MARIAN COLLEGE
KUTTIKKANAM
AUTONOMOUS
MAKING COMPLETE

Scheme and Syllabus

(I, II, III, IV, V & VI Semesters)

Bachelor in Business Administration (Honours)

[BBA (Honours)]

(Under AICTE)

2026 Admissions

Affiliated to Mahatma Gandhi University, Kottayam

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THE MARIAN COLLEGE KUTTIKKANAM AUTONOMOUS

BACHELOR IN BUSINESS ADMINISTRATION (HONOURS)

REGULATIONS, 2026

MCKA-BBA (Honours) (As per AICTE Norms)

PREAMBLE

All India Council for Technical Education (AICTE), as per the provisions of All India Council for Technical Education Act, 1987 (For short, "AICTE Act") as mentioned in its Chapter 2-g shall regulate Under Graduate (UG) Programme in Computer Applications (BCA) and Management (BBA) along with Post Graduate Courses in Computer Applications (MCA) and Management (MBA) from the Academic Year 2024-25. Accordingly, all the existing institutes offering or intending to offer UG Courses in Computer Applications (BCA) and Management (BBA) must get AICTE Approval from the Academic Year 2024-25.

In this context, colleges under Mahatma Gandhi University, Kottayam, already running Under Graduate Programme in Computer Applications (BCA) and existing / new institutes intending to offer UG Courses in Computer Applications (BCA) are required to follow the curriculum frameworks provided by AICTE in September 2024.

Further, various sub committees were constituted in Marian College Kuttikkanam Autonomous for the implementation of the AICTE Regulations. The subcommittee on Rules and Regulations prepared the regulations namely: **THE MARIAN COLLEGE KUTTIKKANAM AUTONOMOUS BACHELOR IN BUSINESS ADMINISTRATION (HONOURS) REGULATIONS, 2026, {MCKA-BBA (HONOURS) REGULATIONS, 2026}** as per the model Curriculum for UG programme in Business Administration provided by AICTE in April 2024 and July 2024 respectively.

A SHORT HIGHLIGHT OF THE PROGRAMME

Bachelor of Business Administration (BBA) at Marian is ranked 2 in Kerala and 80th in India by OUTLOOK – I CARE best colleges ranking 2022. BBA at Marian provides a gateway to academic progression in Management, Accounting, Finance, and more, and a plethora of job opportunities in numerous sectors such as Sales, Marketing, ITES, Education, Finance, and Government to name a few. In 2024, the BBA program was aligned with the All-India Council for Technical Education (AICTE), introducing a 4-year BBA (Honours) and BBA

(Honours with Research) based on AICTE-approved curricula. Designed to develop industry-ready professionals, the program offers specialized electives in Business Analytics, Finance, Human Resource Management, and International Business.

Adhering to the principle of student-cantered Outcome Based Education (OBE) which focuses on measuring student level of achievement, we strive to create a study environment which will encourage you to build up your cognizance of the dynamic business environment. Real world case studies, Role Plays, Simulation Games, Organizing Events, Consultancy, Constant Interface with Industry and Academic experts, and current events analyzed in seminars, the students reconnoiter the challenges of putting theory into practice. From 2021 onwards the program offers a platform to students to gain CMA along with BBA and also serves as a stepping-stone for higher career programs like MBA, CA, ACCA, ICWA, CMA, CS, MCom, and ICFA etc.

REGULATIONS

1. SHORT TITLE AND COMMENCEMENT

1.1. THE MARIAN COLLEGE KUTTIKKANAM AUTONOMOUS BACHELOR IN BUSINESS ADMINISTRATION (HONOURS) REGULATIONS, 2026, {MCKA-BBA (HONOURS) REGULATIONS, 2026} as per the model Curriculum provided by AICTE.

1.2. These Regulations will come into effect from the academic year 2026-2027 and will have prospective effect.

2. SCOPE, APPLICATION

2.1. These Regulations shall apply to Under Graduate Programmes in Business Administration by MARIAN COLLEGE KUTTIKKANAM AUTONOMOUS (MCKA) for the admissions commencing, from the academic year 2026- 2027, with subsequent modifications, if any, from time to time.

2.2. Every programme conducted under the MCKA-BBA (Honours) shall be monitored by an MCKA -UGP Academic Committee comprising members nominated by the College Council.

3. DEFINITIONS

Unless context otherwise required,

3.1. University means MAHATMA GANDHI UNIVERSITY established by an Act of the State Legislature.

3.2. **'Act'** means the MAHATMA GANDHI University Act 1985;

3.3. **FYUGP** means Four Year Under Graduate Programme.

3.4. **College** Means Marian College Kuttikkanam Autonomous.

3.5. **MCKA** means Marian College Kuttikkanam Autonomous.

3.6. **Academic Year:** Two consecutive (one odd and one even) semesters followed by a vacation is one academic year.

3.7. **Assessment:** is the process of collecting, recording, scoring, describing and interpreting information about the outcome of the learning which is an ongoing process. (Ref. UGC Report in November 2019 on 'Evaluation Reforms in Higher Educational Institutions' p.8)

3.8. **Academic Coordinator/Nodal Officer:** Academic Coordinator/Nodal Officer is a senior faculty member nominated by the college council to co-ordinate the effective conduct of the FYUGP including Continuous Comprehensive Assessment (CCA) undertaken by various departments in the college. She/ he/ they shall be the convenor for the College level Academic Committee.

3.9. **Abbreviations and Definitions**

Abbreviations	Definitions
L	Lecture
T	Tutorial
P	Practical
CC	Core Courses
AEC	Ability Enhancement Courses
MDE	Multi-Disciplinary Elective Course

VAC	Value Added Course
SEC	Skill Enhancement Courses
DSE	Discipline Specific Elective
OE	Open Elective

3.10. **Academic Week:** A unit of five working days in which the distribution of work is organized, with five contact hours of one-hour duration on each day.

3.11. **Academic Credit:** A unit by which the course work is measured. It determines the number of hours of instruction required per week in a semester. It is defined both in terms of student efforts and teacher's efforts. A course which includes one hour of lecture or tutorial or minimum 2 hours of lab work/ practical work/ field work per week is given one credit hour. Accordingly, one credit is equivalent to one hour of lecture or tutorial or two hours of lab work/ practical work/ field work/ practicum and learner engagement in terms of course related activities (such as seminars preparation, submitting assignments, group discussion, recognized club-related activities etc.) per week. Generally, a one credit course in a semester should be designed for 15 hours Lecture/ tutorials or 30 hours of practical/ field work/ practicum and 30 hours of learner engagement.

3.12. **Academic Bank of Credits (ABC):** An academic service mechanism as a digital/ virtual entity established and managed by Government of India to facilitate the learners to become its academic account holders, and facilitating seamless learner mobility, between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible process of teaching and learning. This will facilitate the learner to choose their own learning path to attain a Degree/ Diploma/ Certificate, working on the principle of multiple entry and exit, keeping to the doctrine of anytime, anywhere, and any level of learning.

3.13. **Credit Accumulation:** The facility created by Academic Bank of Credits (ABC) in the Academic Credit Bank Account (ABA) opened by the learners across the country in order to transfer and consolidate the credits earned by them by undergoing courses in any of the eligible HEIs.

3.14. **College Continuous Assessment Coordinator (CCAC)** is a member of the faculty nominated by the Principal to coordinate the continuous assessment activities undertaken by various departments in the College. They shall be ex-officio member of the College Level Examination Committee.

3.15. **Continuous Assessment Coordinator (CAC)** is a member of faculty nominated by the Department Council to coordinate continuous assessment and other academic activities undertaken in the Department.

3.16. **Credit Recognition:** The credits earned through eligible/ partnering HEIs and transferred directly to the ABC by the HEIs concerned.

3.17. **Credit Redemption:** The process of commuting the accrued credits in the ABC of the learner for the purpose of fulfilling the credits requirements for the award of various degrees. Total credits necessary to fulfil the criteria to get a degree shall be debited and deleted from the account concerned upon collecting a degree by the learner.

3.18. **Credit Transfer:** The mechanism by which the eligible HEIs registered with ABC are able to receive or provide prescribed credits to individuals registered with ABA in adherence to the UGC / AICTE credit norms for the course(s) registered by the learner in any HEIs within India.

3.19. **Credit Cap:** Maximum number of credits that a student can take per semester, which is restricted to 30.

3.20. **Continuous Comprehensive Assessment (CCA):** The mechanism for evaluating the learner by the course faculty at the institutional level.

3.21. **Semester End Assessment (SEA):** The mechanism of evaluating the learner at the end of each semester.

3.22. **Initial Summative Assessment (ISA):** refers to an examination to be conducted within 30 days of the commencement of the course.

3.23. **Learning Deeper (LD):** refers to gaining a more profound and comprehensive understanding of a specific subject or topic.

3.24. **Learning Beyond (LB):** refers to extending learning beyond the traditional boundaries of the curriculum or classroom.

3.25. **Class Participation:** Class participation is a formative assessment method based on rubrics approved by the Department Council and stated in the course plan.

3.26. Audit Course is a course which carries no credit and its assessment is not counted towards the calculation of Grade Point Average. However, successful completion of the audit course is essential for passing the programme. The audit course shall be audited by the department.

3.27. Courses: Refer to the papers which are taught and evaluated within a programme, which include lectures, tutorials, laboratory work, studio activity, field work, project work, vocational training, viva, seminars, term papers, presentations, assignments, self-study, group discussion, internship, etc., or a combination of some of these elements.

3.28. Choice Based Credit System (CBCS) means the system wherein students have the option to select courses from the prescribed list of courses.

3.29. Marian College Academic Committee (MCAC): Is a committee constituted for FYUGP at the college level comprising the Principal as the Chairperson, the Academic Co- ordinator/ Nodal Officer as its convenor.

3.30. Academic Co-ordinator/ Nodal Officer: A senior faculty member nominated by the College Council.

3.31. Course Faculty: A faculty member nominated by the Head of the Department shall be in charge of offering a particular course in a particular semester of FYUGP.

3.32. Department means any teaching department in the college offering a course of study.

3.33. Department Council means the body of all teachers of a department in the College.

3.34. Evaluation is the process of making judgments based on evidences and interpretations gathered through examination and assessment and on the basis of agreed upon criteria. (Ref. UGC Report in November 2019 on 'Evaluation Reforms in Higher Educational Institutions')

3.35. Extra Credits are additional credits awarded to a student over and above the minimum credits required for a programme.

3.36. Extra Credit Course is a course offered to students other than the mandatory courses of a programme by which the students can score extra credits. For a pass a minimum of 35% of marks is required.

3.37. Senior Faculty Advisor (SFA) is a faculty nominated by a Department Council to co-ordinate all the necessary work related to MCKA-BBA (Honours) undertaken in that department, including the continuous comprehensive assessment.

3.38. Faculty Advisor (FA) means a teacher from the parent department nominated by the Department Council to advise students in academic matters.

3.39. Graduate Attributes means the qualities and characteristics to be obtained by the graduates of a programme of study at the Institution, which include the learning outcomes related to the disciplinary areas in the chosen field of learning and generic learning outcomes.

3.40. Programme means the entire duration of the educational process including the evaluation leading to the award of a degree.

3.41. Programme Pathway: Combination of courses that can be chosen by a student that give options to pursue interesting and unconventional combinations of courses drawn from different disciplinary areas, like the sciences and the social sciences/ humanities. The pathways could be in terms of major- minor options with different complementary/ allied disciplines.

3.42. Plagiarism is the unreferenced use of other authors' material in projects/dissertations/assignments etc. and is a serious academic offence.

3.43. Regulatory Body means University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) etc.

3.44. Signature Courses: Signature courses are the specialized Discipline Specific Elective courses or skill-based courses designed and offered by the regular/ ad hoc/ visiting/ emeritus/ adjunct faculty member of a particular college with the prior recommendation of the BoS and the approval of Academic Council of the University/ Institute.

3.45. Letter Grade or simply 'Grade' in a course is a letter symbol (A+, A, B+, B, C+, C, D, F and Ab) awarded to a student based on their performance in various examinations.

3.46. Grade Point: Each letter grade is assigned a 'Grade Point' (G) which is an integer indicating the numerical equivalent of the broad level of performance of a student in each course. Grade Point means point given to a letter grade on 10-point scale.

3.47. Mapping of Marks to Grades: The mapping of marks to grades shall be done as per the following table. Based on the marks obtained, the grade point will be mentioned in the student's grade cards.

Letter Grade	**Grade Point**	**Range of Percentage of Marks (Both CCA & SEA)**
A+ (Excellent)	10	91 – 100
A (Very good)	9	81 – 90
B+ (Good)	8	71 – 80
B (Above Average)	7	61 – 70
C+ (Average)	6	51 – 60
C (Satisfactory)	5	46 – 50
D (Pass)	4	40 -45
F (Fail)	0	< 40 cumulative score of SEA and CCA or < 35 for SEA
Ab (Absent)	0	

		Students have to acquire minimum 75 % of attendance for a course to make them eligible to appear for Semester End Assessment of that particular course.

3.48. Semester Grade Point Average (SGPA) is the value obtained by dividing the sum of credit points obtained by a student in the various courses taken in a semester by the total number of credits in that semester. SGPA shall be rounded off to two decimal places. SGPA determines the overall performance of a student at the end of a semester. Based on the SGPA/CGPA obtained, the grade point will be mentioned in the student's grade cards.

Letter Grade	**Grade Point**	**SGPA / CGPA range (x)**	**Class**
A+ (Excellent)	10	$9.0 < x$	First Class with Distinction
A (Very good)	9	$8.0 < x \leq 9.0$	
B+ (Good)	8	$7.0 < x \leq 8.0$	First Class
B (Above Average)	7	$6.0 < x \leq 7.0$	
C+ (Average)	6	$5.0 < x \leq 6.0$	Second Class
C (Satisfactory)	5	$4.5 < x \leq 5.0$	Third Class
D (Pass)	4	$4.0 \leq x \leq 4.5$	
F (Fail)	0	$x < 4.0$	Fail
Ab (Absent)	0		Fail

3.49. Credit Point (P) of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course: P = G x C

3.50. Cumulative Grade Point Average (CGPA) is the value obtained by dividing the sum of credit points in all the semesters earned by the student for the entire programme by the total number of credits in the entire programme and shall be rounded off to two decimal places.

3.51. Grade Card means the printed record of students' performance, awarded to them.

3.52. Words and expressions used and not defined in this Regulation, but defined in the Mahatma Gandhi University Act and Statutes shall have the meaning assigned to them in the Act and Statutes.

3.53. Project means a regular study undertaken in the college/ appropriate institution/ organization under the supervision of a member of faculty in the parent department.

3.54. Repeat Course is a course that is repeated by a student for having failed in that course in an earlier registration.

3.55. SWAYAM (Study Webs of Active learning for Young Aspiring Minds) is a programme initiated by Government of India and designed to provide best teaching learning resources to all.

4. TITLE OF THE PROGRAMME

4.1. The title of the programme is Bachelor in Business Administration (Honours).

5. PROGRAMME STRUCTURE

5.1. Students shall be admitted into Bachelor in Computer Application (Honours).

5.2. The duration of the programme is four years.

5.3. The medium of instruction and examination shall be English.

5.4. The programme shall include Core Courses, Multi-Disciplinary Electives, Ability Enhancement Courses, Other Languages, Value Added Courses, Skill Enhancement Courses and Extra Credit Courses. Designed to develop industry-ready professionals, the program offers specialized electives in Business Analytics, Finance, Human Resource Management, and International Business. There shall

be internship after the 2nd Semester and before the 5th Semester, and the Project/Dissertation in the 6th Semester and 7th Semester undertaken by all students. The programme strives to create a study environment which will encourage you to build up your cognizance of the dynamic business environment. Real world case studies, Role Plays, Simulation Games, Organizing Events, Consultancy, Constant Interface with Industry and Academic experts, and current events analyzed in seminars.

6. BOARD OF STUDIES AND COURSES

6.1. The Board of Studies for Bachelor in Business Administration (UG) shall design all courses offered in the Programme. The Board shall design and introduce new courses, modify or re-design existing courses and replace any existing courses with new/modified courses to facilitate better exposure and training for the students.

6.2. The syllabus of a course shall include the title of the course, course outcomes, contact hours, the number of credits and reference materials.

6.3. Each course shall have a unique alpha numeric code to represent the course.

6.4. Every Programme conducted under Choice-based Credit System shall be monitored by the Academic Council.

7. FEATURES AND OBJECTIVES OF MCKA-BBA (Honours)

The features and objectives of the MCKA-BBA shall be:

7.1 BBA is a stand-alone program as envisaged by the AICTE, and switching between BBA and other programs is not permitted.

7.2 Name of the programme: BACHELOR IN BUSINESS ADMINISTRATION {BBA}, BACHELOR IN BUSINESS ADMINISTRATION (HONOURS) {BBA (HONOURS)}, BACHELOR IN BUSINESS ADMINISTRATION (HONOURS WITH RESEARCH) {BBA (HONOURS WITH RESEARCH)}

7.3 The practice of lateral entry of students to various semesters exists, but an exit with a Degree shall be awarded only upon successful completion of 133 credits as per the conditions stipulated in this regulation.

7.4 Students who choose to exit after 3 years shall be awarded BBA Degree after the successful completion of the required minimum courses with 133 credits.

7.5 A 4-year BBA(Honours) Degree shall be awarded to those who complete the MCKA-BBA (Honours) with a specific number of courses with 177 credits including 8 credits from a capstone level graduate project/ dissertation. Those students who are not doing capstone level graduate project shall do courses at level 400 or above or vocational training course or internship for 8 credits.

7.6 Students who acquire minimum 75% in their graduation (up to 6th semester) are eligible for Honours with Research Programme. However, if necessary, the college may conduct screening test for the honours with research programme in accordance with MCKA Regulations time to time.

7.7 4-year BBA (Honours with Research): Students who aspire to pursue research as a career may opt for 4-year BBA Degree Honours with Research stream with a specific number of Courses with 177 credits including 20 credits from a research project in the major/allied discipline.

7.8 The recognized research departments or departments with at least two faculty members having PhD shall offer the Honours with Research programme. Minimum 2 students (mentees) should be allotted to a faculty member (Mentor).

7.9 Students who have chosen the honours with research stream shall do their entire fourth year under the mentorship of a mentor.

7.10 The mentor shall prescribe suitable advanced level/capstone level courses for a minimum of 20 credits to be taken within the institutions along with the courses on research methodology, research ethics, and research topic-specific courses for a minimum of 12 credits which may be obtained either within the institution or from other recognized institutions, including online and blended modes.

7.11 Students who have opted for the honours with research should successfully complete a research project under the guidance of the mentor and should submit a research report for evaluation. They need to successfully defend the research project to obtain 20 credits under a faculty member of the University/ College/ Recognized Research Institute. The research shall be in the Major/ Allied Discipline.

7.12 The research outcomes of their project work may be published in peer-reviewed journals or presented at conferences or seminars or patented.

7.13 Courses shall be grouped into 6 major baskets as Core Courses (CC), Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Added Courses (VAC), Multi-Disciplinary Electives (MDE) and Discipline Specific Elective Courses (DSE).

7.14 **Core Courses** (CC) shall provide the students with an opportunity to pursue in-depth study of the discipline and Discipline Specific Elective (DSE) courses develop competency in the chosen area of specialization.

7.15 **Ability Enhancement Courses** shall be designed specifically to achieve competency in English and Other Languages (OL) as per the student's choice with special emphasis on language and communication skills.

7.16 English and other language courses shall be designed to enable the students to acquire and demonstrate the core linguistic skills, including critical reading, academic and expository writing skills as well as the cultural and intellectual heritage of the language chosen.

7.17 **Skill Enhancement Courses (SEC)** shall be designed to enhance 21st century workplace skills such as programming, software development, creativity, critical thinking, communication, and collaboration.

7.18 **Value Added Courses (VAC)** shall be designed to empower the students with personality development, perspective building, and self-awareness.

7.19 **Multi-Disciplinary Electives (MDE)** are elective courses designed to enable the students to broaden their intellectual experience by understanding the conceptual foundations of Science, Social Sciences, Humanities, and Liberal Arts. Third-semester MDE can be Kerala-specific content

7.20 **Discipline-Specific Electives (DSE)** are designed to provide students with an opportunity to pursue an in-depth study of a particular subject or discipline and develop competency in their chosen area.

7.21 To be eligible for the award of a specialization, a learner must acquire 12 credits from the discipline-specific elective courses offered under a particular specialization. Upon successful completion of the three-year BBA Degree

Programme, a learner shall have the opportunity to obtain a single specialization, preferably by completing three 4-credit courses from the fifth and/or sixth semesters. However, learners who opt to continue to the fourth year shall have the opportunity to obtain an additional specialization, preferably by completing one 4-credit course from the fifth or sixth semester and two 4-credit courses from the seventh and/or eighth semesters.

7.22 **Course cum Credits Certificate**: After the successful completion of a semester as proof for re-entry to another institution this certificate is essential. This will help the learner for preserving the credits in the Academic Bank of Credits.

7.23 **Summer Internship**: All students shall undergo Summer Internship or Apprenticeship in a Firm, Industry or Organization; or Training in labs with faculty and researchers or other Higher Education Institutions (HEIs) or Research Institutions. When the University publish a separate guideline for Internship Programmes, it will be included in MCKA/BBA Regulations.

7.24 Students will be provided opportunities for internships with local industries, business organizations, agriculture, health and allied sectors, Local Government institutions (such as panchayats, and municipalities), State Planning Boards, State Councils/ Boards, Research Institutions, Research Labs, Libraries, elected representatives to the parliament/ state assembly/ panchayath, media organizations, artists, crafts persons etc. These opportunities will enable the students to actively engage with the practical aspects of their learning and to improve their employability.

7.25 **For Summer Internship / Projects / Seminar etc.**, evaluation is based on work done, quality of report, performance in viva-voce, presentation etc.

7.26 **Additional Credits** will be awarded to those who actively participate in Social Activities, which may include participation in the National Service Scheme (NSS), Sports and Games, Arts, participation in University/ college union-related activities (for respective elected/ nominated members), National Cadet Corps (NCC), adult education/ literacy initiatives, mentoring school students, and engaging in similar social service organizations that deemed appropriate to the University.

7.27 Grace marks shall be awarded to a student for meritorious achievements in cocurricular activities (in Sports/ Arts/ NSS/ NCC etc.). Such a benefit is applicable in the same academic year spreading over two semesters, in which the said meritorious achievements are earned. The Academic Council will decide from time to time the eligibility and other rules for awarding the grace marks.

7.28 Options will be made available for students to earn credit by completing quality assured remote learning modes, including Online programmes offered on the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) or other Online Educational Platforms approved by the competent body/university from time to time.

7.29 **Student Induction Programme (SIP):** A mandatory 3-week induction programme for the students has to be given at the beginning of the programme. The Essence and Details of the Induction program can also be understood from the 'Detailed Guide on Student Induction program', as available on AICTE Portal.

Link:https://www.aicteindia.org/sites/default/files/Detailed%20Guide%20on%20Student%20Induction%20program.pdf
A detailed guideline for the conduct of SIP is given in **Annexure 1**

7.30 Mandatory Visits/ Workshop/Expert Lectures:

- It is mandatory to arrange one industrial visit every semester for the students.
- It is mandatory to conduct a One-week workshop at the beginning or the end of the fifth semester on professional/ industry/entrepreneurial orientation.
- It is mandatory to organize at least one expert lecture per semester by inviting resource persons from functional areas of management or inviting the professors of practice.

8. ELIGIBILITY FOR ADMISSION AND RESERVATION OF SEATS

8.1. The eligibility for admissions and reservation of seats for MCKA-B**B**A (Honours) shall be in accordance with the norms/ rules made by the Government/ University from time to time.

8.2. A student who has already successfully completed a First-Degree Programme and is desirous of and academically capable of pursuing another First-Degree Programme may also be admitted with the prior approval of the University as per the conditions regarding programme requirements specified by the University.

8.3. Depending upon the availability of academic and infrastructural facilities, an institution may also admit a certain number of students who are registered for BBA programmes in each semester by transfer method, if required, from other institutions subject to conditions as may be issued by the University / College.

9. ACADEMIC MONITORING AND STUDENT SUPPORT

The academic monitoring and student support shall be in the following manner, namely

9.1. Advisory System: There shall be one Senior Faculty Advisor (SFA) for each department and one Faculty Advisor (FA) for 20 to 30 students of the class to provide advice in all relevant matters. The Head of the Department, in consultation with the SFA, shall assign FA for each student.

