactive dashboards using Tableau and Power BI, ethical considerations in data analysis, report preparation, and stakeholder communication.

Suggested Reading

1. *Fundamentals of Data Analytics: 2023, Prof. Dipanjan Kumar Dey*
2. *Data Analytics | 2nd Edition: 2023, Anil Maheshwari*
3. *Data Analytics using Python: 2020, Bharti Motwani*

4. *Machine Learning for Text and Image Data Analysis: Practical Approach with Business Use Cases: 2023, Bharti Motwani*

BBA712

Advanced Research Methodology

(4 credits)

Course Objectives:

1. *Integrating multiple worldviews in the conduct of qualitative education research*
2. *Applying self-reflexivity in the understanding of research methods*
3. *Critically evaluate theoretical/ paradigmatic positions and understand how theoretical positions influence design and data collection and analysis choices*

Unit 1: Advanced Research Frameworks

Advanced research frameworks, examining research philosophy, inquiry, ontology, epistemology, and paradigms. Refining quantitative, qualitative, and mixed methods approaches and specialized research designs both experimental and non-experimental designs including longitudinal, cross-sectional, and factorial design, Latin square design, randomized group design

Unit 2: Advanced Data Analysis Techniques

Qualitative methods like ethnography and phenomenology. Advanced quantitative methods multivariate analysis and structural equation modelling. Introduction to sophisticated data analysis software such as computer enabled qualitative and context analysis (example NVivo and ATLAS.ti, PLSEM).

Unit 3: Contemporary Issues in Research

Contemporary issues in research, addressing the impact of big data and analytics, and the incorporation of artificial intelligence into research methodologies. Ethical considerations crucial to modern research practices and the transformative role of technologies like virtual reality and augmented reality in business research.

Unit 4: Application and Ethics

Application of research methods in real-world scenarios, ethical challenges in conducting research. Format of thesis components including cover page, abstract, list of contents, figures, tables, appendices, and references, Preparation of a research report, Preparation of Research grants and projects, Contents of thesis including background, literature review, problem statement, objectives, research design, results, findings, implications, and conclusion, Writing papers for journals, Mechanics of journal publication.

References

1. *John W. Creswel, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Ed., SAGE, 2018.* *Geoffrey R. Marczyk, David DeMatteo & David Festinger, Essentials of Research Design and Methodology, John Wiley & Sons, 2005.*
2. *Dr Ranjit Kumar, Research Methodology: A Step-by-Step Guide for Beginners, SAGE, 2014.*
3. *Suresh C. Sinha and Anil K. Dhiman, Research Methodology (2 Vols-Set), Vedam Books, 2006.*
4. *C. R. Kothari and Gaurav Garg, Research Methodology: Methods and Techniques, New Age International Publisher, 2014.*
5. *Boris Blumberg, Donald R Cooper & Pamela S Schindler, Business Research Methods, McGraw Hill International, 2014.*
6. *R. Pannershelvam, Research Methodology, Prentice Hall, India, 2014*

7. *Manfred Max Bergman, Mixed Methods Research, SAGE Books, 2006.*
8. *Paul S. Gray, John B. Williamson, David A. Karp, John R. Dalphin, The Research Imagination, Cambridge University press, 2007.*
9. *Cochrain & Cox, Experimental Designs, II Edn. Wiley Publishers, 2006*

Case/Exercises:

1. *Behavioral Experiment (A), (B), (C) by Elena Reutskaja - <https://hbsp.harvard.edu/product/IES916-PDF-ENG>*
2. *Focus Groups (A), (B) by Elena Reutskaja - <https://hbsp.harvard.edu/product/IES922-PDF-ENG>*
3. *In-depth Interviews (A), (B) by Elena Reutskaja - <https://hbsp.harvard.edu/product/IES918-PDF-ENG>*

Research Paper Reading:

Pereira, L. F. (2023). Business research methods: systematic literature review. International Journal of Management Concepts and Philosophy, 16(2), 145-159.

BBA704 Research Internship Report (4 credits)

Course Objective(s):

The course aims to provide students with an integrative learning experience that combines professional work in a real-world organisation with rigorous academic research. Students will develop and apply theoretical knowledge to practical challenges through an action research project, enhancing their problem-solving, critical thinking, and communication skills. This course aims to bridge the gap between academic study and professional practice, preparing students for successful careers in their chosen fields.

Course Outcome:

After the course, the outcomes are as follows under

1. *Proficiency in research methodologies encompassing design, data collection, and analysis.*
2. *We have advanced critical thinking to identify and address research challenges effectively.*
3. *Competence in data analysis techniques and interpretation for meaningful insights.*
4. *Enhanced communication skills demonstrated through report writing and presentations.*
5. *Ethical awareness and adherence to research protocols ensure integrity in research practices.*

BBA805 Dissertation (Honours with Research) (20 credits)

Course Objective:

The objective of this course is to enable the students:

- *Identify and discuss the role and importance of research in the social sciences.*
- *Identify and discuss the issues and concepts salient to the research process.*

- *Identify and discuss the complex issues inherent in selecting a research problem, choosing an appropriate research design, and implementing a research project.*
- *Identify and discuss the concepts and procedures of sampling, data collection, analysis and reporting.*

Course Outcomes:

1. *Formulate a research proposal that outlines objectives, methodology, and expected outcomes.*
2. *Conduct thorough research using qualitative and quantitative techniques to address a business-related problem.*
3. *Analyze and interpret data to generate meaningful conclusions and practical implications.*
4. *Produce a well-documented dissertation following academic guidelines, demonstrating originality and depth in research.*
5. *Defend research findings confidently through a viva-voce examination, showcasing knowledge and analytical skills.*

Course Contents:

All Students must carry out an independent research project in an area of their interest. A proposal should be submitted immediately after Admission into 7th semester i.e., 4th year The guidelines mention details.