9.2. The documents regarding all academic activities of students in a class shall be kept under the custody of the FA/ SFA.

9.3. All requests/ applications from a student or parent to higher offices are to be forwarded/ recommended by FA/ SFA.

9.4. Students shall first approach their FA/ SFA for all kinds of advice, clarifications, and permissions on academic matters.

9.5. It is the official responsibility of the institution to provide the required guidance, clarifications, and advice to the students and parents strictly based on the prevailing academic regulations.

9.6. The SFA shall arrange separate or combined meetings with FA, faculty members, parents, and students as and when required and discuss the academic progress of students.

9.7. The FA/ SFA shall also offer guidance and help to solve the issues on academic and non-academic matters, including personal issues of the students.

9.8. Regular advisory meetings shall be convened immediately after the commencement of the semester and immediately after announcing the marks of the Continuous Comprehensive Assessment (CCA).

9.9. The CCA related results shall be uploaded on the MCKA portal

a) Any concern raised by the students regarding CCA shall be looked into in the combined meetings of advisors, HoD, course faculty, and the students concerned.

b) If the concerns are not resolved at the advisor's level, the same can be referred to the properly constituted college-level grievance redressal committees as per the existing UGC/ University/ Government norms.

c) The Principal/ HOD shall ensure the proper redressal of the concerns raised by the students regarding CCA.

9.10. The FA/ SFA shall be the custodian of the minutes and action taken reports of the advisory meetings. The SFA shall get the minutes and action taken reports of advisory meetings approved by the Head of Department and the Principal. It shall be the duty of the HoD and the Principal to produce them before the University as and when required.

9.11. The Principal shall inform/ forward all regulations, guidelines, communications, announcements, etc. issued by the University regarding student academic and other matters to the HODs/ SFA for information and timely action.

9.12. It shall be the official responsibility of the Principal to extend the required administrative and financial support to the HODs, SFAs and FAs to arrange necessary orientation programmes for students regarding student counselling, the prevailing University norms, regulations, guidelines and procedures on all academic and other University related matters.

9.13. An integrated educational planning and administration software, MCKA, will be made available by the college to manage the academic information of all students which include student admissions and registration, managing student personal and academic information, course registrations, attendance management, all process

related to assessments including regular & online examinations, grading, publishing of results, supplementary examinations, LMS, stakeholders' feedback, etc.

9.14. Faculty, staff, students, and parents shall be allowed to access this software system over a highly secure authenticated mechanism.

10. RE-ADMISSION

10.1. Students who opt out before the completion of the third year shall be provided with a 'Course cum Credits Certificate' after the successful completion of a semester as proof for re-entry to another institution.

10.2. A student admitted to the MCKA – BBA (Honours) programme after discontinuing a programme under the CBCS 2017 Regulation may transfer the credits of the courses acquired in the previous programme, under the eligible category, to the corresponding semesters for the award of the Bachelor's or Honours degree as per these regulations. This facility shall be available from the second semester to the sixth semester.

10.3. If the credits already acquired are not compatible with the credit requirements under various categories of the MCKA – BBA, the learner shall be required to earn the deficient credits by acquiring the required course credits through online or other approved methods.

10.4. Students readmitted under this section shall be assigned a Permanent Register Number (PRN) identical to that of the batch into which they are readmitted, and their Year of Admission to the MCKA – BBA (Honours) programme shall be recorded as the year of their readmission to the programme.

10.5. To be eligible for the specializations offered under the Honours regulations, a learner must earn the required credits by successfully completing the courses prescribed under these regulations. Credits earned for courses under the CBCS regulations shall not be accepted for the award of specializations under the MCKA – BBA Honours regulations.

10.6. A learner may cancel their admission to an MCKA – BBA programme if they wish to discontinue it.

10.7. After cancelling admission to a programme and securing admission to a new programme under MCKA – BBA, the learner may utilize previously earned eligible credits, available in the learner's APPAR ID or DigiLocker, within the stipulated timeframe for the award of a Bachelor's, Honours, or Honours with Research degree.

10.8. A learner who opts out of an Honours programme in any semester shall not be eligible for readmission to the same year-of-admission batch.

10.9. In the case of student' readmissions, if no seat vacancy exists, the readmission shall be considered over and above the sanctioned strength.

10.10. For the purpose of readmission to the same programme in the same college where the learner was previously admitted, such cases shall be treated as over and above the sanctioned strength. If a learner seeks readmission to a college other than the previous one, admission may be granted only if there is a vacancy within the sanctioned strength, excluding any marginal increase or any other additional seats.

10.11. If a learner discontinues after examination registration, they shall seek readmission to the next semester of the same programme along with the subsequent batch. Such learners shall be eligible to appear for the Semester End Assessment in accordance with the provisions governing reappearance examinations.

10.12. The format of the Course-cum-Credit Certificate shall be as given below.

MARIAN COLLEGE
KUTTIKKANAM
AUTONOMOUS
MAKING COMPLETE

COURSE CUM CREDIT CERTIFICATE

CCC 000011

Name :
Reg. No :
Programme :
APAAR ID :
NHEQF Level :

Course Code	Course Title	Credits	CAMaximum	CAAwarded	SEAMaximum	SEAAwarded	GPA	Grade	Result
Semester I									
Course 1									
Course 2									
Course 3									
Course 4									
Course 5									
Course 6									

Semester	Credits	SGPA	Grade	Result	Month & Year of Pass

< End of Records >

Date CONTROLLER OF EXAMINATIONS PRINCIPAL

11. DURATION OF PROGRAMMES, CREDITS REQUIREMENTS AND OPTIONS

11.1. Students will be offered the opportunity to take breaks during the programme and resume after the break, but the total duration for completing the MCKA-BBA (Honours) shall not exceed 7 years.

11.2. Students who wish to complete the undergraduate programmes faster may do so by completing different courses equivalent to the required number of credits and fulfilling all other requirements in N-1 semesters, where N is the number of semesters in the MCKA-BBA (Honours).

11.3. Provided further that the students may complete the undergraduate programme in slower pace, they may pursue the three years or six semester programme in 4 to 5 years (8 to 10 semesters), and four years, or eight semester programme in 5 to 6 years (10 to 12 semesters) without obtaining readmission.

11.4. Those availing of College Change (Transfer), and Autonomous or Inter-University Change (Transfer) must compensate for any credit deficiencies in the Core or MDE disciplines, as well as other course categories, through online or other approved modes to be eligible for the award of a Bachelor's, Honours, or Honours with Research degree under the MCKA – BBA.

12. CREDIT STRUCTURE

The proposed number of credits per course and the credit distribution of them for the MCKA-BBA (Honours) Programmes are given below-

12.1. An academic year shall consist of 200 working days; one semester consists of 90 working days; and an academic year consists of two semesters.

12.2. Ten working days in a semester shall be used for extracurricular activities. One semester consists of 18 weeks with 5 working days per week. In each semester, 15 days (3 weeks) should be kept aside for Semester End Assessment (SEA) and CCA.

12.3. The maximum number of available weeks for curriculum transactions should be fixed at 15 in each semester. A minimum of 5 teaching or tutorial hours could be made available for a day in a 5-day week.

12.4. A course that includes one hour of lecture/ tutorial or two hours of lab work/ practical work/ field work/ practicum per week is given one credit hour.

12.5. One credit in a semester should be designed for 15 hours of lectures/ tutorials or 30 hours of lab work/ practical work/ field work/ practicum and 30 hours of learner engagement in terms of course-related activities such as seminar preparation, submitting assignments, etc.

12.6. A one-credit seminar or internship or studio activities or field work/ projects or community engagement and service will have two-hour engagements per week (30 hours of engagement per semester).

12.7. A course can have a combination of Lecture (L)/ Tutorial (T)/Practicum or Practical (P)/ Others (O) credits.

12.8. Minimum credit for one Course should be 2 (Two), and the maximum credit should be 4 (Four).

12.9. For all Courses there may be practical component.

12.10. All Courses under the Ability Enhancement categories are of 3 credits.

12.11. A student shall be able to opt for a certain number of extra credits over and above the requirements for the award of a degree.

12.12. Maximum number of credits that a student can earn per semester shall be restricted to 30. Hence, a student shall have the option of acquiring credits to a maximum of 180 credits for a 6-semester BBA programme and 240 credits for a 4-year (8-semester) BBA (Honours) / BBA (Honours with Research) programmes.

13. COURSE STRUCTURE OF THE MCKA-BBA (HONOURS) PROGRAMME

The MCKA-BBA (Honours) consists of the following categories of courses and the minimum credit requirements shall be as follows;

Description	Core Courses	Ability Enhancement Courses	AEC-OL	Multi-Disciplinary Elective course	Value Added Courses	Skill Enhancement Courses	Discipline Specific Elective	Total
BBA	69	6	6	7	10	19	16	133
BBA (Honours)	81	6	6	7	10	31	36	177
BBA (Honours with Research	81	6	6	7	10	43	24	177

Note:

- Internship of 4 credits in both the fifth and seventh semesters comes under the SEC category.
- Project/ Dissertation of 8 credits in BBA (Honours) and 20 credits in BBA (Honours with Research) in the eighth semester also come under the SEC category.

Semester	Core Courses	Ability Enhancement Courses	AEC-OL	Multi-Disciplinary Elective Course	Value Added Courses	Skill Enhancement courses	Discipline Specific Elective	Total
I	15	3	*3	2	2	-	-	25
II	12	3	*3	2	2	2	-	24
III	12	-	-	3	2	4	-	21
IV	16	-	-	-	4	3	-	23
V	8	-	-	-	-	4	8	20
VI	6	-	-	-	-	6	8	20
Total (up to 6 Semesters)	69	6	6	7	10	19	16	133
BBA (Honours)								
VII	#12	-	-	-	-	4	8	24
VIII	-	-	-	-	-	##8	12	20
Total (up to 8 Semesters)	81	6	6	7	10	31	36	177
BBA (Honours with Research)								
VII	12	-	-	-	-	4	8	24
VIII	-	-	-	-	-	##20	-	20
Total (up to 8 Semesters)	81	6	6	7	10	43	24	177

**** AEC-OL may be online / Offline***

 # Including 4 credit for OE / Online Course

Dissertation

3 Years BBA Program	Total Credits = 133
4 Years BBA (Honours) and BBA (Honours with Research)	Total Credits = 177

14. GUIDELINES FOR ACQUIRING CREDIT FROM ANOTHER INSTITUTIONS/ONLINE/DISTANCE MODE

14.1. Students can take extra credit courses from other institutions (AICTE approved) /approved online platforms like SWAYAM, Coursera, NPTEL as per the Admitting Body / University norms.

14.2. A student shall be able to pursue online courses for the courses mentioned in section 13 of this regulation. This can be taken from approved online platforms like SWAYAM, Coursera, NPTEL as per the Admitting Body / University norms.

14.3. At the end of each semester university will include the credit acquired by the student through online courses in their semester grade card subject to a maximum of 30 credits.

15. ATTENDANCE

15.1. Student shall be permitted to register for the Semester End Assessment of a specific course to acquire the credits only if he has completed 75% of the prescribed classroom activities in physical, online, or blended modes, including any makeup activities as specified by the course faculty of that particular course.

15.2. Student is eligible for attendance as per the existing university and government orders which includes participation in a meeting, or events organized by the college or the university, a regularly scheduled curricular or extracurricular activity prescribed by the college or the university. Due to unavoidable or other legitimate circumstances such as illness, injury, family emergency, care-related responsibilities, bad or severe weather conditions, academic or career-related

interviews students are eligible for authorized absence. Apart from this, all other eligible leaves such as maternity leave, and menstrual leave shall also be treated as authorized absences.

15.3. Condonation shall be availed for a maximum of one (1) semester during the Bachelor's Degree Programme. Students who progress to the Honours Degree Programme shall be permitted to avail this facility for one (1) additional semester.

15.4. A student admitted to the MCKA-BBA (Honours) programme who has completed course registration but was unable to complete exam registration — either due to not meeting the 75% requirement for prescribed classroom activities or for other reasons — can progress to the next semester without meeting any specific credit requirement from the previous semester.

15.5. A student admitted to the MCKA-BBA (Honours) Programme who has not completed course registration for at least one course in a semester will be required to undergo the readmission process with the following batch of students in the corresponding semester.

16. WORKLOAD

16.1. The workload of a faculty who offers only lecture courses during an academic year shall be 32 credits.

16.2. The workload of a faculty offering both practical courses and theory courses may be between 24-32 credits per academic year.

16.3. An academic year shall consist of two semesters.

16.4. The teachers given administrative responsibilities in the department and college level may give a relaxation in their workload as specified in the UGC regulations 2018.

17. CREDIT TRANSFER AND CREDIT ACCUMULATION

17.1. The college will upload the academic credits in ABC for the credit accumulation and transfer

17.2. The validity of credits earned shall be for a maximum period of seven (7) years or as specified in the university/ UGC regulations.

18. OUTCOME BASED APPROACH

The curriculum will be designed based on Outcome Based Education (OBE) practices. Programme Outcomes (PO) are;

PO1 - Domain Knowledge.

Demonstrate comprehensive proficiency in domain knowledge through critical analysis, synthesis, and application of foundational concepts, theories, and methodologies related to the domain of study in relevant situations in life and career.

PO2 - Communicative Competence.

Demonstrate communication competence by effectively expressing ideas, concepts, theories, and findings through various mediums, actively engaging in meaningful dialogue, actively listening, and adapting communication styles to diverse audiences and contexts, while demonstrating proficiency in written, verbal, and visual communication to convey complex concepts and foster productive collaboration within professional and academic settings.

PO3 - Proficiency in using Modern Technologies.

Exhibit proficiency in using modern technologies by effectively leveraging digital and AI tools, platforms, and systems to analyse data, solve complex problems, innovate solutions, communicate ideas, collaborate with peers, and adapt to emerging technological advancements within their professional and academic domains.

PO4 - Reflective responses to ethical and social issues.

Demonstrate reflective responses to ethical and social issues by critically analysing ethical dilemmas, evaluating diverse perspectives, identifying potential impacts on individuals and communities, articulating informed opinions, and engaging in constructive dialogue to promote ethical awareness, social responsibility, and meaningful contributions to society within their professional and personal contexts.

PO5 - Sustainability values.

Apply sustainability values by integrating ecological, social, and economic considerations into decision-making processes, advocating for environmentally responsible practices, fostering resilience, and promoting equitable access to resources and opportunities to address present and future challenges while fostering a culture of sustainability within diverse contexts and communities.

PO6 - Critical Thinking and Problem solving.

Demonstrate proficiency in critical thinking and problem-solving by systematically analysing complex issues, evaluating evidence, synthesizing information, generating innovative solutions, and making informed decisions to address real-world challenges across diverse contexts and disciplines.

PO7 - Entrepreneurship and Leadership.

Demonstrate entrepreneurial and leadership skill by exhibiting innovative thinking, proactive decision-making, effective communication, and strategic vision to identify opportunities, inspire teams, drive organizational growth, foster collaboration, and navigate challenges in dynamic and diverse professional environments, while championing ethical and sustainable practices to create value and effect positive societal impact.

PO8 – Teamwork.

Exemplify effective teamwork by collaborating seamlessly with diverse individuals, communicating openly and respectfully, leveraging collective strengths, fostering a culture of inclusivity and accountability, resolving conflicts constructively, and achieving shared goals efficiently and ethically across interdisciplinary and intercultural contexts to drive innovation and maximize organizational effectiveness.

PO9 - Self-directed and Lifelong learning.

Demonstrate self-directed and lifelong learning by proactively identifying learning goals, engaging in continuous reflection and self-assessment, seeking out diverse learning opportunities, adapting to evolving contexts and technologies, acquiring new knowledge and skills independently, and integrating insights and experiences to foster personal and professional growth across their careers and lives.

Programme Outcomes (POs) are achieved through a systematic process of curriculum design, teaching, learning activities, and assessment. POs serve as benchmarks that define the knowledge, skills, and attitudes students should acquire by the end of the programme.

Faculty members align course outcomes, instructional strategies, and assessment methods with the POs to ensure coherence and relevance. For this it is important that the POs should be explicitly fragmented to its component competencies to facilitate mapping and aligning of the Course Outcomes and Activity Outcomes to set POs.

19. ASSESSMENT AND EVALUATION

19.1. The evaluation shall be a combination of Continuous Comprehensive Assessment (CCA) and Semester End Assessment (SEA).

19.2. 40% weightage shall be given for CCA. The remaining 60% weight shall be for the SEA.

19.3. The components of CCA are as stated below:

Sl. No.	Components	Marks			
		5 Credit Courses	4 Credit Courses	3 Credit Courses	2 Credit Courses
1	ISA- Initial Summative Assessment	10	10	7.5	5
2	LB-Learning Beyond	15	10	7.5	5
3	LD- Learning Deeper	15	10	7.5	5
4	CP-Class Participation	10	10	7.5	5

19.4. Semester End Assessment (SEA) has two components: SEA I is 20% and SEA II is 40% of the maximum marks. This is to provide the benefits of multiple examination modes as the course outcome demands and to cater to the students with differential learning needs.

19.5. CCA will have Formative Assessment (FA) and Summative Assessment (SA). Each of these components will have equal weightage and to be conducted by the course faculty/ course coordinator offering the course.

19.6. FA refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, module or course. FA is to encourage students to build on their strengths rather than fixate or dwell on their deficits. FA can help to clarify and calibrate learning expectations for both students. FA will help students become more aware of their learning needs, strengths, and interests so they can take greater

responsibility over their own educational growth. FA will be prerogative of the course faculty/ course coordinator based on specific requirement of the student.

19.7. Suggestive methods of FA are as follows: (anyone or in combinations as decided by the course faculty/ course coordinator)

a. Practical assignment
b. Observation of practical skills
c. Viva voce
d. Quiz
e. Interview
f. Oral presentations
g. Computerized adaptive testing
h. In-class discussions
i. Group tutorial work
j. Reflection writing assignments
k. Home assignments
l. Self and peer Assessments
m. Any other method as may be required for specific course/ student by the course faculty/ course coordinator.

19.8. Summative Assessments (SA) are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period- typically at the end of a project, unit, module, course or semester. SA may be a class tests, assignments, or project, used to determine whether students have learned what they were expected to learn. It will be based on evidence, collected using single or multiple ways of assessment. The systematically collected evidences should be kept in record by course faculty/ course coordinator and the marks should be displayed on the college notice board / other official digital platforms of the college before the end semester examinations.

19.9. The method of SA will be as follows: (any one as decided by the course faculty/ course coordinator)

a. Written test

b. Open book test

c. Laboratory report

d. Problem based assignments

e. Individual project report

f. Case study report

g. Team project report

h. Literature survey

i. Standardized test

j. Any other pedagogic approach specifically designed for a particular course by the course faculty/ course coordinator.

19.10. A student may repeat SA (Summative Assessment) only if for any compulsive reason due to which the student could not attend the assessment.

19.11. The prerogative of arranging a CCA lies with the course faculty/ course coordinator with the approval of CCA coordinator.

19.12. The course faculty/ course coordinator shall be responsible for evaluating all the components of CCA. However, the college may involve any other person for evaluation of any or all the components as decided by the Principal from time to time in case any grievances are raised.

19.13. The CCA components is to be specified along with the syllabus and it should be approved in the department council. If there is any change required with the CCA components later, it should be presented in the department council and the decision should be amended and minuted.

19.14. Written tests shall be precisely designed using a variety of tools and processes (e.g., constructed responses, open-ended items, multiple-choice), and the students should be informed about the evaluation modalities before the commencement of the course.

19.15. The course faculty may provide options for students to improve their performance through continuous assessment mechanism.

19.16. There shall be theory / practical examinations at the end of each semester.

19.17. Regarding evaluation, one credit may be evaluated for 25 marks in a semester; thus, a 5-credit course will be evaluated for 125 marks, 4-credit course will be evaluated for 100 marks, 3-credit course will be evaluated for 75 marks, 2-credit courses for 50 marks and 1-credit course will be evaluated for 25 marks.

19.18. Mapping of Marks to Grades: The mapping of marks to grades shall be done as per the following table. Based on the marks obtained, the grade point will be mentioned in the student's grade cards.

Grade Point	**Range of Percentage of Marks (Both CCA & SEA)**	**Letter Grade**
10	91-100	A+ (Excellent)
9	81-90	A (Very Good)
8	71-80	B+ (Good)
7	61-70	B (Above Average)
6	51-60	C+ (Average)
5	46-50	C (Satisfactory)
4	40-45	D (Pass)
0	< 40 cumulative score of SEA and CCA or < 35 for SEA	F (Fail)
0		Ab (Absent)
		Students have to acquire minimum 75% of attendance for a course to make them eligible to appear for Semester End Assessment of that particular course

19.19. Based on the SGPA/CGPA obtained, the grade point will be mentioned in the student's grade cards.

Letter Grade	Grade Point	SGPA / CGPA range (x)	Class
A+ (Excellent)	10	$9.0 < x$	First Class with Distinction
A (Very good)	9	$8.0 < x \leq 9.0$	
B+ (Good)	8	$7.0 < x \leq 8.0$	First Class
B (Above Average)	7	$6.0 < x \leq 7.0$	
C+ (Average)	6	$5.0 < x \leq 6.0$	Second Class
C (Satisfactory)	5	$4.5 < x \leq 5.0$	Third Class
D (Pass)	4	$4.0 \leq x \leq 4.5$	
F (Fail)	0	$x < 4.0$	Fail
Ab (Absent)	0		Fail

Conversion of CGPA to percentage –

$$\text{Equivalent Percentage} = \frac{\text{CGPA obtained}}{\text{Maximum CGPA (= 10)}} \times 100$$

19.20. Individual Learning Plans (ILPs) and/ or specific assessment arrangements may be put in place for differently abled students. Suitable evaluation strategies including technology assisted examinations/ alternate examination strategies will be designed and implemented for differently abled students.

19.21. A student admitted to the MCKA-BBA (Honours) programme who is unable to complete 75% of the prescribed classroom activities — in physical, online, or blended modes, including any makeup activities specified by the course faculty for a

course — will be required to acquire the corresponding course credit through online or other approved methods.

19.22. A student admitted to the MCKA-BBA (Honours) programme who fails a Semester End Assessment (SEA) will have the option to reappear in the evaluation process with the following batch of students after paying the specified fee.

19.23. A student admitted to the MCKA-BBA (Honours) programme who fails a Semester End Assessment (SEA) will have the option to request an Evaluation on Demand (EoD) after paying the specified fee, after the announcement of the semester results.

19.24. A student admitted to the MCKA-BBA (Honours) programme who wishes to improve their marks in a Semester End Assessment (SEA) will have the option to reappear in the evaluation process with the following batch of students, provided they have not claimed their Bachelor's/ Honours/ Honours with Research degree.

19.25. Students possessing a valid examination hall ticket may enter the examination hall up to 15 minutes after the scheduled start of the examination, with the permission of the Principal or the Chief Superintendent of Examination

20. PRACTICAL EXAMINATION

20.1. The end semester practical examination will be conducted and evaluated by the college.

20.2. There shall be a CCA of practical courses conducted by the course faculty/ course coordinator.

20.3. The scheme of evaluation of practical courses will be as given below:

Components for the Evaluation of Practical Courses	**Weightage**
CCA of practical/practicum.	40%
SEA conducted under the supervision of internal examiner	60%

20.4. Those who have secured a pass minimum in the CCA alone will be permitted to appear for the SEA.

20.5. **Duration of Examination**

Questions shall be set as per the defined Outcome. The question setter shall ensure that there will be Time and Mode (T & M) flexibility for all External Examinations. BoS can recommend the T & M from the following list.

Mode	Time (in Hours)	
	Minimum	Maximum
Written Examination	1	2
Multiple Choice	1	1.5
Open Book	1	2
Any Other Mode	1	2

21. EVALUATION OF PROJECT/ DISSERTATION

The evaluation of project work shall be CCA with 40% and SEA 60%. The scheme of evaluation of the Project is given below:

Project type	Maximum Marks	CCA	SEA
Research Project of Honours with Research (20 credits)	300	120	180
Project of Honours (8 credits)	100	40	60

22. EVALUATION OF INTERNSHIP

The evaluation of internship shall be done by a committee constituted by the Department Council. The scheme of CCA and SEA is given below:

Components of Evaluation of Internship	Weightage	Marks for Internship 4 Credits/ 100 Marks
CCA	40%	40
SEA	60%	60

The department council may decide any mode for the completion of the Internship. If in case evaluation is not specified in any of the selected internship programme, department council can adopt a proper evaluation method as per the weightage specified in the table above.

23. LETTER GRADES AND GRADE POINTS

Mark system is followed for evaluating each question. For each course in the semester, letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below,

23.1. The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative Grade Point Average (CGPA) is based on the grades in all courses taken after joining the programme of study.

23.2. The passing percentage of marks is 40% for the cumulative score of SEA and CCA, with a minimum of 35% required for SEA.

23.3. Cumulative percentage of CCA and SEA shall be rounded off to the nearest highest integer.

23.4. When students take audit courses, they may be given pass (P) or fail (F) grade without any credits.

23.5. The marks for CCA components and SEA shall be rounded to two decimal places.

23.6. The aggregate marks for CCA and SEA should be rounded up to the next highest integer.

24. COMPUTATION OF SGPA AND CGPA

The following method is recommended to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

24.1. The SGPA is the ratio of the 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 in the semester, i.e.

SGPA (Si) = Σ(Ci x Gi) / ΣCi

Where Si is the SGPA in the ith semester, Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the ith course.

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

24.2. The CGPA is also calculated in the same manner considering all the courses undergone by a student over all the semesters of a programme, i.e.

CGPA = Σ(Ci x Si) / ΣCi

Where Si is the SGPA in the ith semester, Ci is the total number of credits in the ith semester.

$$\text{CGPA} = \frac{\text{Sum of the credit points of all the courses in six/ eight semesters}}{\text{Total Credits in Six (133)/ Eight (177) semesters}}$$

24.3. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Internship Guidelines

25. COMMITTEES TO BE CONSTITUTED FOR THE IMPLEMENTATION AND MONITORING OF MCKA- UGP

a. There shall be an FYUGP implementation cum monitoring committee at the University level under the chairmanship of the Vice-Chancellor/ Pro Vice- Chancellor to ensure the smooth implementation of the MGU-UGP.

b. Apart from this, there shall be a college level MCKA-UGP Academic Co- ordinator/ Nodal Officer, academic committee and an MCKA-UGP department committee in each department of the college.

c. The affiliating colleges should provide an undertaking regarding the constitution of these two committees within one month from the date of effect of this regulation.

d. The tenure of the college level committees will be 4 years.

MCKA-UGP ACADEMIC COMMITTEE

a. The Principal (Chairman)

b. Academic Co-ordinator/ Nodal Officer (Convenor)

c. All the Heads of Departments in the college

d. Four teachers of the college representing different discipline nominated by the college council by rotation

e. Not less than four experts/ academicians from outside the college representing areas such as Industry, Commerce, Education, Sciences etc., to be nominated by the college council preferably from the alumni of the college

f. Three nominees of the affiliating University (not less than the designation of associate professor in a college/ university department)

25.1. FUNCTIONS OF MCKA-UGP ACADEMIC COMMITTEE

a. Scrutinize, approve, recommend to the University all the proposals submitted by the department committee with regard to the MCKA-UGP such as, academic pathway, allowed syllabi enrichment/ updation, details of elective courses, Online courses, blended teaching, courses offering to the students of other HEIs, panel of examiners, summative and formative evaluation tools proposed by the course faculty concerned, new courses and syllabus proposed by the faculty members as signature courses etc. The Academic Committee can differ on any proposal and it shall have the right to return the matter for reconsideration to the Department committee concerned or reject it, after giving sufficient reasons to do so.

b. Scrutiny of all documents related to Teacher Specific Content.

c. Recommend to the college governing council for starting innovative programmes using the flexibility and holistic nature of the MCKA-UGP curriculum frame work.

25.2. MCKA-UGP DEPARTMENT COMMITTEE

a. Head of the Department concerned (Chairman)

b. The entire faculty of the Department

c. Two subject experts from outside the college to be nominated by the MCKA-UGP Academic Committee

d. One representative from industry/ corporate sector/ allied area relating to placement

e. One meritorious alumnus of the department to be nominated by the department council

f. The department council of the MCKA-UGP, may with the approval of the principal of the college, co-opt:

Experts from outside the college whenever special courses of studies are to be formulated.

Other faculty members of the same Faculty within the college.

25.3 FUNCTIONS OF MCKA-UGP DEPARTMENT COMMITTEE

a. Scrutinize the signature course content and its evaluation techniques.

b. Suggest methodologies for innovative teaching and evaluation techniques.

c. Suggest panel of examiners to the academic committee.

d. Coordinate research, teaching, extension and other academic activities in the department/ college.

SCHEME and SYLLABUS

Semester I					
Course Code	**Name of the course**	**Nature of Course**	**Hrs./week**		**Credit**
			Theory	Practical	
261AECGEN101	General English	A E C	3		3
	AEC II – Other Language	A E C II	3		3
261CRCUBB101	Principles and Practices of Management	Core	4		4
261CRCUBB102	Financial Accounting	Core	4		4
261CRCUBB103	Business Statistics and Logic	Core	4		4
261CRCUBB104	Business Communication - I	Core	3		3
261MDEUBB101	Indian Systems of Health and Wellness	M D E	2		2
261VACUBB101	Environmental Science and Sustainability	V A C	2		2
Total			**25**	**-**	**25**

Semester II					
Course Code	**Name of the course**	**Nature of Course**	**Hrs./week**		**Credit**
			Theory	Practical	
	AEC II – Other Language	AEC II	3		3
262CRCUBB101	Human Behavior and Organization	Core	4		4
262CRCUBB102	Marketing Management	Core	4		4
262CRCUBB103	Business Economics	Core	4		4
262MDEUBB101	Business Communication - II	MDE	2		2
262SECUBB101	Emerging Technologies and Applications	SEC	1	2	2
262AECUBB101	Media Literacy and Critical Thinking	AEC	3		3
262VACUBB101	Indian Constitution	V A C	2		2
Total			**23**	**2**	**24**

Semester III					
Course Code	**Name of the course**	**Nature of the Course**	**Hrs./week**		**Credit**
			Theory	Practical	
263CRCUBB201	Human Resources Management and Industrial Relations	Core	4	-	4
263CRCUBB202	Cost and Management Accounting	Core	4	-	4
263CRCUBB203	Legal Framework for Business Transactions	Core	3	2	4
263MDEUBB201	Indian Ethos in Management	MDE	3	-	3
263VACUBB201	Disaster Management	VAC	-	4	2
263SECUBB201	Management Information System and Applied Data Analysis	SEC	3	2	4
Total			**17**	**8**	**21**

Semester IV					
Course Code	**Name of the course**	**Nature of the Course**	**Hrs./week**		**Credit**
			Theory	Practical	
264CRCUBB201	Business Environment and Public Policy	Core	4	-	4
264CRCUBB202	Financial Management	Core	4	-	4
264CRCUBB203	Entrepreneurship and Start-Ups Eco Systems	Core	4	-	4
264CRCUBB204	Business Research Methods	Core	3	2	4
264VACUBB201	Introduction to Business Analytics	VAC	4	-	4
264SECUBB201	Statistics for Business	SEC	2	2	3
Total			**21**	**4**	**23**

Semester V					
Course Code	**Name of the course**	**Nature of the Course**	**Hrs./week**		**Credit**
			Theory	Practical	
265CRCUBB301	Strategic Management	Core	3	2	4
265CRCUBB302	Inclusive and Sustainable Business Models	Core	3	2	4
265SECUBB301	Internship	SEC	-	-	4
265ADCUBB301	General Aptitude and Soft Skills Training	Audit Course	3	2	0
Discipline Specific Elective: Finance (A)*					
265DSEUBB301A	Banking Operations and Insurance Finance	DSE	3	2	4
265DSEUBB302A	Investment Analysis and Portfolio Management	DSE	3	2	4
Discipline Specific Elective: Marketing (B)*					
265DSEUBB301B	Services Marketing	DSE	3	2	4
265DSEUBB302B	Consumer Behaviour	DSE	3	2	4
Discipline Specific Elective: Supply Chain Management (C)*					
265DSEUBB301C	Supply Chain and Logistics Management	DSE	3	2	4
265DSEUBB302C	Quality Management and Business Process Improvement	DSE	3	2	4
Discipline Specific Elective: Business Analytics (D)*					
265DSEUBB301D	Data Analysis and Decision Support Using Spreadsheets	DSE	3	2	4
265DSEUBB302D	Data Storytelling Through Power BI and Tableau	DSE	3	2	4
Total			**15**	**10**	**20**

Semester VI					
Course Code	**Name of the course**	**Nature of the Course**	**Hrs./week**		**Credit**
			Theory	Practical	
266CRCUBB301	Project Management	Core	2	2	3
266CRCUBB302	Applied Taxation: Income Tax and GST	Core	2	2	3
266SECUBB301	Corporate Governance	SEC	1	2	2
266SECUBB302	Major Project	SEC	4		4
Discipline Specific Elective: Finance (A)*					
266DSEUBB301A	Corporate Finance and Financial Decision-Making	DSE	3	2	4
266DSEUBB302A	Introduction to FinTech and Financial Innovation	DSE	3	2	4
Discipline Specific Elective: Marketing (B)*					
266DSEUBB301B	Integrated Marketing Communication	DSE	3	2	4
266DSEUBB302B	International Marketing	DSE	3	2	4
Discipline Specific Elective: Supply Chain Management (C)*					
266DSEUBB301C	Supply Chain Analytics	DSE	3	2	4
266DSEUBB302C	International Supply Chain Management	DSE	3	2	4
Discipline Specific Elective: Business Analytics (D)*					
266DSEUBB301D	Python for Business Analytics	DSE	3	2	4
266DSEUBB302D	SQL for Data Analytics and Reporting	DSE	3	2	4
Total			**15**	**10**	**20**

*To earn a specialization, a student must select two elective courses from an elective basket of their choice in the V and VI semesters and obtain a minimum of 12 credits in Discipline-Specific Elective (DSE) courses by the end of the VI semester.

SEMESTER I

Program	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**General English**					
Type of Course	Ability Enhancement Course					
Course Code	261AECGEN101					
Course Level	100					
Course Summary	This course aims to provide students with a learning environment to practice listening, speaking, reading and writing skills. The students will carry out the tasks and activities under the guidance of the course facilitators. These tasks and activities will improve their overall communication skills					
Semester	Semester I					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others (e.g.: Practicum/Field Visits)**	**Total**
	Credit	**3**	-			**3**
	Hours	**3/week**				**45**
Pre-requisites, if any	**Nil**					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
1	Write grammatical sentences and coherent paragraphs with apt vocabulary	A	1,2,6,7, 9
2	Write summaries and short essays.	A	1,2,6,7,9
3	Understand spoken communication with its linguistic nuances like speech sounds, stress, rhythm and intonation.	U	1,2,4, 6,7,8
4	Use spoken English in everyday situations.	A	1,2, 6,7,8
5	Make oral presentations.	A	1,2,6,7,8,9
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for the Classroom transaction

Module	Course description	Hrs.	CO No.
1	**Vocabulary Building** The concept of Word Formation, Root words from foreign languages and their use in English, Acquaintance with prefixes and suffixes from foreign languages in English to form derivatives, Synonyms, antonyms, and standard abbreviations**.**	5	1,2
2	**Basic Writing Skills and Nature and Style of sensible Writing** Sentence Structures, Use of phrases and clauses in sentences, Importance of proper punctuation, creating coherence, Organizing principles of paragraphs in documents, Techniques for writing precisely Describing, Defining, Classifying, providing examples or evidence, writing introduction and conclusion, Comprehension, Précis Writing, Essay Writing	15	1,2
3	**Identifying Common Errors in Writing** Subject-verb agreement, Noun-pronoun agreement, Misplaced modifiers, Articles, Prepositions, Redundancies.	5	1,2,
4	**Oral Communication** Listening Comprehension, Pronunciation, Intonation, Stress and Rhythm, Common Everyday Situations: Conversations and Dialogues, Communication at Workplace, Interviews, Presentations	20	3,4,5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA. 30 Marks)** • Written tests • Quiz • Assignments • Viva Voce etc.	
	B.	**1. Semester End Assessment (SEA 1. 15 Marks)** Viva Voce/ Oral Test.
		2. Semester End Assessment (SEA 2. 30 Marks) MCQ/Fill in the blanks & Descriptive written examination

REFERENCES

- AICTE's Prescribed Textbook: Communication Skills in English (with Lab Manual), Anjana Tiwari, Khanna Book Publishing Co.,
- Effective Communication Skills. Kul Bhushan Kumar, Khanna Book Publishing,
- Practical English Usage. Michael Swan. OUP.
- Remedial English Grammar. F.T. Wood. Macmillan.
- On Writing Well. William Zinsser. Harper Resource Book.
- Study Writing. Liz Hamp-Lyons and Ben Heasly. Cambridge University Press.
- Communication Skills. Sanjay Kumar and PushpLata. Oxford University Press.
- Exercises in Spoken English. Parts. I-III. CIEFL, Hyderabad. Oxford University Press.

Program	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Principles and Practices of Management**					
Type of Course	Core Course					
Course Code	261CRCUBB101					
Course Level	100					
Course Summary	This course introduces the student to the key aspects of management - planning, organising, leading, and controlling by integrating both classical and contemporary management practices. Through case studies, interactive sessions, and practical exercises, students will learn to apply these principles to real-world scenarios, preparing them for leadership roles in diverse organisational settings.					
Semester	Semester I					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others (eg: Practicum/Field Visits)**	**Total**
	Credit	**4**				**4**
	Hours	**4/Week**				**60**
Pre - requisites, if any	**NA**					

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains**	**PO No**
At the end of the course, the student will be able to:			
1	Demonstrate how management principles are used to solve practical business problems U, A 2	U, A	
2	Compare and contrast different management theories and their effectiveness in various organizational contexts An,E	An, E	
3	Design a management strategy for a hypothetical or real organization using a mix of management theories and practices	C	
4	C 4 Propose innovative management solutions to enhance efficiency and effectiveness in given business scenarios	C	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom transactions

Module	Course description	Hrs.	CO No.
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- Scientific, Administrative and Bureaucratic, Human Relations, Quantitative, Systems, and Contingency approaches; Management as a science and an art; Functions of management: Planning, organizing, directing, and controlling.	15	CO 1, CO2, CO 3
2	Planning, Organizing and Staffing Nature, Importance and Purpose of planning in management; Types of plans: Strategic, tactical, operational; Planning process and techniques; Decision making- Importance and steps, Organizational structure, types of organizational structures: Functional, divisional, matrix; Authority, responsibility, and delegation, Centralization Vs Decentralization of authority– Span of Control; Coordination and integration, MBO and MBE; Nature and Importance of staffing – recruitment, selection.	15	CO1, CO2, CO3
3	Directing and Controlling Meaning and nature of directing, Leadership, Motivation, Communication (meaning and importance) in management; Controlling meaning and steps in controlling, control process, essentials of sound control system, methods of establishing control.	15	CO1, CO2, CO3
4	Strategic Management, Ethics and Social Responsibility Overview of strategic management, SWOT analysis, Ethical issues in management, Corporate social 20 CO4 responsibility (CSR).	15	CO4

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
• Written tests
• Quiz
• Assignments
• Viva Voce etc.</td></tr>
<tr><td rowspan="2">B.</td><td>1. Semester End Assessment (SEA 1. 20 Marks)
Group Project and individual presentation</td></tr>
<tr><td>2. Semester End Assessment (SEA 2. 40 Marks)
Written Examination. Maximum time: 2 hours</td></tr>
</table>

REFERENCES

Text Books (Latest Editions):

- Prasad, L. M, Principles and Practice of Management, Sultan Chand & Sons-New Delhi.
- Tripathi P C Principles of Management, Tata McGraw Hill Publishing Company Ltd.
- Rao, V. S. P. Management Principles and Applications. Taxmann Publications.
- Kapoor, Premvir, Principles of Management, Khanna Book Publishing.
- Weihrich, H., & Koontz, H. (1993). Management: A global perspective. (No Title). McGRAW Hill
- Koontz, H., O'Donnell, C., & Weihrich, Essentials H. (1986). of management (Vol. 18). New York: McGraw-Hill.
- 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

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Financial Accounting**					
Type of Course	Core Course					
Course Code	261CRCUBB102					
Course Level	100					
Course Summary	This course intends to introduce basic accounting principles and practices. The students will have knowledge about the fundamental accounting processes such as journalising, ledger posting, preparation of trial balance and final accounts in sole trading and familiarise the company form of business. It also deals with providing an overview of accounting standards on sustainability accounting as value creation for business.					
Semester	Semester I					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**4**				**4**
	Hours	**4/Week**				**60**
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
At the end of the course the student will be able to:			
1	Identify the application of various principles and practices of accounting in the preparation of accounting statements.	U	2
2	Familiarize the Annual Financial statements of Company form of business.	U	1
3	Demonstrate knowledge of the process of the accounting cycle.	A	1
4	Apply the knowledge of systematic maintenance of books of accounts to real- life business.	A, An	10
5	Estimate Annual Financial statements of Sole proprietorship	An	2
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom transaction

Module	Course description	Hrs	CO No.
1	**Introduction to Accounting, Accounting system and process** Meaning, need for accounting and accounting information systems, Stakeholder using accounting information, Qualitative aspects of financial accounting, Accounting standards in India and International (outline), Branches of Accounting, Types of Business Organisations, Accounting concepts and conventions, Accounting concept of income and expenditure, Classification of capital and revenue- expenditure and income, accounting equation, accounting process, contingent assets and liabilities, Fictitious assets.	15	CO1
2	**Recording transactions and Trial balance Transactions** Rule of debit and credit, Entry in Journal, Understanding the concepts of Subsidiary books (such as Purchases, Sales, Returns, Receivables, and Payables; theory only), Simple cash book, Cash book with Cash, Bank and Discount Columns (Simple problems only), Entry in Ledger, Trial balance preparation.	15	CO2
3	**Final Accounts** Preparation of Trading and Profit and Loss account and Balance Sheet of sole trading concerns with basic adjustments such as stock, accrued, pre-paid & outstanding entries, depreciation and provisions, Importance of disclosures in final accounts.	15	CO3, CO5
4	**Introduction to company** Kinds, share capital, issue of shares (concepts only), schedules to accounts (understand concepts only), Financial statements as per Companies Act- 2013, Familiarisation with the content and format of Income statement and Balance sheet (horizontal and Vertical), Green Accounting- need and objectives, Sustainability Reporting- need and methods.	15	CO2

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">A. Continuous Comprehensive Assessment (CCA. 40 Marks)
Written tests
Quiz
Assignment
Viva Voce etc.</td></tr>
<tr><td rowspan="2">B</td><td>1. Semester End Assessment (SEA 1. 20 Marks) Online Mode, Multiple choice exam, 20 questions – 1 mark each</td></tr>
<tr><td>1. Semester End Assessment (SEA 2. 40 marks)
Written Examination. Maximum time: 2 hours</td></tr>
</table>

REFERENCES

- Jain S.P., & Narang K L., Basic Financial Accounting I, New Delhi, Kalyani Publishers.
- Kimmel, Financial Accounting, Wiley Publications
- Ashish K Battacharya, Essentials of financial accounting for Business
- Managers, Six, PHL learning.
- Accounting for sustainability: www.ifac.org
- Peter Bartelmes, E K Seifert, Green Accounting, London, Routledge Publications.

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Business Statistics and Logic**					
Type of Course	Core course					
Course Code	261CRCUBB103					
Course Level	100					
Course Summary	This course helps to gain a fundamental understanding of statistical principles necessary for comprehending and interpreting data.					
Semester	Semester I					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**4**	-	-	-	**4**
	Hours	**4/Week**	-	-	-	**60**
Pre-requisites, if any	Basic understanding of Mathematical and Statistical concepts.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
Upon the completion of the course, the student will be able to:			
1	Analyse the relevant statistical concepts in a given context or business scenario.	U, A, An, E	
2	Apply data handling skills with clarity and logical reasoning.	U, A, An, E	
3	Apply statistical treatment to organised business data.	U, A, An, E	
4	Evaluate and interpret data using appropriate statistical techniques.	U, A, An, E	
****Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***			

COURSE CONTENT

Content for Classroom Transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	**Measures of central tendency, dispersion, measures of skewness and kurtosis.**		12	1
	Classification and tabulation of data, frequency distribution, diagrams and graphs, Measure of central tendency- arithmetic mean, weighted arithmetic mean, median, mode, geometric mean theory only and harmonic mean-theory only. Measures of dispersion - range, quartile deviation, mean deviation from mean and median, standard deviation and coefficient of variation. Concepts of Skewness and kurtosis and its importance.			
2	**Correlation and Regression**		18	4
	Meaning, definition and use of correlation, covariance, scatter diagram, types of correlation, Karl Pearson's correlation coefficient, Spearman's Rank correlation coefficient, probable error- theory only. 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.			
	Probability and Probability distributions		18	2
3	Introduction to probability, basic concepts of probability- classical definition, addition and multiplication rules. Probability distributions (theory only) – binomial, Poisson and normal distributions.			
4	**Introduction to Logic**		12	3
	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.			

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure
Interactive lecture
Group discussions
Feedback and reflections
Group assignments and seminars</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">A. Continuous Comprehensive Assessment (CCA. 40 Marks)
Written tests
Quiz
Assignment
Viva Voce
Solving additional problems from each module etc.</td></tr>
<tr><td rowspan="2">B</td><td>1. Semester End Assessment (SEA 1. 20 Marks)
Offline Mode, Multiple choice exam, 20 questions – 1 mark each</td></tr>
<tr><td>2. Semester End Assessment (SEA 2. 40 marks)
Written Examination. Maximum time: 2 hours</td></tr>
</table>

References

- Levin R. I. & Rubin D. S. Statistics for Management. Delhi: Pearson.
- Pillai & Bagavathi. Statistics, Theory and Practice, S Chand Publishing.
- SP Gupta. Statistical Methods, Sultan Chand and Sons.
- SC Gupta. Fundamentals of Statistics, Himalaya Publishing House
- Sharma, Gupta, The Practice of Business Statistics, Khanna Publishing House.
- Sharma J.K. Business Statistics, Vikas Publishing House.

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Business Communication - I**					
Type of Course	Core Course					
Course Code	261CRCUBB104					
Course Level	100					
Course Summary	This course focuses on providing a perspective on the importance of business communication for organisations and individual employees in the context of a multicultural workforce in a digital world. The course will focus on instilling effective communication skills in students for organizational setup. The course will be taught using texts, cases, and classroom exercises to improve students' written and oral communication.					
Semester	Semester I					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**3**	-			**3**
	Hours	**3/Week**				**45**
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course the student will be able to:			
1	Understand the concept, significance and techniques of business communication.	U	2,3
2	Master written communication for the corporate world	A	5,6,7
3	Able to present in front of an audience with confidence and expertise	S	8,9
4	Be sensitized about business communication in global and cross-cultural context.	An, U	7,8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
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, and communication on social media platforms.	11	CO1
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.	12	CO2
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)	12	CO3
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.	10	CO4
Teaching and Learning Approach	**Classroom Procedure (Mode of transaction):** Lectures, Workshops, Seminars, Presentations		
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA. 30 Marks)** **B.** Written tests • Quiz • Assignment • Individual Presentation and Record book submission • Presentation in the class about recent issues and developments in business, etc.		

	B. **1. Semester End Assessment (SEA 1. 15 Marks)** Practical Examination **2. Semester End Assessment (SEA 2. 30 Marks)** Written Examination Maximum time: 1.5 hours

Prescribed Texts:

- AICTE's Prescribed – *Communication Skills in English*, Khanna Book Publishing.
- Lesikar, R.V. & Flatley, M.E. – *Business Communication: Connecting in a Digital World*, McGraw-Hill Education.
- Murphy, H. A., Hildebrandt, H. & Thomas, J.P. – *Effective Business Communication*, McGraw Hill.
- Mukerjee, H. S. – *Business Communication: Connecting at Work*, Oxford University Press.
- Bovee, C.L., Thill, J.V. & Raina, R.L. – *Business Communication Today*, Pearson.