Consequently, students are expected to produce quality research projects that:

- *Addresses current problems of interest in the real world*
- *Demonstrate a mastery of skills learnt during their study in the Institute.*
- *Demonstrates writing skills.*

1. General Regulations

1. The Project report should be submitted before the student sits for the final university examinations in semester VI.
2. The student shall work under the guidance of a project supervisor (s) appointed by the Institute's director.
3. Once the students have completed the proposal and the supervisor has approved it, the proposal shall be defended in panels formed by the project coordinator on a day set aside by the Institute.
4. The students should submit at least two copies of the proposal to the Project Coordinator at least two weeks before the final examination in semester V.
5. The students shall present a proposal at the panels and be awarded marks. They will also be given corrections, which they will work on and present to their supervisors for approval to continue with the project work.
6. The student will then complete chapters 4 and 5 of the project.
7. Once the student has completed the project and the supervisor has approved it, the project shall be submitted to the project coordinator, who will arrange for the final defence and VIVA VOCE. The marks obtained will be added to the proposal defence marks and compiled.
8. The students should then submit two copies of the project report to the Institute 2 weeks before the final examination in semester VI.
9. If the student is unsuccessful, the resubmission regulations will apply as stipulated in the academic policy.

Evaluation will be done based on the project completed, presentation of the proposal and Viva Voice. Mark distribution will internal examination 25 and end semester examination 75.

Appendix –1: A Guide to Induction Program

1. Introduction

The graduating student must have knowledge and skills in the area of his study. However, he must also have broad understanding of society and relationships. Character needs to be nurtured as an essential quality by which he would understand and fulfill his responsibility as an engineer, a citizen and a human being. Besides the above, several meta-skills and underlying values are needed.

2. Induction Program

The following are the activities under the induction program in which the student would be fully engaged throughout the day for the entire duration of the program.

2.1. Physical Activity

This would involve a daily routine of physical activity with games and sports. It would start with all students coming to the field at 6 am for light physical exercise or yoga. There would also be games in the evening or at other suitable times according to the local climate. These would help develop team work. Each student should pick one game and learn it for three weeks. There could also be gardening or other suitably designed activity where labour yields fruits from nature.

2.2. Creative Arts

Every student would choose one skill related to the arts whether visual arts or performing arts. Examples are painting, sculpture, pottery, music, dance etc. The student would pursue it every day for the duration of the program.

These would allow for creative expression. It would develop a sense of aesthetics and also enhance creativity which would, hopefully, flow into engineering design later.

2.3. Universal Human Values

It gets the student to explore oneself and allows one to experience the joy of learning, stand up to peer pressure, take decisions with courage, be aware of relationships with colleagues and supporting staff in the hostel and department, be sensitive to others, etc. Need for character building has been underlined earlier. A module in Universal Human Values provides the base.

Methodology of teaching this content is extremely important. It must not be through do's and don'ts, but get students to explore and think by engaging them in a dialogue. It is best taught through group discussions and real life activities rather than lecturing. The role of group discussions, however, with clarity of thought of the teachers cannot be over emphasized. It is essential for giving exposure, guiding thoughts, and realizing values.

Besides drawing the attention of the student to larger issues of life, it would build relationships between teachers and students which last for their entire 4-year stay and possibly beyond. Literary activity would encompass reading, writing and possibly, debating, enacting a play etc.

2.4. Proficiency Modules

This period can be used to overcome some critical lacunas that students might have, for example, English, computer familiarity etc. These should run like crash courses, so that when

normal courses start after the induction program, the student has overcome the lacunas substantially. We hope that problems arising due to lack of English skills, wherein students start lagging behind or failing in several subjects, for no fault of theirs, would, hopefully, become a thing of the past.

2.5. Lectures by Eminent People

This period can be utilized for lectures by eminent people, say, once a week. It would give the students exposure to people who are socially active or in public life.

2.6. Visits to Local Area

A couple of visits to the landmarks of the city, or a hospital or orphanage could be organized. This would familiarize them with the area as well as expose them to the under privileged.

2.7. Familiarization to Dept./Branch & Innovations

The students should be told about different method of study compared to coaching that is needed at IITs. They should be told about what getting into a branch or department means what role it plays in society, through its technology. They should also be shown the laboratories, workshops & other facilities.

3. Schedule

The activities during the Induction Program would have an Initial Phase, a Regular Phase and a Closing Phase. The Initial and Closing Phases would be two days each.

3.1. Initial Phase

Day	Time	Activity
Day 0	Whole Day	Students Arrive
Day 1	09:00 AM – 03:00 PM	Academic Registration
	04:30 PM – 06:00 PM	Orientation
Day 2	09:00 AM – 10:00 AM	Diagnostic test (for English etc.)
	10:00 AM – 12:25 PM	Visit to depts.
	12:30 PM – 01:55 PM	Lunch Break
	02:00 PM – 02:55 PM	Director's address
	03:00 PM – 03:30 PM	Interaction with students
	03:30 PM – 05:00 PM	Mentor-Mentee Groups - Introduction within group. (Same as Universal Human Values Group)

3.2. Regular Phase

After two days is the start of the Regular Phase of Induction. With this phase there would be regular program to be followed every day.

3.2.1. Daily Schedule

Some of the activities are on a daily basis, while some others are at specified periods within the Induction Program. We first show a typical daily timetable.