Additional Readings:

- Rao, M. T. (2023) – *Minor Hints: Lectures Delivered to H.H. the Maharaja Gaekwar, Sayaji Rao III*, Gyan Publishing.
- Harvard Business Review (2020) – *Getting Ready for the Real World: The Science of Strong Business Writing*.
  🔗 https://hbr.org/2021/07/the-science-of-strong-business-writing

Reflective Exercises and Cases:

- Review of *Bharat Muni's Natya Shastra* – Concepts of Rasa, Sahridayata & Sadharanikaran.
- Preparing curriculum vitae/resume and cover letter.
- Reading and analysis of corporate annual reports.
- *The Future of Internal Communication* – Rita Linjuan Men & Shannon A. Bowen.
  📘 Business Expert Press | Product Code: BEP336-PDF-ENG
  🔗 https://hbsp.harvard.edu/product/BEP336-PDF-ENG

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Indian Systems of Health & Wellness**					
Type of Course	Multidisciplinary Elective Course					
Course Code	261MDEUBB101					
Course Level	100					
Course Summary	This course aims to emphasise the significance of maintaining a healthy lifestyle by educating students on the essential aspects of physical and mental well-being. It seeks to raise awareness about lifestyle-related diseases and equip students with knowledge and strategies for effective stress management.					
Semester	Semester I					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**2**	**-**			**2**
	Hours	**2/Week**				**30**
Pre-requisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
At the end of the course the student will be able to:			
1	Understand the concept and nature of health, wellness and its implications	U	
2	To familiarize students about physical and mental health.	An	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Introduction to Health & Wellness** Definition of Health, Importance of health in everyday life, Components of health – physical, social, mental, spiritual and its relevance, Concept of wellness, Mental health, and wellness, Determinants of health behaviour, Health and Wellness at the Workplace.	8	CO1
2	**Mind Body and Well-Being** Mind-body connection in health – concept and relation, Implications of mind-body connection, Wellbeing – why it matters? Digital wellbeing.	8	CO1
3	**Deficiency & Diseases** Malnutrition, undernutrition and overnutrition, Body system and common diseases, Sedentary lifestyle and risk of disease, Modern lifestyle and associated health risks.	7	CO2
4	**Indian system of well-being** Health beliefs of India, Health systems in India – AYUSH. Perspective of indigenous people towards health, happiness and well-being in India	7	CO2

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA. 20 Marks)** • Written tests • Quiz • Assignment • Viva Voce • Individual Presentation and Record book submission etc.
	B. **1. Semester End Assessment (SEA 1. 10 Marks)** Multiple Choice Questions (Offline) **2. Semester End Assessment (SEA 2. 20 Marks)** Project & Viva

REFERENCES

Text Books / References:

- Carr, A. Positive Psychology: The science of happiness and human strength. UK: Routledge
- Nyambichu & Jeff Lumiri, Lifestyle Disease: Lifestyle Disease Management

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Environmental Science and Sustainability**					
Type of Course	Value Added Course					
Course Code	261VACUBB101					
Course Level	100					
Course Summary	Understand the basic environmental concepts and issues relevant to the business and management field, and also determine the role of business decisions, policies, and actions in minimising environmental degradation. In addition, identify possible solutions to curb environmental problems caused by managerial actions and develop skills to address immediate environmental concerns through changes in business operations, policies, and decisions.					
Semester	Semester I					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others (e.g., Practicum/Field Visits)**	**Total**
	Credit	**2**	-			2
	Hours	**2/week**				**30**
Pre-requisites, if any	**Nil**					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain basic environmental and sustainability concepts relevant to life and business.	U, R	
2	Identify the importance of ecosystems, biodiversity, and conservation practices.	U, An	
3	Examine environmental issues and suggest measures for pollution and waste management.	E	
4	Recognize the role of individuals and businesses in sustainable development and environmental responsibility.	An, E	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom transaction

Module	Course description	Hrs	CO No.
1	**Environment, Sustainability, and Responsible Living**: Meaning and importance of environment; Human-environment relationship; Environmental challenges in modern society; Concept of sustainability and sustainable lifestyle; Natural resources and responsible resource use; Water conservation, energy conservation, food security, and waste reduction practices; Role of youth and businesses in protecting the environment.	7	CO1
2	**Ecosystems, Biodiversity, and Conservation:** Forest, grassland, desert, and aquatic ecosystems; Importance of biodiversity for human life and economic activities; Threats to biodiversity and conservation methods; Protected areas, wildlife conservation, and India as a mega-diverse nation; Everyday practices supporting biodiversity conservation.	8	CO2
3	**Pollution, Waste Management, and Climate Challenges:** Environmental pollution: air, water, soil, noise, and plastic pollution; Causes and effects of pollution on health, society, and business; Climate change, global warming, ozone depletion, and acid rain — basic understanding and contemporary relevance; Waste management practices including reduce, reuse, recycle principles; Disaster management awareness and the role of businesses and communities during environmental crises.	8	CO1
4	**Society, Business, and Environmental Responsibility:** Sustainable development and environmental ethics; Responsible consumption and sustainable business practices; Corporate environmental responsibility and green business initiatives; Introduction to environmental laws in India and citizen responsibility; Environmental justice, environmental protection movements, and community participation; Role of individuals, educational institutions, and businesses in building a sustainable future.	7	CO2

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • ICT-enabled Lectures • Interactive sessions • Classroom discussions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA. 20 Marks)** • Written tests • Quiz • Assignments • Viva Voce • Presentation in the class about recent issues and developments, etc.

	B.	**1. Semester End Assessment (SEA 1.10 Marks)** Case Study Report related to Environmental Science and Sustainability.
		2. Semester End Assessment (SEA 2. 20 Marks) Written examination. (1 hour)

REFERENCES:

● Poonia, M.P. Environmental Studies, Khanna Book Publishing Co.

● Bharucha, E. Textbook of Environmental Studies, Orient Blackswan Private Ltd.

● Miller, G.T. & Spoolman S. Living in the Environment. Cengage.

● Basu, M., & Xavier Savarimuthu, S. J. Fundamentals of environmental studies. Cambridge University Press.

SEMESTER II

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Human Behaviour and Organisation**					
Type of Course	Core Course					
Course Code	262CRCUBB101					
Course Level	100					
Course Summary	This course will cover principles and concepts to understand how individuals interact with each other and their environment in organisational contexts. Students will explore topics such as motivation, perception, personality, leadership, group decision-making, culture, and conflict resolution through a blend of theoretical frameworks and real-world applications					
Semester	Semester II					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others (e.g., Practicum/Field Visits)**	**Total**
	Credit	**4**	**-**			**4**
	Hours	**4/week**				**60**
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	To develop a basic understanding of the concept of human behaviour and organisation.	U, A	1,2,5
2	Demonstrate theoretical knowledge of human behaviour in a human life setting in management.	An, E	6,7,9
3	To understand individual and group behaviour for improving organisational effectiveness.	An, C	3,5,7
4	To analyse leadership styles and strategies	C	2,5,7,9
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction (without Units)

Module	Course description	Hrs	CO No.
1	Meaning, importance, and historical development of organisational behaviour; Factors influencing organisational behaviour; Contributing disciplines of OB; OB models-- (Autocratic model, custodial model, supportive model, collegial model and system model), Comparison among the models of organisational behaviour	10	CO 1
2	Meaning and importance of individual behaviour in organizations; Personality – meaning, determinants, Type A and Type B personalities, and Big Five personality traits; Attitudes and job-related attitudes; Learning – concept and basic learning theories; Perception – meaning, perceptual process, and factors influencing perception; Values – meaning and types of values. Motivation – meaning and importance of motivation; Early theories of motivation – Maslow's Need Hierarchy Theory, Theory X and Theory Y, and Herzberg's Two Factor Theory; Contemporary approaches to motivation – Goal-setting Theory, Reinforcement Theory, and Self-efficacy Theory; Application of motivation techniques in academic and workplace settings.	20	CO 2
3	Groups and Work Teams: Concept: Five Stage model of group development; Groupthink and shift; Indian perspective on group norms, Group, and teams; Types of teams; Creating team players from individual building. Individual & Group conflict; e-teams.	15	CO3
4	Leadership – meaning and importance; Leadership traits and behavioural approaches; Introduction to contingency and transformational leadership; Authentic leadership and self-leadership; Mentoring and leadership development; Leadership styles in Indian organizations and global business environments; Power and its sources in organizations. Organizational Culture – meaning, characteristics, and importance of organizational culture; Creating and maintaining positive and ethical workplace culture; Employee behaviour and organizational culture; Cross-cultural management and workplace diversity; Meaning, causes, and effects of stress; Stress management techniques for personal and professional life.	15	CO4

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
ICT-enabled lecturers
Group discussions
Quizzes
Case Study
Role Plays etc.</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
Case study solutions
Personality assessment tests
Group Discussions
Peer learning
Quizzes
Assignments etc.</td></tr>
<tr><td rowspan="2">B.</td><td>1. Semester End Assessment (SEA 1. 20 Marks)
Case study analysis & Submission + MCQ</td></tr>
<tr><td>2. Semester End Assessment (SEA 2. 40 Marks)
Written Examination 2 Hours</td></tr>
</table>

REFERENCES

Text Books (Latest Editions):

- Robbins, Stephen - Organisational Behaviour Prentice Hall of India Ltd.. New Delhi.
- Luthans Fred - Organisational Behaviour: An Evidence-Based Approach - McGraw-Hill Publishers Co. Ltd., New Delhi.
- Prasad, L.M-Organizational Theory Behavior-Sultan Chand &Sons, New Delhi.
- Rao, VS P-Organisation Behaviour –Himalaya Publishing House.
- Aswathappa.K.-Organizational Behavior–Himalaya Publishing House, Mumbai, 18th Edition

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Marketing Management**					
Type of Course	Core Course					
Course Code	262CRCUBB102					
Course Level	100					
Course Summary	The marketing management course is designed to help undergraduate students gain a broad, foundational understanding of the basic components of modern marketing. It will equip the students with an understanding of the Marketing Mix elements. The course is intended to introduce key principles and activities crucial to the role that marketing has in an organisation.					
Semester	Semester II					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others (e.g., Practicum/Field Visits)**	**Total**
	Credit	**4**				**4**
	Hours	**4/week**				**60**
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains***	**PO No**
At the end of the course, the student will be able to:			
1	Formulate a firm's segmentation, targeting, and positioning.	U	1
2	Create and apply consumer behaviour strategies to win customers.	A	2
3	Develop a feasible new product idea and develop expertise to promote and distribute a product	A	3,5,7
4	Develop marketing strategies for services	U	3,6,9
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction (without Units)

Module	Course description	Hrs	CO No.
1	Introduction: Nature, Scope and Importance of Marketing, Evolution of Marketing; Core marketing concepts: Company orientation - Production concept, Product concept, Selling concept, Marketing concept, Holistic marketing concept; Marketing Environment: Demographic, Economic, Political, Legal, Socio-cultural, Technological environment. Segmentation, Targeting and Positioning: Concept; Levels of Market Segmentation, Basis for Segmenting Consumer Markets;	11	CO1
2	Consumer Behaviour, The Rise of Consumer Democracy, Buyer's Cultural, Social, Personal, and Psychological Characteristics, particularly in Indian context, Consumer Buying Decision Process, Business Customer's Buying Decision Process, and Traditional vs. Experiential Marketing's View of Customer.	16	CO2
3	Product decisions: Concept of Product Life Cycle (PLC), PLC marketing strategies, Product Classification, Product Line Decision, Product Mix Decision, Branding Decisions, Packaging & Labelling. Introduction to Brand Management, Innovation and New Product Development. Pricing Decisions: Determinants of Price, Pricing Methods (Non-mathematical treatment), and Adapting Price. Promotion Decisions: Factors determining promotion mix, Promotional Tools – Fundamentals of advertisement, Sales Promotion, Public Relations & Publicity and Personal Selling. Marketing Channel Decision: Channel functions, Channel Levels, Types of Intermediaries: Wholesalers and Retailers, Introduction to Retail Management.	24	CO3
4	Marketing of Services: unique characteristics of services, marketing strategies for service firms – 7Ps. Contemporary issues in Marketing, E-commerce, Digital Marketing, Ethics and social responsibility in Marketing, Integrated Marketing, Online Payments, Rural Marketing, Social Marketing, Green Marketing (Introductory aspects only).	9	CO4

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
• ICT-enabled Lectures
• Interactive sessions
• Classroom discussions</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
• Written tests
• Quiz
• Assignment
• Viva Voce
• Group Work on New Product Launch, etc.</td></tr>
<tr><td rowspan="2">B.</td><td>2. Semester End Assessment (SEA 1. 20 Marks)
Submission on Marketing Mix of a Company
& Course Viva</td></tr>
<tr><td>2. Semester End Assessment (SEA 2. 40 Marks)
Written examination. Maximum 2 Hours.</td></tr>
</table>

REFERENCES:

- Kotler, P., Keller, K. L., et al. *(2016). Marketing Management* (16th Edition). Pearson Education Pvt. Ltd.
- Aaker, D. A., & Moorman, Christine. *(2020). Strategic Market Management: Global Perspectives*. John Wiley & Sons.
- Shainesh, G., Kotler, P., Keller, K., Chernev, A., & Sheth, J. N. *(2021). Marketing Management*. Pearson Higher Education.
- Kotler, P., Armstrong, G., & Agnihotri, P. Y. *(2017). Principles of Marketing* (17th Edition). Pearson Education.
- Ramaswamy, V. S., & Namakumari, S. *(2021). Marketing Management: Indian Context Global Perspective* (6th Edition). Sage Publications India Pvt. Ltd.
- Sheth, J. N., & Sisodia, R. S. *(Eds.) (2006). Does Marketing Need Reform? Fresh Perspectives on the Future*. Routledge.

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Business Economics**					
Type of Course	Core Course					
Course Code	262CRCUBB103					
Course Level	100					
Course Summary	Business economics uses economic concepts and principles by emphasising demand and supply analysis, Production and cost analysis and different market structures, which are fundamental for further study. This course also introduces important macroeconomic concepts that are indispensable for understanding the functioning of an economy that may affect business performance.					
Semester	Semester II					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others (eg: Practicum/Field Visits)**	**Total**
	Credit	**4**				**4**
	Hours	**4/Week**				**60**
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course the student will be able to:			
1	Apply the concepts of demand, supply, production, and cost to solve business problems.	R, U	1,4,5
2	Take decisions regarding the allocation of scarce resources	A	2,3,7
3	Analyze various market structure and their pricing strategies	A, E	4,3,5
4	Analyze challenges and opportunities in the Indian economy in terms of National Income and sustainable development.	A	6,8,9
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	Fundamentals and Basic Elements of Microeconomics • The Economic Problem: Scarcity and Choice, Nature and Scope-Positive and Normative Economics. • Scope of Study and Central Problems of Micro and Macroeconomics • Demand Schedule: Individual and Market Demand Curve, Determinants of Demand, Law of Demand, Movement and Shift among Demand Curve, Elasticity of Demand. • Supply Schedule: individual and market supply, determinants of supply, law of supply, Elasticity of supply. Determination of demand and supply, effect of a shift in demand and supply.	15	1
2	Producer and Consumer Behaviour • Theory of Production: Factors of Production, Production Function, Law of Variable Proportions, Returns to Scale, Producers' Equilibrium. • Theory of Cost- Short Run and Long Run Average, Marginal and Total Cost Curves. Cardinal Utility Approach-Law of Diminishing Marginal Utility, Law of Equi-Marginal Utility, Indifference Curves, Budget Lines and Consumer Equilibrium.	15	2
3	Analysis of the Market • Concept of Market and Main Forms of Market. • Price and Output Determination Under Perfect Competition, Monopoly, Monopolistic Competition, and oligopoly.	15	3
4	National Income and Various Indian Economy Challenges • Circular Flow of Income. Concept of GDP, GNP, NDP, NNP (At Market Price and Factor Cost), Methods of Calculating National Income. • A Brief Introduction of the Indian Economy - Pre-and Post-Independence. • Current Challenges Facing the Indian Economy- Human Capital Formation, Poverty, and Dynamic • Business Environment, Trade with Various Nations, Sustainable Economic Development.	15	4

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
• ICT-enabled Lectures
• Interactive sessions
• Classroom discussions</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
• Written tests
• MOOC & Micro Project
• Assignment
• Viva Voce
• Dossier, etc.</td></tr>
<tr><td rowspan="2">B.</td><td>3. Semester End Assessment (SEA 1. 20 Marks)
Viva Based on Mini Project</td></tr>
<tr><td>2. Semester End Assessment (SEA 2. 40 Marks)
Written examination. Maximum 1.5 Hours.</td></tr>
</table>

REFERENCES

- Principles of Economics – N. Gregory Mankiw, Cengage Learning.
- Microeconomics – H. L. Ahuja, S. Chand Publishing.
- Indian Economy – Ramesh Singh, McGraw Hill Education.
- Business Environment – Francis Cherunilam, Himalaya Publishing House.
- Modern Microeconomics – K. K. Dewett & J. D. Varma, S. Chand Publishing.
- Macroeconomics – Rudiger Dornbusch, Stanley Fischer & Richard Startz, McGraw Hill.
- Reserve Bank of India – Annual Reports and Publications on Indian Economy.
- NITI Aayog – Reports on Sustainable Development, Poverty, and Human Capital Formation.

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Business Communication – II**					
Type of Course	Multi-Disciplinary Elective Course					
Course Code	262MDEUBB101					
Course Level	100					
Course Summary	This course focuses on providing a perspective on the importance of business communication for organisations and individual employees in the context of a multicultural workforce in a digital world. The course will focus on instilling effective communication skills in students for organisational setup. The course will be taught using text, cases, and classroom exercises to improve both written and oral communication in students.					
Semester	Semester II					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others (e.g., Practicum/Field Visits)**	**Total**
	Credit	**2**	**-**			**2**
	Hours	**2/week**				**30**
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	To understand the concept & importance of Non-Verbal Communication	U	1,3
2	To familiarize students with Oral Communication, Professionalism and Team Work	R, A	2,4, 5
3	To create an awareness of Corporate Communication	U, R	7,8
4	*To provide an understanding of* Corporate Grooming & Etiquette	A, E	6,9
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom transaction (without Units)

Module	Course description	Hrs	CO No.
1	**Introduction to Non-Verbal Communication** Definition and significance of nonverbal communication, Difference between verbal and nonverbal communication, Importance of nonverbal communication in the business world, Types of Nonverbal Communication, Nonverbal Communication in Different Business Scenarios, Techniques for observing and interpreting nonverbal cues, Ethical Considerations in Nonverbal Communication	5	CO1
2	**Oral Communication, Professionalism and Team Work** Meaning, Nature, and Scope of Effective Oral Communication; Techniques of Effective Speech, Media for Oral Communication- Face-to-Face Conversation, Teleconferences, Press Conference, Telephonic Conversations, Radio Presentation, Public address and Podcast. Constructing Oral Reports; Group Discussion, Teams communication; Online and offline professional etiquettes; Conducting appraisals, conducting interviews.	10	CO2
3	**Corporate Communication** Corporate Communication, Channels of Corporate Communication, Target Segments of Corporate Communication, Types of Corporate Communication, Managing Crisis Communication, Managing Communication During Change, Culture as Communication.	5	CO3
4	**Corporate Grooming & Etiquette** Introduction to Corporate Etiquette: Importance of Professional Image, First Impressions and Personal Branding, Overview of Corporate Etiquette and Its Role in Success. Personal Grooming Standards: Dress Codes (Formal, Business Casual, Smart Casual), Grooming Essentials (Hair, Skin, Hygiene) Business Etiquette Essentials, Time Management, and Punctuality, Conflict Management, and Difficult Conversations	10	CO4

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
ICT-enabled Lectures
Interactive sessions
Classroom discussions
Role-plays & Seminars</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 20 Marks)
Written tests
Role-Play Scenarios
Assignment
Viva Voce
Presentation etc</td></tr>
<tr><td rowspan="2">B.</td><td>1. Semester End Assessment (SEA 1. 10 Marks)
Theme-based Corporate Walk</td></tr>
<tr><td>2. Semester End Assessment (SEA 2. 20 Marks)
Written examination. Maximum 1Hour.</td></tr>
</table>

REFERENCES

- Business Communication Today – Pearson Education.
- Essentials of Business Communication – Sultan Chand & Sons.
- Nonverbal Communication – Aldine Transaction Publications.
- Professional Communication – Tata McGraw Hill Education.
- The Definitive Book of Body Language – Bantam Books.
- Corporate Communication – McGraw Hill Education.
- Business Etiquette and Professionalism – Cengage Learning India.
- Communicating in Business – Pearson Education.
- Soft Skills: Enhancing Employability – I.K. International Publishing House.

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Emerging Technologies and Applications**					
Type of Course	Skill Enhancement Course					
Course Code	262SECUBB101					
Course Level	100					
Course Summary	To provide a comprehensive understanding of emerging technologies such as blockchain, IoT, cloud computing, robotics, etc. and to develop the skill to handle data in Microsoft Excel.					
Semester	Semester II					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others (eg: Practicum/Field Visits)**	**Total**
	Credit	**1**		**2**		**2**
	Hours	**1/week**		**2/Week**		**30**
Pre- requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course the student will be able to:			
1	Understanding foundational knowledge of emerging technologies such as blockchain, IoT, cloud computing and Industry 4.0 can optimise operations, enhance decision-making, and drive innovation.	U	5,6
2	Develop basic skills to handle data in Microsoft Excel	A, An	1,3
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1: Introduction to emerging technology			
	Introduction to Cloud Computing: Meaning and Definition, the evolution from traditional IT infrastructure to cloud computing, Key features; Components of Cloud Computing (Hardware, software, networks, and virtualisation & Public, Private, and Hybrid Clouds); Importance in the Business World; challenges of adopting cloud technologies; Understand various cloud service models (IaaS, PaaS, SaaS) (concept only); key players in the cloud industry and their offerings	15	**CO1**
	Industry 4.0: Meaning, Core Technologies of Industry 4.0, Benefits and Challenges; IoT: Meaning, Components of IoT Systems, IoT in Various Industries and businesses, Benefits and challenges.		**CO1**
	Blockchain Technology Fundamentals of Blockchain- Financial Services and Digital Identity – Challenges and Opportunities – Security and privacy issues – Regulatory and compliance considerations		**CO1**
2. Introduction to Microsoft Excel			
	Understanding key Concepts: Spreadsheet, Areas in a spreadsheet (Ribbon, Tabs, Quick Access, Name bar, Formula Bar, Toolbar), Workbook, Worksheet, Cells, Rows, Columns; Basic Operations: Creating a new worksheet, Renaming, Inserting, and Deleting Worksheets; Opening, saving, closing and printing workbooks; Cell selection and navigation; Modifying spreadsheet: cut, copy, paste data; changing row height and column width, adding, deleting and hiding/unhiding rows and columns, merging or splitting cells, wrapping cells; Formatting: format numbers, cell borders, font, size, colour, alignment, orientation, indentation, using format painter; format table; Undo, Redo, Basic Excel shortcut keys; Conditional Formatting	15	**CO2**
	Data Management and Organization in excel:		

Sorting and Filtering Data (Basic only); Data Validation (Creating drop-down lists); Ensuring data consistency by restricting data types (e.g., numbers only); Using Freeze Panes **Working with basic mathematical operators, Excel Functions and Formulas**		**CO2**
Cell referencing: Absolute, relative and mixed referencing; Working with mathematical operators in Excel: Addition, subtraction, multiplication, and division; Sums using mathematical order of operations; Excel functions: *Arithmetic Functions* (Sum, Average, Max, Min, Fact, Count, Countif; Round; Sqrt; Power, Log); *Statistical Functions* (Average; Standard deviation; Mode; Median, Range), *Logical Functions* (IF, AND, OR, NESTED IF, IF AND, IF OR)**Data Visualization in Excel:** Creating Charts and Graphs: different types of charts and graph in excel; Create column charts (Clustered Column, Stacked Column, 100% Stacked Column),Bar Charts (Clustered Bar, Stacked Bar, 100% Stacked Bar),Pie Charts (Simple, 3D, Doughnut pie), Simple line graph Basic Chart Formatting: Selecting the Chart, Changing the Chart Type; Adding and formatting Chart elements: Chart Title, Axis, Axis Titles, legends, gridlines, data labels, chart style, colour; Modifying Axis Scale.		**CO2**

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • ICT-enabled Lectures • Interactive sessions • Lab hours • Quiz etc.	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA. 20 Marks)** • Written tests • Certification Course • Assignment • Viva Voce • Presentation etc	
	B.	**1. Semester End Assessment (SEA 1. 10 Marks)** Multiple Choice Questions
		2. Semester End Assessment (SEA 2. 20 Marks) Practical Exam. Maximum 1Hour.