DAY 3 Onwards

Session	Time	Activity	Remarks
	06:00 AM	Wake up Call	
I	09:10 AM – 10:55 AM	Creative Arts / Universal Human Values	Half the groups do creative arts
II	11:00 AM – 12:55 PM	Creative Arts / Universal Human Values	Complementary Alternate Groups
	01:00 PM – 01:40 PM	Lunch	
III	01:40 PM – 02:00 PM	Afternoon Session	See below
IV	02:00 PM – 03:00 PM	Afternoon Session	See below
	03:00 PM – 03:20 PM	Break / Light Tea	
V	03:20 PM – 05:00 PM	Games / Special Lectures	

Sundays are off. Saturdays have the same schedule as above or have outings.

3.2.2. Afternoon Activities (Non-Daily)

The following five activities are scheduled at different times of the Induction Program, and are not held daily for everyone:

1. Familiarization to Dept./Branch & Innovations
2. Visits to Local Area
3. Lectures by Eminent People
4. Literary
5. Proficiency Modules

Here is the approximate activity schedule for the afternoons (may be changed to suit local needs):

Session	Activity	Remarks
IV	Familiarization with Dept./Branch & Innovations	For 3 Days (Day 3 to Day 5)

V	Visit to Local Area	For 3 Days – interspersed (e.g. Saturdays)
V	Lectures by Eminent People	As scheduled 3-5 lectures
V	Literary (Play / Literature / Book Reading)	For 3-5 Days
IV	Proficiency Modules	Daily, but only for those who need it.

3.3. Closing Phase

Day	Time	Activity
Last But One Day	09:30 AM – 12:00 PM	Discussions and finalization of presentation within each group
	02:00 AM -05:00 PM	Presentation by each group in front of 4 other groups besides their own (about 100 students)
Last Day	Whole Day	Examinations (if any). May be extended to last 2 days, in case needed.

3.4. Follow Up after Closure

A question comes up as to what would be the follow up program after the formal 3-week Induction Program is over? The groups which are formed should function as mentor- mentee network. A student should feel free to approach his faculty mentor or the student guide, when facing any kind of problem, whether academic or financial or psychological etc. (For every 10 undergraduate first year students, there would be a senior student as a student guide, and for every 20 students, there would be a faculty mentor.) Such a group should remain for the entire 4-5-year duration of the stay of the student. Therefore, it would be good to have groups with the students as well as teachers from the same department/discipline⁴.

Here we list some important suggestions which have come up and which have been experimented with:

3.4.1. Follow Up after Closure – Same Semester

It is suggested that the groups meet with their faculty mentors once a month, within the semester after the 3-week Induction Program is over. This should be a scheduled meeting shown in the timetable. (The groups are of course free to meet together on their own more often, for the student groups to be invited to their faculty mentor's home for dinner or tea, nature walk, etc.)

3.4.2. Follow Up – Subsequent Semesters

It is extremely important that continuity be maintained in subsequent semesters.

It is suggested that at the start of the subsequent semesters (up to fourth semester), three days be set aside for three full days of activities related to follow up to Induction Program.

The students be shown inspiring films, do collective art work, and group discussions be conducted. Subsequently, the groups should meet at least once a month.

4. Summary

Engineering institutions were set up to generate well trained manpower in engineering with a feeling of responsibility towards oneself, one's family, and society. The incoming undergraduate students are driven by their parents and society to join engineering without understanding their own interests and talents. As a result, most students fail to link up with the goals of their own institution.

The graduating student must have values as a human being, and knowledge and meta- skills related to his/her profession as an engineer and as a citizen. Most students who get demotivated to study engineering or their branch, also lose interest in learning.

The Induction Program is designed to make the newly joined students feel comfortable, sensitize them towards exploring their academic interests and activities, reducing competition and making them work for excellence, promote bonding within them, build relations between teachers and students, give a broader view of life, and building of character.

The Universal Human Values component, which acts as an anchor, develops awareness and sensitivity, feeling of equality, compassion and oneness, draw attention to society and nature, and character to follow through. It also makes them reflect on their relationship with their families and extended family in the college (with hostel staff and others). It also connects students with each other and with teachers so that they can share any difficulty they might be facing and seek help.

References:

Motivating UG Students Towards Studies, Rajeev Sangal, IITBHU Varanasi, Gautam Biswas, IIT Guwahati, Timothy Gonsalves, IIT Mandi, Pushpak Bhattacharya, IIT Patna, (Committee of IIT Directors).

31 March 2016, IIT Directors' Secretariat, IIT Delhi.

Appendix – 2

Course Title: Internship/ Capstone Project - BBA – V

Course Code	:	BBA506
Course Title	:	Summer Internship-I
Number of Credits	:	2
Course Category	:	INT

Course Objective(s):

This internship capstone course aims to provide students with an integrative learning experience that combines professional work in a real-world organisation with rigorous academic research. Students will develop and apply theoretical knowledge to practical challenges through an action research project, enhancing their problem-solving, critical thinking, and communication skills. This course aims to bridge the gap between academic study and professional practice, preparing students for successful careers in their chosen fields.

Internship/ Capstone Project Student Engagement Process:

An internship/capstone project is a structured, hands-on learning experience integrating academic knowledge with pre-professional work activities. It mutually benefits both the student-intern and the host organisation. Interns apply foundational skills from their studies to real-world tasks, enhancing their practical experience. Placement sites outline clear expectations, duties, and performance goals for the interns. They also offer regular supervision and feedback to guide the interns' development. This experiential learning helps students build valuable industry-specific skills, gain insights into their chosen field, and improve their employability upon graduation.

Step 1.

Orientation Session: The orientation session for the internship/capstone project is designed to provide students with a comprehensive overview of what to expect and how to succeed in their upcoming professional experience. The session aims to bridge the gap between academic learning and practical application in a real-world setting.

Step 2.

Identify an internship: Students research opportunities that align with their career goals and academic background. They explore various platforms, such as online job boards, networking events, and professional associations, to find positions that offer relevant hands-on experience and skills in their chosen field.

Step 3.

Internship agreement Form: The Student, Mentor, and internship Coordinator in the Industry will complete the internship agreement form.

Step 4.

Start of Internship: The internship lasts eight weeks. Interns are expected to commit to 20 hours per week, allowing for a balanced integration of work and learning. The internship mentor will arrange specific schedules. This structure ensures that interns gain substantial experience while accommodating any academic commitments. Regular check-ins and progress reviews will be conducted to support intern development and address any challenges, providing a productive and enriching internship experience.

Step 5.

Submission of Report:

Front Page: Student Name, Course, Internship Company, Duration, Mentor Internship Agreement Form

Internship Certificate

Introduction & background of the Company

Roles & responsibilities as an Intern Weekly

work allotment & completion report Challenges

& Solutions

Learning from the internship

Conclusion

Step 6.

Internship Evaluation: The Viva Voce for internship evaluation is an oral exam where interns present their experiences, learning, and contributions. It involves summarising their role, key projects, and applied skills. Interns discuss the knowledge gained, application of academic theories, and challenges faced, including how they were addressed. They reflect on their professional development and how the internship

influenced their career goals. Feedback from supervisors and industry insights are also shared. Examiners ask questions to delve deeper into the intern's understanding and experiences. This evaluation assesses the intern's ability to articulate their growth and readiness for professional work. The review of the work done by students will be carried out after two weeks of report submission. The internal examiner will evaluate the student's submission.

Appendix – 3

Research Project & Guidelines

Course Code	:	BBA605
Course Title	:	Research Project
Number of Credits	:	4
Course Category	:	RP

All Students must carry out an independent research project in an area of their interest: Business Administration.

A proposal should be submitted immediately after completing the research methods unit in 3rd year , semester five. The guidelines mention details.

Consequently, students are expected to produce quality research projects that:

- Addresses current problems of interest in the real world
- Demonstrate a mastery of skills learnt during their study in the Institute.
- Demonstrates writing skills.

Course Objective: The objective of this course is to enable the students:

- Identify and discuss the role and importance of research in the social sciences.
- Identify and discuss the issues and concepts salient to the research process.
- Identify and discuss the complex issues inherent in selecting a research problem, choosing an appropriate research design, and implementing a research project.
- Identify and discuss the concepts and procedures of sampling, data collection, analysis and reporting.

1. General Regulations

- The Project report should be submitted before the student sits for the final university examinations in semester VI.
- The student shall work under the guidance of a project supervisor (s) appointed by the Institute's director.
- Once the students have completed the proposal and the supervisor has approved it, the proposal shall be defended in panels formed by the project coordinator on a day set aside by the Institute.
- The students should submit at least two copies of the proposal to the Project Coordinator at least two weeks before the final examination in semester V.
- The students shall present a proposal at the panel of examiners and be awarded marks. They will also be given corrections, which they will work on and present to their supervisors for approval to continue with the project work.
- The student will then complete chapters 4 and 5 of the project.
- Once the student has completed the project and the supervisor has approved it,

the project shall be submitted to the project coordinator, who will arrange for the final defence and VIVA VOCE. The marks obtained will be added to the proposal defence marks and compiled.

- The students should then submit two copies of the project report to the Institute 2 weeks before the final examination in semester VI.
- If the student is unsuccessful, the resubmission regulations will apply as stipulated in the academic policy.

2. *Choosing a Project Title*

- The project's title should be clear and specific to a real problem.
- Similar topics between students should be avoided.
- The project should be new and original, not replicating another person's work.
- At the proposal level, the appointed supervisor MUST approve the project title.
- The research committee must ratify all the topics.

3. *Formatting Guidelines*

- Font Size-12 in the body text, except for the topics and titles, which should be font size 14
- Font Type- Times New Roman
- Spacing- The project should be 1.5 lines spacing
- Highlighting- Topics and subtopics should be bolded and NOT be underlined
- Print Quality- The final document should be of good print quality
- Margins- Margins of the report should be 1 inch on the top, bottom and right-hand side. The left-hand-side margin should be 1.25 inches to allow for binding.
- Tables- Larger tables may be typed in smaller font sizes (10-11) to maintain standard margins
- Numbers and Percentages-must do not begin with a sentence.
- Tables and Figures - When presenting the table or figure, there must be a finding and analysis section. Avoid using 'table above, or table below.' Instead, indicate as 'Table 4.1 shows that'
- Final Binding - Presented as Hard Copy (Blue Color), preferably Xerox hardcover book binding.
- Pagination: Bottom of page and centred.

Evaluation will be done based on the project completed, presentation of the proposal and Viva Voce.

**MAJOR PROJECT GUIDELINES FOR
BACHELORS IN BUSINESS ADMINISTRATION/BACHELORS IN BUSINESS
ADMINISTRATION (HONOURS)/ BACHELOR'S IN BUSINESS
ADMINISTRATION (HONOURS AND RESEARCH)**

TITLE PAGE OUTLINE (not paginated)

The title should be in upper case and Centered, and
the font size should be 14

For Example

**TOPIC- GREEN INITIATIVE'S
IMPACT ON CUSTOMER
LOYALTY**

Student Name
Name

Supervisors

Class and Year
(In Upper Case)

Designation
(In Upper Case)

Research Project Submitted in Partial Fulfillment for the Degree of Bachelor
in Business Administration
from -----University

Month Year

DECLARATION

- a) A signed declaration by the candidate with the following statement This project is my original work and has not been presented for a degree in any other University or for any other award

Students Name: _____

Sign _____ Date _____

- b) A signed declaration by the University Supervisor with the following statement.

- c) I confirm that the candidate did the work reported in this project under my supervision.