REFERENCES

Text Books (Latest Editions):

- Emerging Technologies by Errol S. van Engelen
- Internet of Things by Jeeva Jose, Khanna Book Publishing.
- Digital Transformation: A Strategic Approach to Leveraging Emerging Technologies, Anup Maheshwari
- Virtual & Augmented Reality by Rajiv Chopra, Khanna Book Publishing.
- Emerging Technologies for Effective Management by Rahul Dubey, Cengage
    - Publications.
- IoT Fundamentals: Networking Technologies, Protocols, and Use Cases for the Internet of Things by David Hanes, Jerome Henry, Rob Barton, Gonzalo Salgueiro and Patrick Grossetete.
- Blockchain for Business by Jai Singh Arun, Jerry Cuomo and Nitin Gaur.
- Block Chain & Crypto Currencies by Anshul Kausik, Khanna Book Publishing.
- Industry 4.0 Technologies for Business Excellence: Frameworks, Practices, and Applications by Edited by Shivani Bali, Sugandha Aggarwal, Sunil Sharma.
- Blockchain, Artificial Intelligence, and the Internet of Things: Possibilities and Opportunities" by Pethuru Raj, Ashutosh Kumar Dubey, Abhishek Kumar, Pramod Singh Rathore. https://www.scribd.com/document/671869762/Microsoft-Excel-Book-2022

  Link: https://mcrhrdi.gov.in/group12019/Reading%20Material/IT/Adv.Excel%20-%20Handbook(7-6-17).pdf

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Media Literacy and Critical Thinking**					
Type of Course	Ability Enhancement Course					
Course Code	262AECUBB101					
Course Level	100					
Course Summary	This course is designed to develop students' skills in media literacy and critical thinking, enabling them to analyse, evaluate, and create media messages effectively. The course will be structured into four comprehensive modules that address the key concepts, practical applications, and the importance of these skills in today's digital landscape.					
Semester	Semester II					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others (e.g.: Practicum/Field Visits)**	**Total**
	Credit	**3**	**-**			**3**
	Hours	**3/week**				**45**
Pre- requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Identify biases and misinformation in media content	U	2,4,6,7,8,9
2	Analyse real-world problems using foundational critical thinking.	An	1,2,4,5,6,7,8,9
3	Apply media literacy principles to identify credible sources and navigate digital platforms effectively.	A	1,2,4,5,6,7,8,9
4	Create responsible and impactful media content, demonstrating ethical considerations and societal relevance.	C	1,2,4,5,6,7,8, 9
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Foundations of Media Literacy:** Understanding media literacy: definitions, importance, and real-world implications. Analyzing and evaluating media messages: bias, propaganda, and intent. Recognizing red flags in content: sensationalism, lack of citations, and clickbait. Ethical and societal impacts of media consumption.	12	1
2	**Critical Thinking in Media Evaluation:** Introduction to critical thinking: logic, reasoning, and avoiding fallacies. Evaluating credibility and reliability of media sources. Fact versus opinion: discerning evidence-based claims. Techniques for recognizing and addressing cognitive biases.	10	2
3	**Navigating Misinformation and Digital Challenges:** Types and techniques of misinformation: deep fakes, fake news, and cherry-picking data. Understanding digital algorithms and their role in shaping information exposure. Social media's influence: echo chambers and their societal implications. Combating misinformation through fact-checking and evidence evaluation.	12	3
4	**Media Creation, Ethics, and Citizenship:** Ethical considerations in media creation: authenticity, accountability, and sensitivity. Principles of responsible digital citizenship: respectful participation and advocacy. Using media for societal impact: designing campaigns to promote media literacy. Collaborative approaches for fostering critical thinking in communities.	11	4

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
• ICT-enabled Lectures
• Interactive sessions
• Quiz, etc.</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 30 Marks)
• Written tests
• Reflective Learning Journal Assignment
• Case Study Analysis
• Presentation etc</td></tr>
<tr><td rowspan="2">B.</td><td>1. Semester End Assessment (SEA 1. 15 Marks)
Offline Multiple-Choice Questions</td></tr>
<tr><td>2. Semester End Assessment (SEA 2. 30 Marks)
Group Project and Viva</td></tr>
</table>

REFERENCES

- Scheibe, C., & Rogow, F. (2012). The teacher's guide to media literacy: Critical thinking in a multimedia world. Corwin.
- Pernisco, N. (2020). Media literacy: An essential guide to critical thinking skills for our complex digital world. Hildreth Media Group.
- Christian, S. E. (2022). Everyday media literacy: An analog guide for your digital life (2nd ed.). Routledge.
- Project Censored. (2022). The media and me: A guide to critical media literacy for young people. Triangle Square.
- Kellner, D., & Share, J. (2019). The critical media literacy guide: Engaging media and transforming education. Brill.
- Mihailidis, P., & De Abreu, B. S. (Eds.). (2013). Media literacy education in action: Theoretical and pedagogical perspectives. Routledge.
- Hobbs, R. (2010). Digital and media literacy: Connecting culture and classroom. Corwin.
- Potter, W. J. (2019). Media literacy (9th ed.). SAGE Publications.

  Silverblatt, A. (2014). The Praeger handbook of media literacy. Praeger.
- Thoman, E., & Jolls, T. (2005). Media literacy: A national priority for a changing world. American Behavioral Scientist, 48(1), 18-29.

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Indian Constitution**					
Type of Course	Value Added Course					
Course Code	262VACUBB101					
Course Level	100					
Course Summary	This course examines the economic dimensions of the Constitution of India and its impact on business and governance. Students explore constitutional aspects related to economic policies, land reforms, liberalization, fiscal federalism, and business rights through case studies and legal analysis. The course helps learners understand the Constitution's role in shaping India's economic environment and its relevance to business and policy decisions.					
Semester	Semester II					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**2**				**2**
	Hours	**2/week**				**30**
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Critically analyse the Indian Constitution's core principles, economic provisions, and landmark reforms to evaluate their impact on India's socioeconomic development and apply this understanding to contemporary policy and governance challenges.	An	
2	Critically analyse the principles of fiscal federalism, the economic dimensions of Fundamental Rights, and their impact on business in India, including taxation, regulatory frameworks, and emerging challenges in digital and traditional economies.	An	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Units	Course description	Hrs	CO No.
1		**Introduction to the Indian Constitution and Foundations of Economic Reform in Independent India** Introduction to the Indian Constitution, Salient Features of Indian Constitution, Preamble of the Indian Constitution & Key Concepts of the Preamble.Introduction to Economic Justice in the Constitution-Directive Principles of State Policy (DPSPs) and their economic implications Land Reform Cases-Abolition of zamindari and challenges to land redistribution Economic Liberalization and Nationalization Nationalization Cases Financial and Tax Reforms in the Post-Emergency Era-Taxation and Fiscal Policy, Fundamental Duties	15	CO1
2		**Fiscal Federalism, Fundamental Rights and Business in India.** Introduction to Fundamental Rights Economic Dimensions of Fundamental Rights Concept of Federalism Division of Financial Powers- Taxation and revenue allocation between the Centre and States Fiscal Federalism and GST Fundamental rights vs. economic regulations (e.g., liquor bans, mining rights). Key regulations affecting businesses (e.g., SEBI, RBI) Emerging Challenges in FinTech and Artificial Intelligence. Regulatory frameworks for the digital economy Articles 301-307: Freedom of Trade, Commerce, and Intercourse Role of the Finance Commission (Article 280)	15	CO2

Content for Classroom transaction (without Units)

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • ICT-enabled Lectures • Interactive sessions • Case studies, etc.	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA. 20 Marks)** • Presentations • Group discussions • Quizzes	
	B.	**1. Semester End Assessment (SEA 1. 10 Marks)** Viva-Voce
		2. Semester End Assessment (SEA 2. 20 Marks) Written examination (1 Hour)

REFERENCES

- The Oxford Handbook of the Indian Constitution, Oxford University Press.
- "Introduction to the Constitution of India", (Students Edition) by Durga Das Basu (DD Basu): Prentice –Hall, 2008.
- Indian Fiscal Federalism" by Y.V. Reddy and G.R. Reddy
- Cases;
- *Rustom Cavasjee Cooper* v. *Union of India*, (1970) 1 SCC 248
- *State of Rajasthan* v. *Mohan Lal Vyas*, AIR 1971 SC 2068 (confirmation of a private monopoly, not a violation of fundamental right)
- *Mithilesh Garg* v. *Union of India*, (1992) 1 SCC 168: AIR 1992 SC 221 (Right to carry on business, not breached when it is liberalised)
- *Chintamanrao* v. *The State of Madhya Pradesh*, AIR 1951 SC 118 (scope of reasonable restrictions in relation to trade and occupation)
- *Cooverjee B. Bharucha* v. *Excise Commissioner, Ajmer*, AIR 1954 SC 220 (the reasonableness of the restriction imposed may depend upon the nature of the business and prevailing conditions including public health and morality)
- *T. B. Ibrahim* v. *Regional Transport Authority. Tanjore*, AIR 1953 SC 79
- *Harman Singh* v. *RTA, Calcutta*, AIR 1954 SC 190
- *Dwarka Prasad Laxmi Narain* v. *State of U.P.*, AIR 1954 SC 224
- *State of Bombay* v. *R.M.D. Chamarbaugwala*, AIR 1957 SC 699
- *Parbhani Transport Coop. Society Ltd*. v. *Regional Transport Authority, Aurangabad*, AIR 1960 SC 801
- *State of Bombay* v. *R. M. D. Chamarbaugwala*, (1957) S.C.R. 874,
- *G.K.Krishnan* v. *State of Tamil Nadu*, 1975 SCC (1) 375
- *Automobile Transport (Rajasthan) Ltd.* V. *State of Rajasthan*, AIR 1962 SC 1406

SEMESTER III

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Human Resource Management and Industrial Relations**					
Type of Course	Core Course					
Course Code	263CRCUBB201					
Course Level	200					
Course Summary	This course introduces students to contemporary HR practices, HR technology trends, industry expectations, and emerging competencies required for BBA graduates. The current syllabus is a good foundation, particularly in its inclusion of HR Analytics, digital recruitment, and employee wellness. However, it remains largely functional and traditional in orientation and does not fully reflect the transformation of HR into a strategic, technology-driven, employee-experience-focused discipline.					
Semester	Semester III					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**4**	**-**			**4**
	Hours	**4/Week**				**60**
Pre- requisites, if any	NA					

COURSE OUTCOMES

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Explain strategic HRM concepts and the role of HR in Achieving organisational competitiveness	U	1,5,7
2	Apply modern talent acquisition, learning, performance management and employee experience practices using digital HR tools.	A	2,4,6
3	Analyse workforce data using HR Analytics and AI-Enabled HR systems for managerial decision making	An	3,7,9
4	Evaluate Employee relations, labour codes, workplace	E	3,5,6

	conflict and engagement strategies in diverse and evolving work environments		
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Strategic Human Resource Management and Future of Work** Evolution of HRM to Strategic HRM, HR as a Strategic Business Partner, Human Capital Management, Future of Work, Hybrid and Remote Work Models, Agile Organizations, Skills-Based Organizations, Employee Experience (EX), HR Ethics and Responsible AI in HR Cases: • HR Transformation at Infosys Future of Work initiatives at Accenture	13	CO1
2	**Talent Acquisition and Management** Workforce Planning, Job Analysis and Competency Mapping, Employer Branding, AI-enabled Recruitment, Social Media Recruitment, Applicant Tracking Systems (ATS), Onboarding and Employee Integration, Talent Management Framework, Succession Planning, Leadership Development Industry Tools (optional): LinkedIn Talent Solutions /Naukri Recruiter /Workday /SAP SuccessFactors.	13	CO2
3	**Learning, Performance and Employee Experience:** Learning and Development, Learning Experience Platforms (LXP), Microlearning, Gamification, Coaching and Mentoring, Continuous Performance Management, OKRs and KPI Systems, Employee Engagement, Employee Wellbeing, Mental Health at Work, Diversity, Equity, Inclusion and Belonging (DEIB) **Cases:** Unilever Learning Ecosystem Google Employee Experience Programs	12	CO3

4	**HR Analytics and HR Technology:** HR Analytics and People Analytics, Descriptive, Predictive and Prescriptive Analytics, HR Dashboards, Workforce Analytics, Employee Retention Analytics, AI and Generative AI in HR, HRIS and Cloud-based HR Systems, Digital Employee Lifecycle Management, Data Privacy and Ethical Use of Employee Data. Tools Exposure (Optional): Excel /Power BI /Chat GPT for HR Applications /SAP SuccessFactors /Zoho People.	12	CO4
5	**Employee Relations, Labour Codes and Conflict Management** Employee Relations and Industrial Relations, Trade Unions in the Digital Era, Industrial Relations Code, 2020, Code on Wages, 2019, Social Security Code, 2020, Occupational Safety, Health and Working Conditions Code, 2020, Grievance Management Systems, Workplace Conflict Resolution, Collective Bargaining, Negotiation Skills, Managing Gig and Platform Workers, Employee Voice and Workplace Democracy Cases • Maruti Suzuki Industrial Relations Case • Zomato and Gig Workforce Challenges Kerala Cooperative Sector Employee Relations Models	10	CO 4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • ICT-enabled Lectures • Interactive sessions • Case studies, etc.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA. 40 Marks)** • Written Examination – ISA • Students create LinkedIn profiles and develop competency-based job descriptions. (LB) • Case Analysis and Scheduling Exercises (LD) • Class Participation, Attendance, and Group Activities

	B.	**1. Semester End Assessment (SEA 1. 20 Marks)** Create a basic HR dashboard using Excel/Power BI. (CO3)
		2. Semester End Assessment (SEA 2. 40 Marks) Written Exam –Essay questions 4*10 =40 marks (CO1, CO2, CO3, CO4)

REFERENCES

Core Textbooks:

- Dessler, G. *Human Resource Management*, Pearson
- Mamoria & Gankar, *Dynamics of Industrial Relations*, Himalaya Publishing

Additional Readings:

- Fitz-enz, J., *The New HR Analytics*, AMACOM
- Aswathappa, K., *Human Resource Management*, McGraw Hill
- Srivastava, S.C., *Industrial Relations and Labour Laws*, Vikas Publishing

Online Resources:

- SHRM, HR Analytics Tools
- Ministry of Labour & Employment: https://labour.gov.in

Cases

- **Topic**: HR Practices in *Technopark, Trivandrum* (CO 1)
  Objective: Understand recruitment and retention strategies in Kerala's IT sector
- HR challenges in Kerala SMEs (CO2)
- Cases from Coir, cashew, plantation sectors in Kerala (CO3)
- Cases from KSRTC strikes, Maruti Suzuki dispute vs Kerala's cooperative models (CO 4)

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Cost and Management Accounting**					
Type of Course	Core Course					
Course Code	263CRCUBB202					
Course Level	200					
Course Summary	This course covers the fundamental concepts and various aspects of Cost as well as Management accounting. The course also provides insights into the broader concept of management reporting. As an integral component of the Business Administration program, it equips students with fundamental knowledge and a foundational understanding of various methods, tools, and techniques in cost and management accounting. These competencies are essential for informed financial decision-making and are particularly valuable for aspiring professionals in the fields of accounting and finance					
Semester	Semester III					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**4**				**4**
	Hours	**4/Week**				**60**
Prerequisites, if any	NA					

COURSE OUTCOMES

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	To familiarise learners with the basics of cost concepts and management reporting.	U, A	1,3,7
2	To develop knowledge in calculating material, labour, and overhead costs.	An,E	2,6,8
3	To provide a basic understanding of applying Marginal Costing and Budgetary control	C	1,7,6
4	To develop skills in using financial analysis tools for managerial decision-making.	C	2,4
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Cost and Management Accounting:** Meaning, objectives, and functions of Cost Accounting and Management Accounting. The difference between Financial Accounting, Cost Accounting, and Management Accounting. **Cost Concepts and Cost Sheet:** Elements of cost – Material, Labour, and Overheads. Classification of costs. Preparation of simple cost sheets and quotations. **Management Reporting:** Meaning, objectives, and importance of management reporting. Types of reports and reports for different levels of management. Practical Component: Preparation of cost sheets, quotations, and simple management reports.	15	CO 1
2	**Material, Labour & Overheads:** **Material Cost:** Direct and indirect materials. Inventory control techniques – stock levels, EOQ, and ABC analysis. Methods of pricing material issues – FIFO and LIFO. **Labour Cost:** Direct and indirect labour. Methods of wage payment – Time Rate and Piece Rate Systems. Incentive schemes – Halsey and Rowan Plans. **Overhead Cost:** Meaning and classification of overheads. Allocation and apportionment of overheads. Primary and secondary distribution of overheads.	15	CO 1, CO 2
3	**Marginal Costing and Budgetary Control** **Marginal Costing:** Meaning and importance of marginal costing. Marginal cost equation. Cost–Volume–Profit (CVP) Analysis. Break-even Analysis, P/V Ratio, and Margin of Safety.	15	CO1, CO2, CO3

	Budgetary Control: Meaning and importance of budgets and budgetary control. Types of budgets. Preparation of Cash Budget.		
4	**Management Accounting and Financial Statement Analysis** **Management Accounting:** Meaning, objectives, functions, scope, and limitations of Management Accounting. Tools and techniques of Management Accounting. **Ratio Analysis:** Meaning and importance of ratio analysis. Classification and interpretation of ratios – Liquidity, Solvency, Profitability, and Activity (Turnover) Ratios. **Financial Statement Analysis:** Comparative and Common-Size Statements (Theory Only). **Cash Flow Statement:** Meaning, importance, and sources of cash flows – Operating, Investing, and Financing Activities (Theory Only).	15	CO4

<table>
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• ICT-enabled Lectures
• Interactive sessions
• Case studies,
• Quizzes etc.</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
• Presentations
• Group discussions
• Quizzes
Case Study presentations
• Make a product and prepare its cost sheet, etc.</td></tr>
<tr><td rowspan="2">B.</td><td>1. Semester End Assessment (SEA 1. 20 Marks)
20 marks: - Case study Analysis & Submission &MCQ</td></tr>
<tr><td>2. Semester End Assessment (SEA 2. 40 Marks)
Written Examination Maximum Time:2 Hours</td></tr>
</table>

REFERENCES

Text Books (Latest Edition):

• Arora, M. N. Cost and Management Accounting, New Delhi: Himalaya Publishing House.

• Jain, S.P., & Narang, K.L. Cost Accounting. Principles and Practice, New Delhi: Kalyani Publishers.

• Kishor, R.M. Cost and Management Accounting. New Delhi: Taxman Allied Services. • Pillai, R.S.N, Bagavathi, V., Cost Accounting. New Delhi: Sultan Chand.

• Arora, M.N. Management Accounting, New Delhi: Himalaya Publishing House

• Lal, J. Srivastav, Seema., Singh, Manisha. Cost Accounting: Test, Problems and Cases, New Delhi: Tata McGraw Hill Education

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Legal Framework for Business Transactions**					
Type of Course	Core Course					
Course Code	263CRCUBB203					
Course Level	200					
Course Summary	This course provides foundational knowledge of business law and the legal principles governing commercial relationships and business transactions in the Indian context. It introduces students to the structure, scope, and significance of business law, with particular emphasis on the Indian Contract Act, 1872, and its application in business activities. The course covers the essentials of contracts, special contracts such as indemnity, guarantee, bailment, pledge, and agency, as well as laws relating to the sale and lease of goods and negotiable instruments. By the end of the course, students will be able to understand and apply key legal concepts to business situations, thereby developing the legal awareness required for effective decision-making in organizations.					
Semester	Semester III					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credits	**3**		**2**		**4**
	Hours	**3/Week**		**2/week**		**75**
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Demonstrate an understanding of the foundational principles of business law by explaining the essential elements, types, and enforceability of contracts and applying them to basic commercial scenarios.	U	

2	Interpret and apply legal provisions related to indemnity, guarantee, bailment, pledge, and agency by evaluating the rights, duties, and liabilities of parties in special contractual relationships.	A	
3	Analyse the legal framework governing the sale and lease of goods and negotiable instruments, and apply relevant principles to determine the rights, obligations, and remedies of parties involved.	An	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for the Classroom transaction

Module	Units	Course description	Hrs	CO No.
1	**1. Introduction to Business Law** Business law – definition, scope, and 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.		28	CO1
2	**2. Special contracts under the Contract Act,1872** Contract of indemnity and guarantee: Indemnity – meaning and definition – contract of guarantee -kinds of guarantee – rights and liabilities of surety – discharge of surety Contract of bailment and pledge: Definition and essentials of bailment - rights and duties of bailor and bailee – finder of lost goods – pledge – rights and duties of pawnor and pawnee Contract of agency: Agency – definition and essentials - kinds of agency – rights and duties of agents and principal – creation of agency – termination of agency – sub agents and substituted agents.		22	CO2
3	**3. Contract of Sale, lease and negotiable instruments** Formation of Sales Contract: Contracts for Leasing Goods, Title and Risk of loss, Performance and remedies Introduction to Negotiable Instruments, Negotiability, Negotiation and Holders in due course; Liability and discharge		25	CO3

<table>
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ICT-enabled Lectures
Interactive sessions
Case studies,
Quizzes etc.</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
Presentations
Group discussions
Quizzes</td></tr>
<tr><td rowspan="2">B.</td><td>1. Semester End Assessment (SEA 1. 20 Marks)
Open b

ook examination</td></tr>
<tr><td>2. Semester End Assessment (SEA 2. 40 Marks)
Written examination. Maximum Time: 2 Hours</td></tr>
</table>

REFERENCES

- Kapoor N D, Business Laws, Sultan Chand and Private Limited
- Singh, Avtar, Business Laws, Eastern Books Company
- Pillai, R.S.N., Legal Aspects of Business, S Chand Publishing
- Kuchal M C and Kuchal, Vivek, Business Law, Vikas Publishing
- Gogna P P S, A Textbook of Mercantile Law, S Chand Publishing
- Raman B S, Commercial Law, United Publishers

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Indian Ethos in Management**					
Type of Course	Multi-Disciplinary Elective					
Course Code	263MDEUBB201					
Course Level	200					
Course Summary	This course blends modern corporate governance with traditional Indian philosophy. It establishes frameworks for ethical reasoning, resolves corporate dilemmas, and tackles global trade challenges like discrimination and unfair wages. The curriculum operationalizes Corporate Social Responsibility (CSR) under the Indian Companies Act, 2013, embedding transparency and fairness across Marketing, HRM, and Finance. Ultimately, it bridges Western management with timeless Indian ethos, guiding leaders to integrate scriptural wisdom—such as *Nishkama Karma* (selfless work), *Dharma* (duty), and *Seva* (service)—to cultivate purposeful, value-driven organizational leadership.					
Semester	Semester III					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**3**	**-**			**3**
	Hours	**3/Week**				**45**
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Understand the fundamentals of ethics and ethical reasoning to make informed and morally responsible decisions.	E	1,3,7
2	Analyse ethical challenges in global business and apply ethical principles across diverse cultural and economic contexts.	C	2,5,6
3	Evaluate the role of ethics and CSR in business and apply ethical practices within key management functions.	A	6,8,9

4	Apply Indian ethical principles and value systems to modern business leadership and decision-making.	C	1,7,8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Ethics and Ethical Reasoning** Ethics: Meaning & Definition, Nature of Ethics, Evolution of Ethics over the years, Framework of Ethical Decision making, Moral Values, Ethics, and Laws – Differences, Ethical Reasoning, Theories of Ethical Reasoning, The process of making Good ethical decisions, Roots of Unethical behaviour, Ethical Dilemmas	10	CO 1
2	**Business Ethics and Globalization** Meaning and Significance of Business Ethics, Common Ethical Issues in Business (Bribery, Misrepresentation, Discrimination), Ethical Culture and Corporate Values, Globalization and business ethics- Cultural Relativism vs. Ethical Universalism in Global Business, Ethical Issues in Global Trade (Child Labor, Sweatshops, Fair Wages), Ethical Challenges in Emerging Markets	10	CO 2
3	**CSR & Management Functions** Concept and Need for CSR, CSR and the Law (Companies Act, 2013 – Section 135), India on the Ethical/CSR Matrix, Ethics & Social Responsibility and Indian Corporation. Ethics in Management Functions- Ethics in Marketing (Truth in Advertising, Targeting Children), Ethics in HRM (Fair Treatment, Diversity, and Inclusion), Ethics in Finance (Insider Trading, Transparency), Governance and Ethical Leadership	12	CO3