Name:

Sign _____ Date _____

DEDICATION

A dedication statement not exceeding 25 words may follow the declaration, beginning on a separate page.

Dedication may be to a person or persons to whom they have special attachments. A simple statement such as “to my father..... and my mother” and a reason for the dedication may be given.

ACKNOWLEDGEMENT

Acknowledgement should be 150 words and follow the dedication beginning on a separate page.

An acknowledgement is an extension of appreciation for the contribution of others and assistance given during the entire research process. It recognises the person the writer is indebted to for guidance and help during the study.

ABSTRACT

An abstract of the research project not exceeding three hundred (300) words and beginning on a new page. It should be a one-paragraph continuous prose, single-spaced and on one page only.

The abstract should be one page single paragraphed and should contain

- The purpose and objectives of the study
- Significance of the study
- Methodology used
- Findings
- Recommendations

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

(All tables and figures must have a number and heading and follow APA style)

Declaration to List of figures should be in centre 14 font size.

MAIN DOCUMENT (Pagination of 1, 2, 3, 4, etc should begin in Chapter One)

1.0 CHAPTER ONE: INTRODUCTION

(Chapter Title - center 14 font size)

- 1.1** Introduction – Overview of chapter contents
- 1.2** Background of the Study
- 1.3** Problem Statement
Should it be a paragraph, and should it clearly show what the problem is? What the research seeks to solve. Give authoritative sources/citations on what has been done and what is missing.
- 1.4** Objectives of Study
I clearly state the goal of the study.
 - 1.4.1** Specific Objectives
 - They should be SMART.
 - They should be within the scope.
- 1.5** Significance of the Study
It should explain who benefits from the study and how.
- 1.6** Scope of the Study
It should include the concept, content, geographical, and time scope.
- 1.7** Organisation of the Study
Should include the structure of the study chapter by chapter

2.0 CHAPTER TWO: LITERATURE REVIEW

(Chapter Title - centre 14 font size)

- 2.1** Introduction – Overview of chapter contents
- 2.2** Theoretical Literature of the Problem.
A theoretical framework consists of concepts, definitions, and existing theories/theories used for your study. It must demonstrate

an understanding of theories and concepts relevant to the problem the project is solving.

2.3 Critical Review and Research Gap Identification

You should identify the unique innovation of your project. This should clearly show the gap you are filling in the project. Otherwise, your project will be seen as plagiarised.

3.0 CHAPTER THREE: METHODOLOGY

(Chapter Title - centre 14 font size)

3.1 Introduction – Overview of chapter contents

3.2 Project Design

This section should explain the details of the proposed project and how you will explore your research question.
Include questionnaire.

4.0 CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

(Chapter Title - center 14 font size)

1.1 Introduction – overview of chapter contents

1.2 Presentation of Findings. The findings should address each objective.

Objective 1

Objective 2, etc.

Check to ensure all the objectives are addressed.

5.0 CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

(Chapter Title - center 14 font size)

5.1 Introduction - overview of chapter contents

5.2 Summary of

Findings

5.3 Conclusions

5.4 Recommendations.

REFERENCES

Use Reference – acknowledgement of works referred to or citations. American Psychological Association (APA) reference style should be used.

APPENDICES

A. Questionnaire

Appendix – 4

Summer Internship-II

BBA VII (Honours)
Course Title: Summer Internship

Course Code	:	BBA705
Course Title	:	Summer Internship-II
Number of Credits	:	4
Course Category	:	INT

Course Objective(s):

The summer internship aims to provide students with an integrative learning experience that combines professional work in a real-world organisation with rigorous academic research. Through an action research project, students will develop and apply theoretical knowledge to practical challenges, enhancing their problem-solving, critical thinking, and communication skills. This course aims to bridge the gap between academic study and professional practice, preparing students for successful careers in their chosen fields.

Summer Internship Student Engagement Process:

An internship/capstone project is a structured, hands-on learning experience integrating academic knowledge with pre-professional work activities. It mutually benefits both the student-intern and the host organisation. Interns apply foundational skills from their studies to real-world tasks, enhancing their practical experience. Placement sites outline clear expectations, duties, and performance goals for the interns. They also offer regular supervision and feedback to guide the interns' development. This experiential learning helps students build valuable industry-specific skills, gain insights into their chosen field, and improve their employability upon graduation.

Step 1.

Orientation Session: The orientation session for the internship/capstone project is designed to provide students with a comprehensive overview of what to expect and how

to succeed in their upcoming professional experience. The session aims to bridge the gap between academic learning and practical application in a real-world setting.

Step 2.

Identify an internship: Students research opportunities that align with their career goals and academic background. They explore various platforms, such as online job boards, networking events, and professional associations, to find positions that offer relevant hands-on experience and skills in their chosen field.

Step 3.

Internship agreement Form: The Student, Mentor, and internship Coordinator in the Industry will complete the internship agreement form.

Step 4.

Start of Internship: The internship lasts eight weeks. Interns are expected to commit to 20 hours per week, allowing for a balanced integration of work and learning. The internship mentor will arrange specific schedules. This structure ensures that interns gain substantial experience while accommodating any academic commitments. Regular check-ins and progress reviews will be conducted to support intern development and address any challenges, ensuring a productive and enriching internship experience.

Step 5.

Submission of Report:

Front Page: Student Name, Course, Internship Company, Duration, Mentor Internship

Agreement Form

Internship Certificate

Introduction & background of the Company

Roles & responsibilities as an Intern Weekly

work allotment & completion report Challenges

& Solutions

Learning from the internship

Conclusion

Step 6.