4	**Indian Ethos and Values in Management** Meaning and Elements of Indian Ethos, Principles: Nishkama Karma (selfless work), Dharma (duty), Swadharma (self-responsibility), Teachings from Vedas and Upanishads, Relevance of the Bhagavad Gita in Management, Values from Ramayana and Mahabharata, Concept of Work as Worship, Leadership according to Indian tradition, Indian Value System – Satya (truth), Ahimsa (non- violence), Seva (service), Integrating Indian Ethos in HRM, Marketing, and Finance.	13	CO4

<table>
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<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 30 Marks)
• Presentations
• Group discussions
• Quizzes
• Mini Project etc.</td></tr>
<tr><td rowspan="2">B.</td><td>1. Semester End Assessment (SEA 1. 15 Marks)

Individual Viva-Voce / Oral Examination. Activity:
Each student will undergo a 10-minute viva covering key themes across all four modules.</td></tr>
<tr><td>2. Semester End Assessment (SEA 2. 30 Marks)
Written Examination Maximum Time:1.30 mts.</td></tr>
</table>

REFERENCES

- Tushar Agarwal & Nidhi Chandorkar - Indian Ethos in Management
- Joseph, B. – Indian Ethos and Modern Management
- Subhash Sharma – Western Windows, Eastern Doors
- R. Nandagopal & Ajith Sankar – Indian Ethos and Values in Management
- Nair, K. & Nair, R. – Indian Management: Thoughts and Practices

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Disaster Management**					
Type of Course	Value Added Course					
Course Code	263VACUBB201					
Course Level	200					
Course Summary	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.					
Semester	Semester III					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**-**	**-**	**2**		**2**
	Hours	**-**		**4**		**60**
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Identify key types of disasters affecting Kerala and evaluate their causes and consequences.	A	1,3
2	Demonstrate preparedness and response techniques, including first aid and evacuation drills.	A	2,4,5
3	Analyse the impact of disasters on business continuity and develop recovery strategies.	A	1,3,5
4	Reflect critically on disaster resilience through personal documentation and peer engagement	C	6,8,9
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

<table>
<tr><th>Module</th><th>Course description</th></tr>
<tr><td></td><td>
Course Components

Group Activities (Collaborative Learning)
<table>
<tr><td>Activity</td><td>Description</td><td>Linked Cos</td><td>Assessment</td></tr>
<tr><td>National Seminar</td><td>Thematic group poster/model exhibition on “Disasters in Kerala”</td><td>CO1, CO4</td><td>Rubric-based</td></tr>
<tr><td>Class Seminars</td><td>Group seminar presentations on Kerala-specific disaster recovery/business impact</td><td>CO3</td><td>Presentation Rul</td></tr>
<tr><td>Expert Sessions</td><td>Attend and interact with external experts (KSDMA, Fire Dept, Health Officials)</td><td>CO2</td><td>Summary & Reflection</td></tr>
</table>

Individual Activities (Reflective & Research-Based Learning)
<table>
<tr><td>Activity</td><td>Description</td><td>Linked Cos</td><td>Assessment</td></tr>
<tr><td>Dossier Preparation</td><td>Each student prepares a dossier/report on a selected theme</td><td>CO3, CO4</td><td>Dossier Rubric</td></tr>
<tr><td>Daily Work Diary</td><td>Maintain a diary recording activities, insights, and self-reflection</td><td>CO1, CO2, CO3, CO4</td><td>Periodic Review</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
Interactive sessions
Case studies,
Quizzes, etc.</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 20 Marks)
Presentations
Quizzes
• Mini Project etc.</td></tr>
<tr><td rowspan="2">B.</td><td>1.Semester End Assessment (SEA 1. 10 Marks)
Practical Viva Voce.</td></tr>
<tr><td>2. Semester End Assessment (SEA 2. 20 Marks)
Written Examination Maximum Time:1hour</td></tr>
</table>

REFERENCES

- Alexander, D. (2002). *Principles of emergency planning and management*. Oxford University Press.
- Carter, W. N. (2008). *Disaster management: A disaster manager's handbook*. Asian Development Bank.
- Coppola, D. P. (2021). *Introduction to international disaster management* (4th ed.). Butterworth-Heinemann.
- National Disaster Management Authority. (2019). *National disaster management plan*. Government of India.
- Sphere Association. (2018). *The Sphere handbook: Humanitarian charter and minimum standards in humanitarian response*. Sphere Association.

Additional India- and Kerala-specific References (Recommended)

- National Institute of Disaster Management. (2025). *Model curriculum for disaster management*. Ministry of Home Affairs, Government of India.
- Kerala State Disaster Management Authority. (2019). *Orange book of disaster management*. Government of Kerala.

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Management Information Systems and Applied Data Analysis**					
Type of Course	Value Added Course					
Course Code	263SECUBB201					
Course Level	200					
Course Summary	This course introduces the fundamentals of Management Information Systems (MIS) and their role in business decision-making, with a focus on data analysis using JAMOVI and spreadsheets. Students will learn key statistical techniques and apply them to real-world business problems, gaining practical skills in data-driven decision-making and business analytics.					
Semester	Semester III					
Course Details		Lecture	Tutorial	Practical	Others	Total
	Credit	**3**	**0**	**1**	**0**	**4**
	Hours	**3/Week**	**0**	**2/Week**	**0**	**75**
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the basic concepts, components, and benefits of Management Information Systems (MIS).	U	1,9
2	Analyse the components and evolution of IT infrastructure and explore emerging approaches to system building in the digital firm environment.	An	1,9
3	Demonstrate the application of various Information Systems such as MIS, DSS, and Knowledge Management Systems in E-enterprises, including concepts of E-business, E-commerce, and Business Process Reengineering.	An	1,3,6
4	Describe statistical analyses (descriptive/inferential) and regression modelling using JAMOVI.	An	1,3,6,8
5	Use JAMOVI and Excel for hypothesis testing, visualization, and advanced analytics.	A	1,3,6,8

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

COURSE CONTENT

Content for Classroom transactions

Module	Course description	Hrs	CO No.
1	**Fundamental concepts of MIS**: Basics concepts of MIS/ Types of MIS, Dimension and components of Information Systems Benefits of MIS.	11	1
2	IT infrastructure and IT infrastructure evolution Components of IT infrastructure, new approaches for system building in the digital firm era.	11	2
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.	11	3
4	**Data analysis using JAMOVI:** Types of Data-Ordinal Interval, ratio, measures of central tendency – mean, median, mode Measures of dispersion – Quartile Deviation, variance, standard deviation. Introduction to correlation and regression-simple and multiple. Verifying the assumptions of Linear Regression. Logistic Regression and Interpreting Results. Non-parametric analogues of the t-test, one-sample ANOVA.	12	4
5	**Jamovi and spreadsheet for Research & Academic Work:** Statistical Functions: Descriptive Statistics (MEAN, MEDIAN, MODE, STDEV, VAR, MIN, MAX, QUARTILE), Distribution and Shape (SKEW, KURT, FREQUENCY), Hypothesis Testing (T.TEST, F.TEST, CHISQ.TEST), Correlation And Regression (CORREL, SLOPE, LINEST), Probability And Distributions(NORM.DIST, NORM.INV, BINOM.DIST), Advanced Analysis With Data Analysis Toolpak (Descriptive Statistics, Histogram, Correlation, Regression, T-Test And Anova**)** Jamovi- Entering data, importing data from other formats, introduction to various charts- histogram, Bar chart, line chart, bar chart, pie chart , generating frequency table and cross tables and summary measures, scatter diagram and	30	5

	correlation – Pearson and Spearman's Correlation in Regression Analysis , t-test (one sample, paired sample t-test, independent sample t-test) – Interpreting results, one way and two way ANOVA , Assumptions of t-test and verifying the assumptions, Chi-square test for independence, Non-parametric analogues of t-test, one sample ANOVA, Logistic Regression.		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • ICT enabled Lectures • Interactive sessions • Demonstration • Lab sessions
Assessment Types	**MODE OF ASSESSMENT** **A.** **Continuous Comprehensive Assessment (CCA. 40 Marks)** **CCA for Theory: 25 Marks** Written test MCQ Assignments, etc. **CCA for Practical: 15 Marks** Practical assignments Observation of practical skills Viva etc.

B.

1. Semester End Assessment (SEA 1. 20 Marks)

Practical (Maximum Time: 2 Hours, Maximum Marks: 20**)**

Total no. of Questions	CO	No. of questions to be answered	Marks for each question	Viva	Total Marks
1	CO5	1	15	5	20

2. Semester End Assessment (SEA 2. 40 Marks)

Written Examination (Maximum time: 2 hours, Maximum Marks: 40)

No. of Questions	Course Outcome	No. of questions to be answered	Nature of Questions	Marks for each question	Total Marks
4 (4 bunches of 2 questions each)	CO1, CO2, CO3, CO4	4 (One from each bunch)	Either – Or Questions (4 bunches)	10	40

- Each question may or may not contain subdivisions.
- If a question contains subdivisions, the total marks for all the subdivisions together shall be 10.
- The either-or question within a question shall measure the same outcomes.
- A question may measure multiple outcomes.

REFERENCES

- Laudon K. C. & Laudon, J. P. Management information systems: managing the digital firm. Fifteenth Edition. Pearson.
- Olson D., Information systems project management (First;1; ed.). US: Business Expert Press.
- Stair, R., & Reynolds, G. Fundamentals of information systems. Cengage Learning.
- Microsoft Excel Formulas and Functions (Office 2021 and Microsoft 365),1st Edition by Paul McFedries.
- Statistical Analysis: Microsoft Excel 2016 by Conrad Carlberg, Addison-Wesley Professional
- Navarro DJ and Foxcroft DR (2022). learning statistics with jamovi: a tutorial for psychology students and other beginners. (Version 0.75).

SEMESTER IV

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Business Environment and Public Policy**					
Type of Course	Core Course					
Course Code	264CRCUBB201					
Course Level	200					
Course Summary	The objective of this course is to give an orientation to the students with various aspects of economic, social, political and cultural environment of India. This will help them in gaining a deeper understanding of the environmental factors influencing Indian business organizations. Additionally, delving into public policies will give students a grasp of the regulatory framework and government initiatives shaping the business landscape in India.					
Semester	Semester IV					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**4**	**-**	**-**		**4**
	Hours	**4/week**				**60**
Pre- requisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Understand the relationship between the environment and business, different concepts & their implementation.	U	1,3,7
2	Integration of business environment principles and strategies into domestic and international business.	A	2,5,6
3	In-depth knowledge of public policies and reforms since independence.	An	3,8
4	Apply the knowledge to analyse the current situations and take prudent decisions.	A	2,9
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Theoretical Framework of Business Environment:** Concept, Significance and Nature of Business Environment. Micro and Macro Dimensions of Business Environment, Changing Dimensions of Business Environment. Problems and Challenges of Indian Business Environment.	15	CO1
2	**Global Framework:** EPRG Framework, Liberalisation, Privatisation & Globalization concept & its impact on Indian Economy. Significance of FDI & FII, IMF & WTO, Regional Economic Integrations in the development of the Nations.	15	CO2
3	**Public Policies:** Background, Meaning and Importance of Public Policy. Significance of Industrial Policy, Fiscal Policy, Monetary Policy, Foreign Trade Policy, FERA & FEMA. Structural Adjustment Programs and Banking Sector Reforms in India.	15	CO3
4	**Problems and Challenges of Growth of Economy:** Unemployment, Poverty, Regional Imbalance. Social Injustice, Inflation, Parallel economy, Lack of technical knowledge and information. Remedies to solve these problems, Challenges & Opportunities of Indian Business Environment. Emerging Trends in Business: Concepts, Advantages and Limitations-Franchising, Aggregators, Business Process Outsourcing (BPO) & Knowledge Process Outsourcing (KPO); E-Commerce, Digital Economy. Technological Growth and MNC's.	15	CO4

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
Presentations
Group discussions
Quizzes
Mini Project etc.</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
Discussions
Debate
Leadership
Peer learning
Quizzes
Case Study etc.</td></tr>
<tr><td rowspan="2">B.</td><td>1. Semester End Assessment (SEA 1. 20 Marks)
MCQ – 30 Questions, 1.5 Mark/Question-</td></tr>
<tr><td>2. Semester End Assessment (SEA 2. 40 Marks)
Written Examination</td></tr>
</table>

Reference Books

- K. Aswathappa: Essentials of Business Environment, Himalaya Publishing House.
- Francis Cherunilam: Business Environment, Himalaya Publishing House.
- C. Fernando: Business Environment, Pearson.
- Dr S. Sankaran: Business Environment, Margham Publications.
- Dr V Murali Krishna: Business Environment, Spectrum Publications. 4. Namitha Gopal: Business Environment, McGraw-Hill.

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Financial Management**					
Type of Course	Core Course					
Course Code	264CRCUBB202					
Course Level	200					
Course Summary	Financial Management is offered to equip students with the basic knowledge of financial theory and its application in developing relevant financial strategies pertinent to profit-seeking organisations. The theme of financial management is structured around three key decision-making areas: investment (long and short term), Financing, and Dividend policy. This imbibes students with analytical and decision-making skills in managing finance through the application of theoretical questions and practical problems.					
Semester	Semester IV					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**4**	**-**			**4**
	Hours	**4/Week**				**60**
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	To apply the knowledge in making financial decisions	U, A	1,3,5
2	To develop analytical skills for simple investment and financing decisions	An, E	2,4,7
3	To analyse the relationship among capital structure, cost of capital, dividend decisions, and value of the business.	C	1,5,8
4	To assess a firm's requirement for long-term assets by applying capital budgeting techniques.	C	4,6,9
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Meaning of Finance and Financial Management:** Meaning, Nature, Scope, and Objectives of Financial Management: Finance Function in Business Role and Responsibilities of a Financial Manager Goals of Financial Management: Profit Maximisation vs Wealth Maximisation Financial Environment and Financial System Introduction to Time Value of Money Concepts of Risk and Return	15	CO 1
2	**Investment Decision and Capital Budgeting** Meaning and Importance of Investment Decisions, Capital Budgeting Process, Types of Capital Investment Decisions, Techniques of Capital Budgeting: • Payback Period Method • Accounting Rate of Return (ARR) • Net Present Value (NPV) • Simple Practical Problems	15	CO 1, CO 2
3	**Financing Decision and Capital Structure** Meaning and Importance of Financing Decision Sources of Finance: Short-Term Sources Long-Term Sources Capital Structure Meaning and Factors Affecting Capital (Basic problems to be solved) Structure Leverage: Operating and Financial Leverage (Introduction) **Cost of Capital:** Cost of Capital – Introduction; Cost of Capital; Cost of Debt; Cost of Preference Capital; Cost of Equity Capital; Approaches to Derive Cost of Equity; Weighted Average Cost of Capital and Weighted Marginal Cost of Capital. (Basic problems to be solved)	15	CO1, CO2, CO3

4	**Working Capital and Dividend Decision** Meaning and Importance of Working Capital Components of Working Capital Cash, Inventory, and Receivables Management Concepts of Permanent and Temporary Working Capital. Dividend Decision: Meaning and Types of Dividends Factors Affecting Dividend Policy Introduction to Financial Planning and Budgeting	15	CO4

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
• ICT-enabled lecturers
• Group discussions
• Quizzes
• Case Study
• Role Plays etc.</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
C. Continuous Comprehensive Assessment (CCA. 40 Marks)
• Case study solutions
• Analysis of Financial Statements
• Working out of problems
• Peer learning
• Quizzes
• Case Study etc.</td></tr>
<tr><td rowspan="2">D.</td><td>2. Semester End Assessment (SEA 1. 20 Marks)
Case study analysis & Submission + MCQ</td></tr>
<tr><td>2. Semester End Assessment (SEA 2. 40 Marks)
Written Examination 2 Hours</td></tr>
</table>

REFERENCES

Textbooks (Latest Edition):

- Khan, M, Y, & Jain, P, K. Financial Management. Tata Mc Graw Hill.
- Chandra, P. Financial Management. New Delhi, India. Tata McGraw Hill Book Co
- Pandey, I.M. Financial Management. New Delhi, India. Vikas Publishing House.
- Kumar, A. Financial Management, Khanna Publishing House.
- Gupta, S, K., Sharma, R.K. & Gupta, N . Financial Management. Kalyani Publishers.
- Khan, M, Y, & Jain, P, K . Financial Management. Tata Mc Graw Hill. Brigham and Houston.
- Fundamentals of Financial Management, Cengage Learning
- "Essentials of Financial Management" by S.N. Maheshwari and S.K. Maheshwari

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Entrepreneurship and Start-up Eco System**					
Type of Course	Core Course					
Course Code	264CRCUBB203					
Course Level	200					
Course Summary	This course introduces the fundamentals of entrepreneurship and its role in India's economic development. Students will learn to generate business ideas using creative techniques, evaluate opportunities, and design business models using tools like the Business Model Canvas. The course also covers the startup launch process, legal frameworks, funding, and pitching. Practical activities such as hackathons, workshops, and team projects help students apply entrepreneurial skills in real-world settings.					
Semester	Semester IV					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**4**	**-**			**4**
	Hours	**4/Week**				**60**
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
At the end of the course the student will be able to:			
1	Understand the concept of entrepreneurship, its relevance in India, and the role of entrepreneurs in economic development.	U	1,4,6
2	Identify business opportunities and generate innovative start-up ideas through ideation techniques.	An	2,5,7
3	Develop a viable business model using tools like	C	3,8

	Business Model Canvas and Lean Startup methodology.		
4	Apply entrepreneurial skills through real-life startup planning, prototyping, and pitching.	A	1,6,9
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Introduction to Entrepreneurship** Definition, evolution, and types of entrepreneurs, Entrepreneurship in the Indian context: opportunities and challenges, Role of entrepreneurship in economic and social development, Overview of Indian start-up ecosystem: key players and support systems.	15	CO1
2	**Idea Generation and Opportunity Evaluation** Ideation techniques: SCAMPER, Brainstorming, Design Thinking, Problem identification and market gap analysis, Feasibility and risk analysis, Selection of a startup idea.	15	CO2
3	**Business Model Development** Understanding Business Model Canvas, Value proposition design, Customer segmentation and channels, Revenue streams, cost structure, and key resources.	15	CO3
4	**Startup Launch and Legal Framework** Types of business ownership: Sole, Partnership, LLP, Pvt Ltd, Registration process in India: MSME, GST, Start-up India recognition, Basics of IPR, funding sources (bootstrapping, angel, VC), Pitching and funding process	15	CO4

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
ICT-enabled lecturers
Group discussions
Quizzes
Case Studies
Role Plays etc.</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
Seminars
Class room activities
Mini Project
Peer learning
Quizzes
Case Study etc.</td></tr>
<tr><td rowspan="2">B.</td><td>1.Semester End Assessment (SEA 1. 40 Marks)
Idea Hackathon</td></tr>
<tr><td>2. Semester End Assessment (SEA 2. 20 Marks)
Written Examination</td></tr>
</table>

REFERENCES:

- **Eric Ries** – *The Lean Startup*
  (How today's entrepreneurs use continuous innovation to create radically successful businesses)
  → Focus on validated learning, MVPs, and lean methodology.
- **Peter Drucker** – *Innovation and Entrepreneurship*
  → Classic text on entrepreneurial management, innovation strategy, and business discipline.
- **David H. Holt** – *Entrepreneurship: New Venture Creation*
  → Comprehensive coverage of idea generation, feasibility, venture formation, and growth.
- **Vasant Desai** – *Dynamics of Entrepreneurial Development and Management*
  → Indian perspective on entrepreneurship development programs, policies, and case studies.

Indian Government & Institutional Resources

- **Startup India Portal** – https://www.startupindia.gov.in
  → Policies, schemes, registration help, learning modules, and funding support in India.

- **Kerala Startup Mission (KSUM)** – https://startupmission.kerala.gov.in
  → Regional resources, student startup programs, incubators, and innovation grant schemes.

- **Ministry of Skill Development and Entrepreneurship** – https://msde.gov.in
  → National Entrepreneurship Mission, training schemes, and startup support initiatives.

- **Niti Aayog's Atal Innovation Mission (AIM)** – https://aim.gov.in
  → Innovation hubs, Atal Tinkering Labs, and entrepreneurship development in higher education.

- **National Innovation and Startup Policy (NISP)** – https://www.mic.gov.in/nisp
  → Framework for promoting student and faculty startups in educational institutions.

Online Learning Platforms

- **Y Combinator's Startup School** – https://www.startupschool.org
  → Free startup curriculum, video lectures, and mentoring from top startup accelerator.

- **Harvard i-Lab** – https://i-lab.harvard.edu
  → Startup playbooks, pitch materials, business model resources.

1. www.startupindia.gov.in

Case Study Sources

- **YourStory** – https://yourstory.com
  → Indian startup stories, interviews, funding reports.

- **Inc42** – https://inc42.com
  → Data-driven insights, startup policy analysis, sector-wise startup trends.

- **Economic Times – Startup Section** – https://economictimes.indiatimes.com/small-biz/startups

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Business Research Methods**					
Type of Course	Core Course					
Course Code	264CRCUBB204					
Course Level	200					
Course Summary	Business Research Methodology provides an in-depth understanding of the fundamental concepts and applications of research methods in business. This course covers various research designs, data collection methods, statistical techniques, and the process of writing research reports. Through this curriculum, students will develop the skills required to design sound research, effectively collect and analyse data, and communicate research findings comprehensively.					
Semester	Semester IV					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**3**		**1**		**4**
	Hours	**3/Week**		**2/Week**		**75**
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Apply appropriate types of research methodologies and ethical guidelines to design a structured research process for a given business problem.	A	1,3
2	Formulate precise research problems, hypotheses, and objectives by conducting effective literature reviews and designing suitable research frameworks.	A	2,4,6
3	Construct reliable and valid research instruments and apply appropriate sampling techniques and data collection methods in a business research context.	C	4,5

4	Analyze and interpret both qualitative and quantitative data using relevant statistical tools, and prepare structured research reports using proper referencing styles..	A	7,8,9
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Introduction** Introduction to Research, history, evolution. Types of scientific inquiry and research Fundamental, Pure or Theoretical Research Applied Research, Descriptive Research, Evaluation Research, Experimental Research, Survey Research, Qualitative Research, Quantitative Research, Historical Research. Ethical considerations in research, process of research, characteristics and components of good research work.	15	CO 1
2	**Formulating the Research Problem** Formulate research Problems-Selecting and analysing the research problem, problem statement formulation, formulation of hypothesis. Formulation of Conduct literature reviews- purpose, sources, and importance - literature review procedure. Develop research questions and objectives, process of creating effective research designs- Exploratory, Descriptive, Casual research Design, Components of research design.	15	CO 2
3	**Measurement and Data Collection** Variables in Research, Measurement and scaling– Different scales, Construction of instrument, Validity and Reliability of instrument. Data Collection methods – primary and secondary data. Construction of questionnaire and instrument – validation of instruments, interviews, and observations. Sample size determination - Sample design and sampling techniques.	15	CO3
4	**Data Analysis and Interpretation** Sample size determination - Sample design and sampling techniques. Processing of Data: Editing of Data, Coding of Data, Classification of Data. Qualitative vs Quantitative data analyses, Univariate, Bivariate and Multivariate statistical techniques. Research report, Different types, Contents of report, executive summary, chapterization and contents of chapter, Report writing-Layout of the Research Report, Precautions for Writing Research Reports, Referencing styles and bibliography.	30	CO4

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
ICT enabled lecturers
Group discussions
Quizzes
Case Studies
Role Plays etc.</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
Research Proposal Pitch
Class room activities
Mini Project
Peer learning
Quizzes
One Short Scenario Analysis
Case Study etc.</td></tr>
<tr><td rowspan="2">B</td><td>1. Semester End Assessment (SEA 1. 30 Marks)

Mini Research Project + Viva Voce

Activity: Part 1: Mini Research Project (Submitted in brief format) – 10 marks. Each student will submit a 2–3-page research synopsis that includes (Title, Brief Introduction & Problem Statement, Objectives & Hypothesis (if applicable), Type of Research Design Used (Exploratory, Descriptive, etc.), Sample & Data Collection Method (can be hypothetical), Expected Outcome or Reflection).
Part 2: Viva Voce / Oral Défense – 10 marks.
Each student will undergo a one-on-one viva for 5–7 minutes.</td></tr>
<tr><td>2. Semester End Assessment (SEA 2. 30 Marks)
Written Examination – Maximum Time -1hr 30 mts.</td></tr>
</table>

REFERENCES:

Text Books (Latest Editions):

- Malhotra, N. K., Nunan, D., & Birks, D. F., Marketing research. Pearson UK.
- Research Methodology by Ranjit Kumar.
- Research Methods for Business by Uma Sekaran.
- Methodology of Research by C.R. Kothari.
- Business Research Methods – Alan Bryman & Emma Bell, Oxford University Press.
- Business Research Methods – Donald Cooper & Pamela Schindler, TMGH.
- Bhandarkar, P.L. & Wilkinson, T.S. (2016). Methodology and Techniques of Social Research. Himalaya Publishing House, Mumbai

<table>
<tr><td>Programme</td><td colspan="6">BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)</td></tr>
<tr><td>Course Name</td><td colspan="6">Introduction to Business Analytics</td></tr>
<tr><td>Type of Course</td><td colspan="6">Value Added Course</td></tr>
<tr><td>Course Code</td><td colspan="6">264VACUBB201</td></tr>
<tr><td>Course Level</td><td colspan="6">200</td></tr>
<tr><td>Course Summary</td><td colspan="6">This course provides a foundational understanding of how data-driven decision-making enhances business performance. Students will explore the principles and processes of business analytics, including data collection, data cleaning, data visualisation, and data interpretation. Through hands-on activities, case studies, and the use of analytical tools such as Tableau and Power BI, students develop practical skills in data analysis and business intelligence. By the end of the course, students will be equipped to make informed decisions and support organizational goals through analytical thinking.</td></tr>
<tr><td>Semester</td><td colspan="6">Semester IV</td></tr>
<tr><td rowspan="3">Course Details</td><td></td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td><td>Total</td></tr>
<tr><td>Credits</td><td>4</td><td>-</td><td>-</td><td>-</td><td>4</td></tr>
<tr><td>Hours</td><td>4/week</td><td>-</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">Nil</td></tr>
</table>

Course Outcomes (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
Upon the completion of the course, the student will be able to:			
1	Illustrate the components and functionalities of data mining systems.	U	
2	Prepare a dataset for analysis.	A	
3	Create various visualizations.	A	
4	Use Tableau and Power BI to solve business problems.	A	
****Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***			

COURSE CONTENT

Content for Classroom Transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	**Introduction to Data Science:**		**4**	**CO1**
	Data mining concepts, Data mining - On What kinds of		2	
	Data, Knowledge Discovery from Data (KDD), Data Ethics. Data Warehouse. The difference between an operational database and a data warehouse. Data warehousing Architecture.		2	
2	**Data pre-processing:**		**12**	**CO2**
	Overview of Data pre-processing, Steps in pre- processing, Data Cleaning, Missing Values, Categorical Values.		6	
	Data Transformation. Essential functions in Excel for pre-processing.		6	
3	**Data Visualization:**		**14**	
	Visualizing Data with Charts: Column Chart, Line Chart, Pie		7	

	Chart, Doughnut Chart, Bar Chart, Area Chart, Scatter Chart, Bubble Chart, Stock Chart, Pivot Chart. Interactive Dashboards, AI tools in Data Science.	7	**CO3**
4	**BI Tools**	**30**	**CO4**
	Data Analytics and Visualization using Tableau and Power BI Case Study 1: Sales Data Analytics Case Study 2: HR Data Analytics		

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Interactive Sessions • Problem-solving • E-learning • Group discussions • Group assignments and seminars	
Assessment Types	**A. Continuous Comprehensive Assessment (CCA. 40 marks)** ● Written Exam ● Online certifications ● Practical Assignments based on each CO ● Tasks based on each module	
	B	**1. Semester End Assessment (SEA 1. 20Marks)** ● MCQ Exam [1 Hour]
		2. Semester End Assessment (SEA 2. 40 Marks) **(Project-Based Assessment** ○ Project Presentation and Viva ---- 30 Marks ○ Report – 10 Marks

References:

- Data Mining: Practical Machine Learning Tools and Techniques, *by Ian H. Witten & Eibe Frank*
- 2.Data Mining Techniques: For Marketing, Sales, and Customer Relationship Management
- *by Gordon S. Linoff & Michael J. A. Berry*
- Data Science for Business: What you need to know about data mining and data-analytic thinking *by Foster Provost & Tom Fawcett*
- Introduction to Data Mining *by Tan, Steinbach & Kumar*
- Introducing Data Science: Big Data, Machine Learning, and more, using Python tools by Davy Cielen and Arno Meysman
- Data Mining and Warehousing by Khushboo and Sandeep.
- Data Mining: Concepts and Techniques by Han

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Statistics for Business**					
Type of Course	Skill Enhancement Course					
Course Code	264SECUBB201					
Course Level	**200**					
Course Summary	This course introduces students to the use of statistics in business. It helps learners understand how to collect, organise, analyse, and interpret numerical data to make better business decisions. The course also aims to build skills in using common statistical and graphical methods to study and understand data in different areas of management.					
Semester	Semester IV					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credits	**2**	**-**	**2**	**-**	**3**
	Hours	**2/Week**	**-**	**2/Week**	**-**	**60**
Pre-requisites, if any	Nil					

Course Outcomes (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
Upon the completion of the course, the student will be able to:			
1	Explain the basic concepts and role of statistics in business decision-making.	U	1,6,9
2	Analyze the trends and tendencies over a period of time through time series analysis	An	1.6,9
3	Apply appropriate parametric and non-parametric statistical tests for hypothesis testing and interpret the results to support	A	1,3,6

	data-driven business decisions.		
4	Apply any data analysis software like spreadsheet/SPSS/R/Jamovi to solve business problems.	A	1,3,6,9
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		**Introduction to Statistics in Business:**	**4**	**CO1**
		Introduction to Statistics: Meaning and Definition of Statistics, Nature, Importance Scope and Limitations of Statistics, Classification of statistics, Role of Statistics in Management Decisions.		
2		**Time Series Analysis**	**12**	**CO2**
		Time Series Data, meaning, uses of time series data in business; Components of time series; Additive, Multiplicative models and mixed model (Problems). Trend analysis- application of trend analysis in business; Fitting of trend using principle of least squares – Free hand curve, Semi averages, Moving averages, Least Square method (Problems).		
3		**Statistical Inference:**	**14**	**CO3**
		Tests of Hypothesis, procedure for testing of hypothesis, Critical region, Two types of error, Level of significance. Parametric test – Independent t test, Paired t test, One-way ANOVA (problems). Non-Parametric test- Chi Square (problems), Mann-Whitney U test, Kruskal-Wallis one-way ANOVA, Wilcoxon matched pair signed rank test, Friedman's two-way Analysis of Variance (Theory only)		

4	**Illustrate the concepts in Module 3 Using spreadsheet/R/JAMOVI/OR any other software.** (A practical record with a minimum 5 problems have to be submitted)	**30**	**CO4**

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Interactive Sessions • Problem solving • E-learning • Group discussions • Group assignments and seminars
Assessment Types	**Mode of Assessment** **A. Continuous Comprehensive Assessment (CCA. 30 Marks)** • Internal assessment tests • Assignments • Seminars • Quiz / Viva voce etc.
	1. Semester End Assessment (SEA 1. 15 Marks) Practical Examination **Maximum time 1 hour.**

Nature of the Questions	Number of questions to be answered	Marks for each question	Total Marks

Practical Exercise Question	2	6	12
Record Book – 3 Marks			
Total			**15 Marks**

2. Semester End Assessment (SEA 2. 30 Marks)

Maximum Time 1 Hour 30 Minutes

Nature of the Questions	Total number of questions	Number of questions to be answered	Marks for each question	Total Marks
3 questions with ***Either Or*** options e.g. 1. A ***Or*** 1. B	2	1	6	6
	4	2	12	24

- Each question may or may not contain sub divisions.
- The ***Either-Or*** questions within a question shall measure the same outcomes.
- A question may measure multiple outcomes.

REFERENCES

● Gupta, S. C., & Gupta, I. (2018). Business Statistics. Mumbai, India: Himalaya Publishing House.

● Gupta, S. P., & Gupta, A. (2018). Business Statistics: Statistical Methods. Delhi, India: S. Chand Publishing.

● Hazarika, P. A. (2012). Textbook of Business Statistics. Delhi, India: S. Chand Publishing. Page 77 of 82

● Levine, D. M., Krehbiel, C., & Berenson, L. (2009). Viswanathan. Business Statistics – A First Course. India: Pearson Education

● Tulsian, P.C., & Jhunjhunwala, B. (2020). Business statistics. Mumbai, India: S. Chand publishing.

● Vohra, N. D. (2017). Business Statistics. Delhi, India: McGraw-Hill Education India.

● J. K Sharma, Business Statistics, 2nd Ed. Pearson, 2010.

● R. K. Ghosh and S. Saha, Business Mathematics and Statistics, Calcutta, New Central Book Agency, 2012.

SEMESTER V

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Strategic Management**					
Type of Course	Core Course					
Course Code	265CRCUBB301					
Course Level	300					
Course Summary	This course introduces the fundamentals of strategic management, covering strategic analysis, formulation, implementation, and evaluation in contemporary organisations. It equips students with the tools to analyse business environments, develop competitive strategies, and address leadership, governance, ethics, and innovation while integrating management insights from the *Mahabharata* to enhance strategic thinking, decision-making, and conflict resolution in modern business contexts.					
Semester	Semester V					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**3**	**-**	**2**		**4**
	Hours	**3/Week**		**2/Week**		**75**
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Explain the concepts, process, and importance of strategic management and competitive advantage in business organisations.	U	
2	Analyse the internal and external business environment using strategic analysis tools for organisational decision-making.	An	
3	Identify and evaluate business and corporate-level strategies adopted by organisations for growth and sustainability.	E	
4	Examine strategy implementation, leadership, ethics, and Indian strategic thought in organisations.	An. E	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Introduction to Strategic Management** Strategy: meaning, nature, importance, and benefits; strategic management — concept and process; levels of strategy — corporate, business, and functional; vision, mission, goals, and objectives; strategic decision-making; competitive advantage — concept and sources; corporate governance, ethics, and social responsibility in strategic management.	20	CO 1
2	**Strategic Analysis** Business environment: meaning and components; external environment analysis — economic, technological, political, legal, social, and competitive factors; Porter's Five Forces Model; internal analysis — resources, capabilities, and core competencies; SWOT analysis; value chain analysis; BCG Matrix — concept and application.	20	CO 2
3	**Strategy Formulation** Business-level strategies: cost leadership, differentiation, and focus; corporate-level strategies — growth, stability, and retrenchment; diversification and integration; strategic alliances and joint ventures; introduction to mergers and acquisitions; basics of international business strategy.	15	CO3
4	**Strategy Implementation, Leadership &Insights from Indian Epics** Strategy Implementation: Meaning and Importance Organisational Structure and Strategy Leadership, Strategic Change, and Behavioural Issues Strategy Evaluation and Control Innovation, Entrepreneurship, Ethics, and Social Responsibility. **Lessons from the Mahabharata for Management** Leadership and Ethical Decision-Making Diplomacy, Alliance Building, and Governance Crisis Management and Conflict Resolution Decision-Making under Uncertainty in Contemporary Business Contexts.	20	CO4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • ICT-enabled lecturers • Group discussions • Quizzes

<table>
<tr><td></td><td colspan="2">Case Study
Role Plays, etc.</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
Case study solutions
Analysis of Real-world Strategy Formulations
Peer learning
Quizzes,
Role Plays, etc.</td></tr>
<tr><td rowspan="2">B.</td><td>Semester End Assessment (SEA 1. 20 Marks)
Case study analysis & Submission + MCQ</td></tr>
<tr><td>Semester End Assessment (SEA 2. 40 Marks)
Written Examination 2 Hours</td></tr>
</table>

REFERENCES

- Crafting and Executing Strategy, McGraw-Hill Education.
- Competitive Advantage, Free Press.
- Business Sutra, Aleph Book Company.
- Leadership Lessons from Mahabharata, Sage Publications.
- Corporate Chanakya, Jaico Publishing House.

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Inclusive and Sustainable Business Models**					
Type of Course	Core Course					
Course Code	265CRCUBB302					
Course Level	300					
Course Summary	This course introduces learners to the emerging paradigm of inclusive and sustainable business practices in the context of global economic, social, and environmental challenges. The course explores responsible business frameworks, ESG principles, sustainability governance, inclusive value creation, and entrepreneurial innovations that contribute to long-term societal well-being. Through case studies, strategic analysis, and project-based learning, students develop the ability to design sustainable and socially responsive business models.					
Semester	Semester V					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**3**	**-**	**2**		**4**
	Hours	**3/Week**		**2/Week**		**75**
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	To understand the need and relevance of inclusive and sustainable business practices in modern economies.	U, A	
2	To develop awareness about responsible business frameworks and sustainability-oriented governance.	A An	
3	To analyse strategies and practices adopted by organisations to create inclusive and sustainable value	U A	
4	To apply entrepreneurial and strategic thinking to innovative and sustainable business ideas.	E C	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Foundations of Inclusive and Sustainable Business** Sustainable business: concept and evolution. Inclusive growth and sustainable development, Triple Bottom Line and stakeholder approach. Business and society, SDGs and business, Inclusive business in emerging economies. ***Learning Activities*** • SDG mapping exercise • Discussion on sustainable brands • Documentary review on climate and business	20	CO 1
2	**Responsible Business and Sustainability Governance** Corporate sustainability and ESG, Business ethics and responsible leadership, CSR and NGRBC, Sustainability reporting, Circular economy and green practices, Sustainable governance and supply chains. Learning Activities • ESG report analysis • CSR policy review of Indian companies • Group presentation on circular economy models	20	CO 2
3	**Inclusive Value Creation Strategies** Inclusive business strategies, Base of the Pyramid (BoP), Shared value creation, Social and sustainable entrepreneurship, Frugal and sustainable innovation, Inclusive marketing and digital inclusion, Measuring social and environmental impact. Case Discussions: Amul, SELCO India, Patagonia, Unilever Learning Activities: Case analysis	15	CO3

	• Impact assessment exercise • Field study / NGO interaction		
4	**Sustainable Entrepreneurship and Business Innovation** Sustainable entrepreneurship, green start-ups and social enterprises, Business model innovation, Design thinking for sustainability, Sustainable business model canvas, Impact investing and social finance, Start-up pitching and sustainable venture creation. Learning Activities: Business model canvas workshop • Start-up pitch presentation • Innovation lab activity	20	CO4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Case-based learning • Experiential learning • Group discussions • Project-based learning • Field exposure • Sustainability audit exercises • Start-up ideation workshops	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA. 40 Marks)** Case Analysis Field study reports Presentations	
	B.	**3. Semester End Assessment (SEA 1. 20 Marks)** Sustainable Business Idea Pitch-Present a sustainable business idea/business model addressing a social or environmental problem. (CO 4)
		2. Semester End Assessment (SEA 2. 40 Marks) Written Examination 2 Hours

REFERENCES:

Suggested Reading Materials

Core References

- Sustainable Business Models – Lüdeke-Freund, F., Carroux, S., Joyce, A., Massa, L., & Breuer, H. (Springer).
- The Fortune at the Bottom of the Pyramid – C.K. Prahalad.
- Creating Shared Value – Porter, M.E. & Kramer, M.R.
- Innovation and Entrepreneurship – Peter F. Drucker.
- Net Positive – Paul Polman & Andrew Winston.

Additional Reading

- United Nations Sustainable Development Goals
- Ministry of Corporate Affairs – National Guidelines on Responsible Business Conduct
- Global Reporting Initiative (GRI) Standards
- UN Global Compact
- BRSR Framework – SEBI

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH					
Course Name	**Banking Operations and Insurance Finance**					
Type of Course	Discipline Specific Elective. A: Finance					
Course Code	265DSEUBB301A					
Course Level	300					
Course Summary	This course introduces students to the structure and operations of the Indian banking and insurance system, covering the role of RBI, commercial banking functions, deposit products, and financial inclusion initiatives. It develops a practical understanding of bank credit, lending principles, working capital finance, NPAs, and recovery mechanisms, alongside core insurance concepts, products, and claim procedures. The course also explores emerging trends such as digital banking, UPI, bancassurance, and insurtech, while strengthening analytical and decision-making skills through numerical problems and case studies.					
Semester	Semester V					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**3**	**-**	**1**		**4**
	Hours	**3/Week**		**2/Week**		**75**
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Explain the structure, functions, and regulatory framework of the Indian banking system and the role of commercial banks in financial intermediation.	U, A	
2	Apply credit appraisal techniques and analyse NPA norms and working capital finance decisions in banking practice.	A An	

3	Distinguish between life and non-life insurance products, interpret policy terms and premiums, and relate IRDA regulations to consumer protection.	U A	
4	Evaluate risk pooling, bancassurance models, and emerging trends in banking and insurance for managerial decision-making.	E C	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Indian Banking System & Operations** Indian financial system — structure and constituents, RBI — functions and credit control measures, Commercial banks — types and functions, Deposit products — savings, current, fixed, recurring deposits, Priority sector lending and financial inclusion, Banking Regulation Act 1949 — overview, Introduction to small finance banks and payment banks.	20	CO 1
2	**Bank Credit & NPA Management** Principles of sound lending — 5 Cs of credit, Types of bank advances, working capital finance — basics and MPBF concept, Term loan appraisal — DSCR and project finance basics, Securities and charges — pledge, hypothecation, mortgage, NPA — meaning and classification, Recovery mechanisms — overview of SARFAESI and DRT, Numerical problems on DSCR and working capital.	20	CO 2
3	**Insurance Principles & Products** Insurance — concept and principles. Life insurance products — term, endowment, ULIP. Non-life insurance — fire, motor, health, crop insurance. Premium and surrender value — basic concepts. Claim settlement procedure: IRDAI — functions and consumer protection	15	CO3

	• Case study on insurance disputes		
4	**Banking, Insurance & Emerging Trends** Risk in banking — credit, market, operational risk (overview); Bancassurance — concept and advantages; Digital banking — internet banking, mobile banking, UPI; Insurtech and digital insurance services; Financial inclusion initiatives — PMJDY, PMSBY, PMJJBY • Integrated case study	20	CO4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • ICT-enabled lecturers • Group discussions • Quizzes • Case Study • Role Plays etc.	
Assessment Types	**MODE OF ASSESSMENT** **B. Continuous Comprehensive Assessment (CCA. 40 Marks)** Case study solutions Analysis of Financial Statements Working out problems Peer learning Quizzes Case Study, etc.	
	B.	**4. Semester End Assessment (SEA 1. 20 Marks)** Case study analysis & Submission + MCQ
		2. Semester End Assessment (SEA 2. 40 Marks) Written Examination 2 Hours

REFERENCES:

Core textbooks

- Maheshwari S.N. — Banking Law & Practice
- Mishra M.N. — Insurance Principles & Practice
- Vasant Desai — Indian Banking: Nature & Problems
- IC-01 to IC-57, Insurance Institute of India
- **Supplementary & Regulatory**
- RBI Annual Report (current year)
- IRDAI Annual Report (current year)
- IBA Banking Codes & Standards
- Khan M.Y. — Indian Financial System

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Investment Analysis and Portfolio Management**					
Type of Course	Discipline Specific Elective. A: Finance					
Course Code	265DSEUBB302A					
Course Level	300					
Course Summary	This course provides students with a strong foundation in investment analysis, financial markets, and portfolio management. It develops skills in evaluating securities using fundamental and technical analysis, valuation methods, and market indicators. Students learn portfolio construction, diversification, risk-return analysis, and performance measurement using modern portfolio theories. The course also introduces mutual funds, derivatives, and behavioural finance concepts relevant to investment decision-making. Practical exercises and case studies enhance analytical and managerial abilities in real-world investment scenarios.					
Semester	Semester V					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**3**	**-**	**2**		**4**
	Hours	**3/Week**		**2/Week**		**75**
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Explain the investment environment, classify financial instruments, and describe the functioning of primary and secondary capital markets in India.	R. U	
2	Apply fundamental and technical analysis techniques to evaluate equity and debt securities and estimate their intrinsic value for investment decisions.	A An	

3	Construct and analyse investment portfolios using diversification, CAPM, and risk-adjusted performance measures.	A. E	
4	Evaluate mutual funds, derivatives, and behavioural biases to design suitable investment strategies.	E C	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Investment Environment & Security Markets:** **Investment:** concept and objectives Investment vs speculation and gambling Investment avenues — real and financial assets Risk-return relationship Primary and secondary markets NSE, BSE, and SEBI — functions and investor protection Equity shares, preference shares, and debentures Government securities and treasury bills Sensex and Nifty — meaning and interpretation Practical exercise: reading stock market reports.	20	CO 1
2	**Security Analysis — Fundamental & Technical:** Fundamental analysis — EIC approach, Economic and industry factors affecting securities markets, Company analysis using financial statements, EPS, P/E, and P/B ratios, Basic equity valuation concepts, Bond valuation and YTM basics, Introduction to technical analysis and Dow Theory, Basic chart patterns and moving averages.	20	CO 2
3	**Portfolio Theory & Performance Measurement:** Risk and return concepts: Systematic and unsystematic risk, Portfolio diversification, Correlation and portfolio risk (basic two-asset calculations), Introduction to Markowitz portfolio theory, CAPM — beta and expected return, Portfolio performance — Sharpe ratio and Treynor ratio, Numerical problems on portfolio return and beta	20	CO3

4	**Mutual Funds, Derivatives & Behavioural Finance:** Mutual funds — concept, types, NAV, SIP vs lump sum. Mutual fund evaluation — expense ratio and basic performance measures Overview of SEBI regulations relating to mutual funds Introduction to derivatives — futures and options Concept of hedging and practical applications Behavioural finance — herd behaviour, overconfidence, anchoring, and loss aversion Investor profiling and basic asset allocation Simple case study on portfolio construction	15	CO4

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
• ICT-enabled lecturers
• Group discussions
• Quizzes
• Case Study
• Role Plays, etc.</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
• Case study solutions
• Analysis of Mutual Fund Portfolios
• Working out problems
• Peer learning
• Quizzes, etc.</td></tr>
<tr><td rowspan="2">B.</td><td>5. Semester End Assessment (SEA 1. 20 Marks)
Case study analysis & Submission + MCQ</td></tr>
<tr><td>2. Semester End Assessment (SEA 2. 40 Marks)
Written Examination 2 Hours</td></tr>
</table>

REFERENCES

Core textbooks

- Prasanna Chandra — Investment Analysis & Portfolio Management
  Punithavathy Pandian — Security Analysis & Portfolio Management
  Bodie, Kane & Marcus — Investments (adapted chapters)
  Fischer & Jordan — Security Analysis & Portfolio Management

- SEBI Annual Report (current year)
  AMFI — Mutual Fund Sahi Hai resource materials
  NSE NCFM Study Material — Capital Markets module
  Benjamin Graham — The Intelligent Investor (selected chapters)

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Services Marketing**					
Type of Course	Discipline Specific Elective. B: Marketing					
Course Code	265DSEUBB301B					
Course Level	300					
Course Summary	This course introduces students to the fundamentals of services marketing and the growing role of service industries in the economy. It covers service characteristics, consumer behaviour, service quality, customer experience, service delivery, pricing, communication, branding, servicescape, and relationship management. The course also focuses on service recovery, customer loyalty, and people management in service organizations. Emphasis is placed on understanding both theoretical concepts and practical strategies for managing and marketing services effectively in competitive environments.					
Semester	Semester V					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**3**	**-**	**1**		**4**
	Hours	**3/Week**		**2/Week**		**75**
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	**Evaluate** the characteristics, significance, and marketing challenges of various service industries and examine the role of	U, A	

	services marketing in the modern economy.		
2	**Analyse** consumer expectations, perceptions, and service quality dimensions to assess customer experience and develop strategies for enhancing customer satisfaction and loyalty.	A An	
3	**Design** effective service delivery processes and pricing strategies by applying concepts related to service blueprinting, customer participation, demand management, and revenue management.	U C	
4	**Develop** integrated service communication and relationship management strategies to manage servicescape, service recovery, customer relationships, and customer-oriented service organisations.	E C	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Introduction to Services and Service Marketing** Introduction to services – meaning, nature, characteristics and importance of services – evolution and growth of the service economy – classification of services – major service industries: banking, insurance, hospitality, tourism, healthcare, education, transportation, retailing, logistics, IT and telecommunication services – differences between goods marketing and services marketing – challenges in services marketing – services marketing myopia – role of services in economic development – expanded services marketing mix (7Ps) – role of internal marketing and interactive marketing in services.	20	CO 1

2	**Consumer Behaviour, Service Quality and Customer Experience** Understanding service consumers – service expectations and perceptions – levels of service expectations – factors influencing customer expectations and perceptions – customer satisfaction and customer experience – customer participation in service creation and delivery – strategies to enhance customer participation – different types of service quality – determinants of service quality – Gap Model of Service Quality – SERVQUAL instrument for measuring service quality – service quality research – customer feedback systems – customer loyalty, customer lifetime value and customer equity – framework for building customer loyalty.	20	CO 2
3	**Service Design, Delivery Process and Pricing Strategies** Service as a product – distinction between core, facilitating and supporting services – service package – service blueprinting and its benefits – customer service standards – service delivery process – high-contact and low-contact services – managing demand and capacity in services – strategies for handling fluctuations in demand and supply – service delivery intermediaries – service pricing objectives and methods – pricing based on cost, competition and perceived value – revenue management in service industries – pricing concepts: price bundling, captive pricing, two-part pricing, loss-leadership pricing and result-based pricing – challenges in price competition.	15	CO3
4	**Service Communication, Servicescape and Relationship Management** Challenges in designing communication programmes for services – service communication problems – strategies for matching service promises with delivery – services advertising and promotional strategies – branding of services – physical evidence	20	CO4

	and servicescape – roles and dimensions of servicescape – approaches for understanding servicescape effects – service failures and causes – service recovery strategies and tactics – service guarantees and their role in achieving service quality – managing moments of truth – human resource strategies for customer-oriented service delivery – guidelines for people management in service organizations – service-oriented organizational structure – relationship marketing in services.		