Internship Evaluation: The Viva Voce for internship evaluation is an oral exam where interns present their experiences, learning, and contributions. It involves summarising their role, key projects, and applied skills. Interns discuss the knowledge gained, application of academic theories, and challenges faced, including how they were addressed. They reflect on their professional development and how the internship influenced their career goals. Feedback from supervisors and industry insights are also shared. Examiners ask questions to delve deeper into the intern's understanding and experiences. This evaluation assesses the intern's ability to articulate their growth and readiness for professional work. The review of the work done by students will be carried out after two weeks of report submission. The internal examiner will evaluate the student's submission.

Appendix – 5

Research Internship Report BBA VII (Honours with Research)

Course Title: Research Internship Report and Viva-Voce

Course Code	BBA705
Course Title	Research Internship Report
Number of Credits	4
Course Category	INT

Course Objective(s):

The course aims to provide students with an integrative learning experience that combines professional work in a real-world organisation with rigorous academic research. Students will develop and apply theoretical knowledge to practical challenges through an action research project, enhancing their problem-solving, critical thinking, and communication skills. This course aims to bridge the gap between academic study and professional practice, preparing students for successful careers in their chosen fields.

Course Outcome:

After the course, the outcomes are as follows under

1. Proficiency in research methodologies encompassing design, data collection, and analysis.
2. We have advanced critical thinking to identify and address research challenges effectively.
3. Competence in data analysis techniques and interpretation for meaningful insights.
4. Enhanced communication skills demonstrated through report writing and presentations.
5. Ethical awareness and adherence to research protocols ensure integrity in research practices.

Research Internship:

The research internship is a structured, hands-on learning experience integrating academic knowledge with pre-professional work activities. It mutually benefits both the

student-intern and the host organisation. Interns apply foundational skills from their studies to real-world tasks, enhancing their practical experience. Placement sites outline clear expectations, duties, and performance goals for the interns. They also offer regular supervision and feedback to guide the interns' development. This experiential learning helps students build valuable industry-specific skills, gain insights into their chosen field, and improve their employability upon graduation.

Step 1.

Orientation Session: The orientation session for the research internship is designed to provide students with a comprehensive overview of what to expect and how to succeed in their upcoming professional experience. The session aims to bridge the gap between academic learning and practical application in a real-world setting. It will also impart knowledge about the research methodology for implementing research in the internship project work.

Step 2.

Identify an internship: Students research opportunities that align with their career goals and academic background. They explore various platforms, such as online job boards, networking events, and professional associations, to find positions that offer relevant hands-on experience and skills in their chosen field. **Step 3.**

Internship agreement Form: The Student, Mentor, and internship Coordinator in the Industry will complete the internship agreement form.

Step 4.

Start of Internship: The internship lasts six weeks. Interns are expected to commit to 20 hours per week, allowing for a balanced integration of work and learning. The internship mentor will arrange specific schedules. This structure ensures that interns gain substantial experience while accommodating any academic commitments. Regular check-ins and progress reviews will be conducted to support intern development and address any challenges, providing a productive and enriching internship experience.

Step 5.

Submission of Report:

Part 1. (About Internship)

- Front Page: Student Name, Course, Internship Company, Duration, Mentor

- Internship Agreement Form
- Internship Certificate
- Introduction & background of the Company
- Roles & responsibilities as an Intern
- Weekly work allotment & completion report
- Learning from the internship

Part 2. (Research Conducted at Internship Organization)

- Research Agenda
- Literature Review
- Research Methodology
- Data Analysis & Interpretation
- Challenges & Solutions
- Conclusion

Step 6.

Research Internship Evaluation: The Viva Voce for internship evaluation is an oral exam where interns present their experiences, learning, and contributions. It involves summarising their role, key projects, and applied skills. Interns discuss the knowledge gained, application of academic theories, and challenges faced, including how they were addressed. They reflect on their professional development and how the internship influenced their career goals. Feedback from supervisors and industry insights are also shared. Examiners ask questions to delve deeper into the intern's understanding and experiences. This evaluation assesses the intern's ability to articulate their growth and readiness for professional work. The review of the work done by students will be carried out after two weeks by the internal and external examiner. The external examiner will evaluate for 80 marks, and the internal examiner will evaluate for 20.

Appendix – 6

Dissertation (FOR RESEARCH TRACK) BBA VIII (BBA – (Honours with Research))

Course Code	BBA 805
Course Title	Dissertation (FOR RESEARCH TRACK)
Number of Credits	20
Course Category	Research Project

Course Objective: A dissertation is a long-form piece of academic writing based on original research conducted by the student. Hence, this course aims to provide students with the opportunity to apply the knowledge and skills acquired in their courses to a specific problem. This allows students to extend their academic experience into areas of interest and work with new ideas. This also addresses the issues inherent in selecting a research problem and discusses the techniques and tools to be employed in completing a research project. This will also enable the students to prepare report writing and framing Research proposals.

This will give students knowledge, general competence, and analytical skills in Research Methodology. They can build their foundation for research in Business administration. It provides hands-on experience in carrying out research work on interdisciplinary topics, including management, economics, etc., and the process for publishing original work.

Course Content:

Unit I - Introduction to Research:

Fundamental of research, Scope of Research, Types of Research, Process of Research, Sources of research Problem, Qualities of good research problem, Identification of good problem, Scientific research characteristics and steps of scientific research, Scientific research problems

Unit II - Research Methods & Design:

Basic Principles; need for research Design; features of good design; essential concepts relating to research design. Traditional Methods like Historical, Institutional, and Legal. Modern Methods like surveys of Literature, Sampling

methods, Questionnaires, Schedules, Interview methods and Focus Group discussions. Observation Methods, Case Study Methods, Content Analysis, Statistical Methods, Experimental Methods, Brainstorming Techniques, etc.

Unit III: Tools & Techniques of Data Collection Analysis and Interpretations:

Meaning of Population and Sample; Sampling Methods- Random, Stratified, Purposive. Tool of Data Collection, Primary, Secondary and Tertiary Data, Schedule, Observation. Type of Data, Primary, Secondary and Tertiary Data, Tabulation of data, Data organisation in SPSS and Excel, Graphical representation of data. Analysis of Data, Measure of Central tendency, Standard Deviation & Standard error, Measure of variability, Correlation and its computation; ANOVA. Discussion and Interpretation of Results, Testing of Hypotheses, Logical and Statistical Techniques like chi Square test and Student t-test.

Unit IV: Reporting and Thesis Writing:

Type of report Technical Reports and thesis; Significance; Different steps in the preparation; Layout, structure and language of typical reports; Illustrations and tables; Bibliography, referencing and footnotes. Planning -Preparation - practice - Making Presentation; Use of visual aids; PowerPoint for effective Communication; Criteria for evaluating the research report.

Suggested readings:

1. Uwe Flick- Introducing Research Methodology
2. CR Kothari- Research Methodology Methods and Techniques
3. John W Cresswell: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches
4. Wayne C Booth: The Craft of Research
5. R Paneerselvam: Research Methodology
6. Ranjit Kumar: Research Methodology, a step-by-step guide for beginners.
7. Robert K Yin: Case Study Research: Design and Methods (Applied Social Research Methods)

Course outcomes:

At the end of the course, students will be able to

- Equip themselves with tools for data collection and analysis
- Understand research in-depth and acquire knowledge to undertake a research project independently.
- Equip themselves with ethical issues related to Research and Publication.
- Build a strong foundation for future research work systematically by applying notions of Research Methodology.
- Gain ability to apply knowledge of Business Administration to research in real-world issues

GUIDELINES FOR DISSERTATION BACHELOR IN BUSINESS ADMINISTRATION (HONOURS)/ BACHELOR IN BUSINESS ADMINISTRATION (HONOURS AND RESEARCH)

All Students must carry out an independent research project in an area of their interest in Business Administration.

A dissertation is **a long-form piece of academic writing based on original research conducted by the student**. Hence, this course aims to provide students with the opportunity to apply the knowledge and skills acquired in their courses to a specific problem. This allows students to extend their academic experience into areas of interest and work with new ideas. This also addresses the issues inherent in selecting a research problem and discusses the techniques and tools to be employed in completing a research project. This will also enable the students to prepare report writing and framing Research proposals. This will give students knowledge, general competence, and analytical skills in Research Methodology. They can build their foundation for research in Business administration. It provides hands-on experience in carrying out research work on interdisciplinary topics, including management, economics, etc., and the process for publishing original work.

Consequently, students are expected to produce quality research projects that:

- Addresses current problems of interest in the real world.
- Demonstrate a mastery of skills learnt during their study in the Institute.
- Demonstrates writing skills.

1. General Regulations

- The Project report should be submitted before the student sits for the final university examinations in semester VIII.
- The student shall work under the guidance of a project supervisor (s) appointed by the Institute's director.
- Once the students have completed the proposal and the supervisor has approved it, the proposal shall be defended in panels formed by the project coordinator on a day set aside by the Institute.
- The students should submit at least two copies of the proposal to the Project Coordinator at least two weeks before the final examination in semester VII.
- The students shall present a proposal at the panels and be awarded marks. They will also be given corrections, which they will work on and present to their supervisors for approval to continue with the project work.
- The student will then complete chapters 4 and 5 of the project.
- Once the student has completed the project and the supervisor has approved it, the project shall be submitted to the project coordinator, who will arrange for the final defence and VIVA VOCE. The marks obtained will be added to the proposal defence marks and compiled.

- The students should then submit two copies of the project report to the Institute at least two weeks before the final examination in semester VIII.
- If the student is unsuccessful, the resubmission regulations will apply as stipulated in the academic policy.

2. Choosing a Project Title

- The project's title should be clear and specific to a real problem.
- Similar topics between students should be avoided.
- The project should be new and original, not replicating another person's work.
- At the proposal level, the appointed supervisor **MUST** approve the project title.
- The research committee must ratify all the topics.

3. Formatting Guidelines

- Font Size-12 in the body text, except for the topics and titles, which should be a font size of 14
- Font Type- Times New Roman
- Spacing- The project should be 1.5 lines spacing
- Highlighting- Topics and subtopics should be bolded and NOT be underlined
- Print Quality- The final document should be of good quality
- Margins- Margins of the report should be 1 inch on the top, bottom and right-hand side. The left-hand-side margin should be 1.25 inches to allow for binding.
- Tables- Larger tables may be typed in smaller font sizes (10-11) to maintain standard margins
- Numbers and Percentages-must do not begin with a sentence.
- Tables and Figures - There must be a finding and analysis section when presenting the table or figure. Avoid using 'table above, or table below.' Instead, indicate as 'Table 4.1 shows that'
- Final Binding - Presented as Hard Copy (Blue Color), preferably Xerox hardcover book binding.
- Pagination: Bottom of page and centred.

Evaluation will be done based on the dissertation completed, presentation of the proposal and Viva Voce.

**DISSERTATION GUIDELINES FOR
BACHELORS IN BUSINESS ADMINISTRATION/BACHELORS IN
BUSINESS ADMINISTRATION (HONOURS)/ BACHELOR'S IN
BUSINESS ADMINISTRATION (HONOURS AND RESEARCH)**

The title should be in upper case and Centered, and the font size should be 14 For

Example

*TOPIC- HOW DIGITAL TRANSFORMATION AFFECTS
ORGANIZATIONAL CULTURE*

Student Name Supervisors
Name

Class and Year
Designation

(In Upper Case) (In
Upper Case)

Research Project Submitted in Partial Fulfillment for the Degree of Bachelor
in Business Administration
from ----- University

Month Year

DECLARATION - (Roman number- ii), (centre 14 font size)

- a) A signed declaration by the candidate with the following statement
This project is my original work and has not been presented for a degree in any other
University or for any other award

Students Name: _____

Sign _____ Date _____

- b) A signed declaration by the University Supervisor with the following statement.
- c) I confirm that the candidate did the work reported in this project under my supervision.

Name:

Sign _____ Date _____

DEDICATION - (Roman number- iii) (centre 14 font size)

A dedication statement not exceeding 50 words may follow the declaration, beginning on a separate page.

Dedication may be to a person or persons to whom they have special attachments. A simple statement such as “to my father..... and my mother” and a reason for the dedication may be given.

ACKNOWLEDGEMENT - (Roman number- iv) (centre 14 font size)

Acknowledgement should be at most 250 words and follow the dedication beginning on a separate page.

An acknowledgement is an extension of appreciation for the contribution of others and assistance given during the entire research process. It recognises the person the writer is indebted to for guidance and help during the study.

ABSTRACT-(Roman v) (centre 14 font size)

An abstract of the research project not exceeding three hundred (600) words and beginning on a new page. It should be a one-paragraph continuous prose, single- spaced and on one page only.

The abstract should be one page single paragraphed and should contain

- The purpose and objectives of the study
- Significance of the study
- Methodology used
- Findings
- Recommendations

TABLE OF CONTENTS - (Roman vi) – (centre 14 font size)

LIST OF TABLES - (Roman vii) (centre 14 font size)

LIST OF FIGURES- (Roman viii) (centre 14 font size)

(All tables and figures must have a number and heading and follow APA style)

LIST OF ACRONYMS AND ABBREVIATIONS (Roman ix) (centre 14 font size)

DEFINITION OF KEY TERMS - (Roman x) (centre 14 font size)

The definition of terms must not be the dictionary meanings of the terms.
Give the meaning of what was used in that study.

Presentation

Term (Bolded)

Meaning

MAIN DOCUMENT (Pagination of 1, 2, 3, 4, etc should begin in Chapter One)

1.0 CHAPTER ONE: INTRODUCTION

(Chapter Title - center 14 font size)

1.0 Introduction – Overview of chapter contents

1.1 Background of the Study

Give specifics of the problem rather than the history of the case. Give citations. Build a case for the study. Let there be authoritative sources/citations.

1.2 Problem Statement

Should it be a paragraph, and should it clearly show what the problem is? What the research seeks to solve. Give authoritative sources/citations on what has been done and what is missing.

1.3 Objectives of Study

1.3.1 General Objective

A statement giving the primary purpose/goal of the study.

1.3.2 Specific Objectives

- They should be SMART.
- They should be within the scope.
- There should be no objective to make recommendations – it's assumed to exist.

1.4 Research Questions

The research questions are based on the specific objectives.

- An introductory statement should be there.
- The number of research questions has to be the same as the objectives.
- The framing of questions should not attract a yes/no answer.

1.5 Significance of the Study

It should explain who benefits from the study and how. This section must be in the future tense.

1.6 Limitations of the Study

It should show the extent to which the study results can be generalised. The reasons given must be beyond the researcher's control. Stereotype limitations are not acceptable and should not be anticipated, e.g., time and money are not limitations.

1.7 Scope of the Study

It should include the concept, content, geographical, and time scope.

1.8 Organisation of the Study

Should include the structure of the study chapter by chapter

2.0 CHAPTER TWO: LITERATURE REVIEW

(Chapter Title - center 14 font size)

2.1 Introduction – Overview of chapter contents

2.2 Theoretical Literature of the Problem.

A theoretical framework consists of concepts, definitions, and existing theory/theories used for your particular study. The theoretical framework must demonstrate an understanding of theories and concepts relevant to the problem the project is solving.

2.3 Similar Projects

Your project is not unique. Discuss at least five similar projects/research works and show the research gap.

A review of project systems should be done for global and local projects.

NB: Acknowledge the sources using APA

2.4 Critical Review and Research Gap Identification

You should identify the unique innovation of your project. This should clearly show the gap you are filling in the project. Otherwise, your project will be seen as plagiarised.

2.5 Summary

Highlight of the critical issues raised, facts- Reviewed issues that have been raised

3.0 CHAPTER THREE: METHODOLOGY

(Chapter Title - centre 14 font size)

3.0 Introduction – Overview of chapter contents

3.1 Project Design

This section should explain the details of the proposed project. How you will go about exploring your research question:

3.1.1 What requirements collection methods will you use (e.g. survey or focus group)?

3.1.2 What methods or tools of analysis will you use and why?

3.1.3 Expected results or outcomes.

The presentation of the proposal must include the above three references along with the questionnaire.

4.0 CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

(Chapter Title - center 14 font size)

4.1 Introduction – overview of chapter contents

4.2 Presentation of Findings. The findings should address each objective.

Objective 1

Objective 2, etc.

Check to ensure all the objectives are addressed.

5.0 CHAPTER FIVE: SUMMARY, CONCLUSIONS ANDRECOMMENDATIONS

(Chapter Title - center 14 font size)

5.1 Introduction - overview of chapter contents

5.2 Summary of Findings Begin with general information

5.2.1 Objective one.

5.2.2 Objective two, etc.

5.3 Conclusions

Answers to the project objectives achieved.

5.4 Recommendations should be in line with the study area and the conclusions.

5.5 Suggestions for further study should be in line with or advised by the study processes.

REFERENCES

Use Reference – acknowledgement of works referred to or citations.
American Psychological Association (APA) reference style should be used.

APPENDICES

A. Questionnaire

B. Response summary sheet

C. Any other evidence, such as pictures.