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
Case-based learning
Experiential learning
Group discussions
Project-based learning
Field exposure</td></tr>
<tr><td rowspan="2">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
Written tests
Quiz
Assignments
Practical etc</td></tr>
<tr><td>B.</td><td>1. Semester End Assessment (SEA 1. 20 Marks)
<table>
<tr><th>Type of Question</th><th>No. of Question</th><th>Marks</th></tr>
<tr><td>Dossier & Viva Voce</td><td>01</td><td>20</td></tr>
<tr><td>Total</td><td></td><td>20</td></tr>
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<table>
<tr><td></td><td></td><td>
2. Semester End Assessment (SEA 2. 40 Marks)
<table>
<tr><td></td><td colspan="3">Written Examination</td></tr>
<tr><td>Bunch</td><td>No. of questions to be answered</td><td>Question Type</td><td>Marks</td></tr>
<tr><td>1</td><td>1 out of 2</td><td>Descriptive</td><td>1*10 =10</td></tr>
<tr><td>2</td><td>1 out of 2</td><td>Descriptive</td><td>1*10 =10</td></tr>
<tr><td>3</td><td>1 out of 2</td><td>Descriptive</td><td>1*10 =10</td></tr>
<tr><td>4</td><td>1 out of 2</td><td>Descriptive</td><td>1*10 =10</td></tr>
<tr><td colspan="3">Total</td><td>40</td></tr>
</table>
</td></tr>
</table>

REFERENCES

Suggested Reading Materials

- Services Marketing: V Zeithaml, Gremler, Bitner and Ajay Pandit, 7 th Edition TMH,2018
- Services Marketing: Jochen Wirtz, Christopher H. Lovelock & Jayanta Chatterjee 9th Edition; Published by World Scientific, 2023
- Service Management: Operations, Strategy, Information Technology, Sanjeev Bordoloi, James Fitzsimmons and Mona Fitzsimmons 10th Edition ISBN10: 1264098359 | ISBN13: 9781264098354 © 2023
- Services Marketing: Concepts, Strategies & Cases K. Douglas Hoffman | John E.G. Bateson ISBN: 9789386858771 Edition: 5th © Year: 201

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Consumer Behaviour**					
Type of Course	Discipline Specific Elective. B: Marketing					
Course Code	265DSEUBB302B					
Course Level	300					
Course Summary	This course introduces students to the foundations and applications of consumer behaviour in the Indian and global context. It explores how cultural, social, personal, and psychological factors shape consumer decisions, and how businesses adapt strategies to meet consumer needs. Students will learn both B2C and B2B buying processes, the role of digital ecosystems, and contemporary issues such as sustainability, ethical consumption, and organizational buying behaviour. The emphasis is on practical applications, case studies, and developing consumer-centric marketing strategies.					
Semester	Semester V					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**3**	**-**	**1**		**4**
	Hours	**3/Week**		**2/Week**		**75**
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Explain the foundations of consumer behaviour, democracy,	U, A	PO1

	and traditional vs. experiential perspectives.		
2	Analyze individual determinants such as motivation, perception, personality, and learning in shaping consumer decisions.	A, An	PO2
3	Evaluate the impact of group determinants such as attitudes, reference groups, and opinion leadership on consumer behaviour.	U, A	PO3
4	Apply consumer decision-making frameworks to both B2C and B2B markets, including organizational buying behaviour, cultural trends, and ethical issues.	E, C	PO4
Remember ©, Understand (U), Apply (A), Analyse (An), Evaluate ©, Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Foundations of Consumer Behaviour** – Nature and importance; Rise of consumer democracy; Buyer's cultural, social, personal, and psychological characteristics (Indian context); Consumer buying decision process; Business customer's buying decision process; Traditional vs. experiential marketing perspectives.	20	CO 1
2	**Individual Determinants of Consumer Behaviour** – Motivation: needs, motives & goals; Dynamic nature of motivation; Arousal of motives; Maslow's need theory; Trio of Needs theory; Measurement of motives; Personality: nature, theories, traits and consumer behaviour; Perception process, consumer imagery, perceived risk; Learning principles and theories.	20	CO 2
3	**Group Determinants of Consumer Behaviour** – Attitude formation; Models of attitude (Tri-Component, Multi-Attribute, ELM); Cognitive dissonance and attribution theory; Reference group	15	CO3

	influence; Word-of-mouth and opinion leadership; Strategic applications in marketing.		
4	**Organisation and Consumers** – Changing cultural trends in India; Cross-cultural consumer behaviour; Cross-cultural acculturation; Localization versus standardization; Factors influencing organizational buying behaviour; Buying process.	20	CO4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • ICT-enabled lectures • Group discussions • Quizzes • Case studies • Role plays and simulations • Guest lectures from industry experts	
Assessment Types	**MODE OF ASSESSMENT** **A.Continuous Comprehensive Assessment (CCA. 40 Marks)** • Case study solutions • Quizzes • Survey etc.	
	B.	**1. Semester End Assessment (SEA 1. 20 Marks)** Case study analysis
		2. **Semester End Assessment (SEA 2.40 Marks)** Written Examination 2 Hours

REFERENCES

- Schiffman, L. G.; Wisenblit, J.; Kumar, S. R. Consumer Behaviour. Pearson India
- Loudon, D. L.; Bitta, J. A. Consumer Behaviour: Concepts and Applications. Tata McGraw Hill
- Engel, J. F. Consumer Behaviour. Dryden Press
- Antonides, G.; van Raaij, W. F. Consumer Behaviour: A European Perspective. Wiley

Program	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Supply Chain and Logistics Management**					
Type of Course	Discipline Specific Elective. C: Supply Chain and Logistics Management					
Course Code	265DSEUBB301C					
Course Level	300					
Course Summary	This course introduces the fundamentals of Supply Chain and Logistics Management and their role in modern business operations. It covers key supply chain activities such as procurement, production, distribution, customer service, and the importance of coordination and integration for organisational efficiency. The course also familiarises students with logistics operations, transportation, warehousing, inventory management, packaging, and material handling practices. In addition, it explores emerging trends such as e-commerce logistics, digital supply chains, green logistics, and technology-enabled operations through practical examples and case discussions.					
Semester	Semester V					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others (e.g.: Practicum/Fi eld Visits)**	**Total**
	Credit	**3**		**1**		**4**
	Hours	**3/Week**	-	**2/Week**		75
Pre - requisites, if any	**NA**					

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO No**
At the end of the course, the student will be able to:			
1	Explain the basic concepts of Supply Chain Management and analyze their role in business operations.	U An	
2	Apply the principles of Logistics Management to improve Supply	A	

	Chain Efficiency.		
3	Apply basic warehouse concepts in logistics operations	A	
4	Explore Digital technologies and Sustainability Practices in Supply Chain Management and Logistics.	An	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Course description	Hrs	CO No.
1	**Module I – Introduction to Supply Chain Management** Concept, growth, and functions of SCM; Value chain for Supply Chain Management, Bullwhip Effect (causes & basic solutions); Supply Chain Drivers: Facilities, Inventory, Transportation, Information, Sourcing, Pricing.	20	CO1
2	**Module II – Logistics Management** Logistic Management, Logistics Strategy and Planning, Transportation Management-Functions, Modal choices, Cost Structures, Multi-modal Transportation, Introduction to reverse logistics, Role of Logistics Service Providers (3PL, 4PL, 5PL)	20	CO2
3	**Module III – Logistics and Warehouse Management** Role and importance of warehousing in logistics; Types of warehouses and distribution centers; Basic warehouse design and layout; Key warehouse operations (receiving, storage, dispatch); Location, safety, material handling and maintenance (basic idea)	15	CO3

4	**Module IV – Digital Trends and Sustainability in Supply Chain and Logistics.** Digital Supply Chains, Role of Information Technology in Supply Chain, ERP and Supply Chain Coordination, Sustainable Supply Chain Practices, E- commerce and Logistics, Introduction to Artificial Intelligence and Automation in Logistics, Green Logistics, Future Trends in Supply Chain and Logistics Management	20	CO4

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="4">Classroom Procedure (Mode of transaction)
ICT-enabled lectures
Group discussions
Quizzes
Case studies
Role plays and simulations
Guest lectures from industry experts</td></tr>
<tr><td rowspan="5">Assessment Types</td><td colspan="4">MODE OF ASSESSMENT:
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
Written tests
Quiz
Assignments</td></tr>
<tr><td rowspan="4">B.</td><td colspan="3">1. Semester End Assessment (SEA 1. 20 Marks)</td></tr>
<tr><td></td><td>Type of Question</td><td>No. of Question</td><td>Marks</td></tr>
<tr><td></td><td>Case Study Analysis</td><td>2 out of 4</td><td>20</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>Total</td><td></td><td>20</td></tr>
</table>

3. Semester End Assessment (SEA 2. 40 Marks)

Bunch	No. of questions to be Answered	Question Type	Marks
1	1 out of 2	Descriptive	1*10 = 10
2	1 out of 2	Descriptive	1*10 = 10
3	1 out of 2	Descriptive	1*10 = 10
4	1 out of 2	Descriptive	1*10 = 10
Total			**40**

References:

- Mahadevan B, 2015, Operations Management: Theory and Practice (3rd Edition), Pearson Education, India.
- Hazier Jay, Render Barry, Munson Chuck, 2020, Operations Management: Sustainability and Supply Chain Management (13th Edition), Pearson Education, USA.
- Lee J. Krajewski, Manoj K. Malhotra, Larry P. Ritzman, 2019, Operations Management: Processes and Supply Chains (12th Edition), Pearson Education, USA.
- Khalid Sheikh, 2003, Manufacturing Resource Planning (MRP II): With Introduction to ERP, SCM, and CRM (2nd Edition), Tata McGraw Hill, India. James B. Ayers, 2019, Handbook of Supply Chain Management (2nd Edition), CRC Press (Auerbach Publications), USA.
- Waters Donald, 2019, Supply Chain Risk Management: Vulnerability and Resilience in Logistics(3rdEdition), Kogan Page, London.David Taylor and David Brunt, 2021, Manufacturing Operations and Supply Chain Management: The Lean Approach (2nd Edition), Routledge, London.

<table>
<tr><td>Program</td><td colspan="6">BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)</td></tr>
<tr><td>Course Name</td><td colspan="6">Quality Management and Business Process Improvement</td></tr>
<tr><td>Type of Course</td><td colspan="6">Discipline Specific Elective. C: Supply Chain and Logistics Management</td></tr>
<tr><td>Course Code</td><td colspan="6">265DSEUBB302C</td></tr>
<tr><td>Course Level</td><td colspan="6">300</td></tr>
<tr><td>Course Summary</td><td colspan="6">This course introduces students to the principles and practices of Quality Management (TQM) and its importance in achieving organizational excellence and customer satisfaction. It provides an understanding of quality concepts, quality improvement processes, and continuous improvement practices used in business organizations. The course familiarizes learners with basic quality management tools and techniques such as PDCA Cycle, Kaizen, 5S, benchmarking, and the seven basic quality tools used for problem-solving and process improvement. Students also gain introductory knowledge of quality management systems, ISO standards, Lean practices, Six Sigma concepts, and service quality management. The course further explores modern trends in quality management, including digital quality practices, sustainability, and quality applications in manufacturing and service sectors. Supported by practical activities, business examples, and case discussions.</td></tr>
<tr><td>Semester</td><td colspan="6">Semester V</td></tr>
<tr><td rowspan="3">Course Details</td><td></td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others (eg: Practicum/Field Visits)</td><td>Total</td></tr>
<tr><td>Credit</td><td>3</td><td></td><td>1</td><td></td><td>4</td></tr>
<tr><td>Hours</td><td>3/Week</td><td></td><td>2/Week</td><td></td><td>75</td></tr>
<tr><td>Pre - requisites, if any</td><td colspan="6">NA</td></tr>
</table>

CO No.	Expected Course Outcome	Learning Domain*	PO No
At the end of the course, the student will be able to:			
1	Understand the basic concepts and importance of Total Quality Management in organisations.	U, An	
2	Apply basic quality tools for solving business problems.	A An	
3	Apply quality improvement methods and quality control techniques.	A	
4	Evaluate modern trends and practices in quality management systems	E	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Course description	Hrs	CO No.
1	**Module I – Fundamentals of Total Quality Management** Introduction to Quality and Evolution of Quality Management, Importance of Quality in Business, Concepts of Quality: Quality Control, Quality Assurance, Total Quality Management, Principles of TQM, Customer Focus and Customer Satisfaction, Cost of Quality, Dimensions of Quality, Barriers to Quality Improvement.	20	CO1
2	**Module II – Quality Tools and Techniques** Continuous Improvement Concepts, PDCA Cycle (Deming Cycle), 5S Technique, Kaizen Concept, Benchmarking, Seven Basic Quality Tools: Cause and Effect Diagram, Check Sheet, Histogram, Pareto Chart, Flow Chart, Scatter Diagram, Control Chart, Quality Circles, Teamwork and Employee Participation.	15	CO2

3	**Module III – Quality Management Systems and Standards** Quality Management Systems, ISO Standards: ISO 9001, ISO 14000 (basic introduction), Six Sigma, Lean Management Basics, Quality Audits, Documentation in Quality Systems, Role of Leadership in Quality Management, Ethics and Quality Responsibility	20	CO3
4	**Module IV – Modern Trends in Quality Management** Quality in Manufacturing and Service Industries, Digital Quality Management, Customer Relationship Management and Service Quality, Green Quality Practices, Sustainability and Quality, Future Trends in Quality Management.	20	CO4

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="4">Classroom Procedure (Mode of transaction)
ICT-enabled lectures
Group discussions
Quizzes
Role plays and simulations
Guest lectures from industry experts</td></tr>
<tr><td rowspan="5">Assessment Types</td><td colspan="4">MODE OF ASSESSMENT:
A. Continuous Comprehensive Assessment (CCA.40 Marks)
Written tests
Quiz
Assignments</td></tr>
<tr><td rowspan="4">B.</td><td colspan="3">1. Semester End Assessment (SEA 1. 20 Marks)</td></tr>
<tr><td></td><td>Type of Question</td><td>No. of Question</td><td>Marks</td></tr>
<tr><td></td><td>Case Study Analysis</td><td>2 out of 4</td><td>20</td></tr>
<tr><td></td><td>Total</td><td></td><td>20</td></tr>
</table>

3. **Semester End Assessment (SEA 2. 40 Marks)**

Bunch	No. of questions to be Answered	Question Type	Marks
1	1 out of 2	Descriptive	1*10 = 10
2	1 out of 2	Descriptive	1*10 = 10
3	1 out of 2	Descriptive	1*10 = 10
4	1 out of 2	Descriptive	1*10 = 10
Total			**40**

References:

- Total Quality Management, Dale H. Besterfield, Pearson Education, New Delhi, 3rd Edition, 2013.
- Total Quality Management, Kanishka Bedi, Oxford University Press, New Delhi, 2006.
- Managing for Total Quality, N. Logothetis, Prentice Hall of India, New Delhi, 1992.
- Fundamentals of Total Quality Management, Joel E. Ross, CRC Press Publications, 3rd Edition, 2017.
- Total Quality Management, S. Poornima, MJP Publishers, Chennai, 2014.
- Quality Management, Armand V. Feigenbaum, McGraw-Hill Publications, New York, 1991.
- Operations Management and Total Quality Management, R. Panneerselvam, PHI Learning Pvt. Ltd., New Delhi, 2012.
- The Management and Control of Quality, James R. Evans and William M. Lindsay, Cengage Learning, 8th Edition, 2014.

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Data Analysis and Decision Support Using Spreadsheets**					
Type of Course	Discipline Specific Elective. D: Business Analytics					
Course Code	265DSEUBB301D					
Course Level	300					
Course Summary	**Data Analysis and Decision Support Using Spreadsheets** is designed to equip learners with practical, hands-on skills in leveraging spreadsheet tools for data analysis, business reporting, and informed decision-making. The course begins with fundamental spreadsheet concepts and gradually advances to data organization, analysis, visualization, and modelling techniques. Learners will explore a variety of spreadsheet functions, formulas, pivot tables, dashboards, and analytical tools commonly used in business environments. The course also introduces automation features and data validation techniques to improve efficiency and accuracy in data management and analysis. This comprehensive course bridges foundational spreadsheet proficiency with advanced analytical approaches, enabling learners to transform raw data into meaningful information for business analytics, performance monitoring, reporting, and strategic decision-making.					
Semester	Semester V					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**3**	**-**	**1**		**4**
	Hours	**3/Week**		**2/Week**		**75**
Prerequisites, if Any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Spreadsheet and its operational features to create an automated model	A	
2	Advanced features and formulas for data consolidation	A	
3	Import, clean, retrieve the data for report automation	An	
4	Designing dynamic dashboards for business analysis and performance monitoring.	E	

5	Automation of work using VBA Macro, and Script	C	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	**Course description**	**Hrs**	**CO No.**
1	Overview of spreadsheet interface, workbook management, and spreadsheet properties for efficient data handling. Managing and analysing business data using Basic Formulas, logical operators, validation, sorting, and advanced filtering and formatting techniques. Application of Relative, Absolute, and Mixed Cell Referencing in analytical calculations and reporting. Developing dynamic business process models and automated spreadsheets for data-driven decision-making.	15	CO 1
2	Working with Excel Tables and advanced spreadsheet features for structured data management and analytical reporting. Applying Name Manager for dynamic formula management, model organization, and automated calculations. Performing data consolidation and business analysis using advanced formulas and functions such as SUMIF, SUMIFS, COUNTIF, COUNTIFS, AVERAGEIF, SUBTOTAL, and other conditional and aggregation functions for finance, accounting, and business analytics applications.	15	CO 2
3	Data cleaning, transformation and retrieval techniques for structured business analysis. Application of Lookup Functions including VLOOKUP, HLOOKUP, XLOOKUP, INDEX, and MATCH for dynamic data extraction and reporting. Advanced formatting, Data Validation, and Conditional Formatting techniques for improving data accuracy and decision-making in real-world business scenarios.	15	CO3
4	Application of Goal Seek and Scenario Manager for business evaluation. Creating advanced charts, Pivot Tables, and Pivot management techniques for data consolidation and analytical reporting. Developing interactive data visualisations and automated reports using importing and transforming data from multiple sources. Designing dynamic dashboards for business analysis and performance monitoring.	15	CO4
5	Applying AI-powered tools for data cleaning, data analysis, smart formula generation, automated insights, and report creation in Excel. Utilizing intelligent recommendations and AI-assisted analytical features for faster business decision-making. Recording, editing, and managing VBA macros for task automation, along with an introduction to scripting concepts for automating business workflows and repetitive analytical processes.	15	

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
Interactive Sessions
Hands-on Analytics Lab Sessions
Spreadsheet and Dashboard Exercises
Case-Based Learning
Problem-Solving Activities
Discussions and Presentations
Mini Project and Analytical Reporting</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
ISA
Practical Assignments based on each CO
Case Analysis Exercises
Business Analytics Mini Project
Class Participation – Based on Weakly task + Attendance</td></tr>
<tr><td rowspan="2">B.</td><td>Semester End Assessment (SEA 1. 20 Marks)
Project Preparation + Viva Voce</td></tr>
<tr><td>Semester End Assessment (SEA 2. 40 Marks)
Lab Examination</td></tr>
</table>

REFERENCES

- **Jelen, B., & Syrstad, T. (2021).** *Excel 365 Power Programming with VBA.* Microsoft Press.
- Raviv, G. (2018). *Collect, combine, and transform data using Power Query in Excel and Power BI*. Microsoft Press.
- Winston, W. L. (2019). Microsoft Excel Data Analysis and Business Modeling (6th ed.). Microsoft Press.
- **Winston, W. L.** (2019). *Microsoft Excel Data Analysis and Business Modeling* (6th ed.). Microsoft Press.
- **Harris, D.** (2019). *Data Analytics with Microsoft Excel: Your Hands-On Guide to Data Analysis in Excel*. Independently Published.
- **Gordon, J.** (2019). *Excel for Data Analysis and Visualization: A Comprehensive Guide to Analyzing Data with Microsoft Excel*. Independently Published.

<table>
<tr><td>Programme</td><td colspan="6">BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)</td></tr>
<tr><td>Course Name</td><td colspan="6">Data Storytelling Through Power BI and Tableau</td></tr>
<tr><td>Type of Course</td><td colspan="6">Discipline Specific Elective: Business Analytics</td></tr>
<tr><td>Course Code</td><td colspan="6">265DSEUBB302D</td></tr>
<tr><td>Course Level</td><td colspan="6">300</td></tr>
<tr><td>Course Summary</td><td colspan="6">Data Visualization using Tableau and Power BI" is a specialized program designed to equip learners with practical, hands-on skills in creating impactful business dashboards and visual reports. The course begins with foundational concepts such as data connectivity, data cleaning and preparation, data management, and data modeling. It then progresses to advanced visualization techniques, dashboard design, security features, and publishing workflows. Learners will explore a wide range of tools and strategies in both Tableau and Power BI to analyze real-world business datasets effectively. The program also integrates New features and automation capabilities, enhancing reporting efficiency and enabling data-driven business decisions</td></tr>
<tr><td>Semester</td><td colspan="6">Semester V</td></tr>
<tr><td rowspan="3">Course Details</td><td></td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td><td>Total</td></tr>
<tr><td>Credit</td><td>3</td><td>-</td><td>1</td><td></td><td>4</td></tr>
<tr><td>Hours</td><td>3/Week</td><td></td><td>2/Week</td><td></td><td>75</td></tr>
<tr><td>Prerequisites, if any</td><td colspan="6">NA</td></tr>
</table>

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Fundamentals of data connectivity, basic data cleaning, and visualization	A	
2	Advanced Data Cleaning and Data Modelling & Relationships	C	
3	Basics and Advanced DAX, Hierarchies, and Visual Enhancements	C	
4	Advanced chart and Power BI Service	S	
5	Tableau and Dashboard Development	A	
**** Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciate (Ap)***			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	Introduction to Power BI environment, interface, and business intelligence concepts for analytical reporting and decision-making. Importing and connecting data from multiple sources including Excel, CSV, databases, and online platforms. Creating interactive visualizations using different chart types, tables, cards, maps, and KPI visuals for business analytics. Applying basic data cleaning and transformation techniques using Power Query Editor for preparing structured and analysis-ready datasets.	15	CO 1

2	Applying advanced data cleaning and transformation techniques using Power Query Editor and M Code for preparing structured and analysis-ready datasets. Understanding data modelling concepts including fact and dimension tables, schema design, normalization, denormalization, and relationship management for business intelligence applications. Creating and managing relationships with appropriate cardinality and cross-filter directions to build efficient analytical models. Optimizing data models using industry best practices, calculated tables, hierarchies, and performance optimization techniques to improve scalability, reporting accuracy, and dashboard efficiency in Power BI.	15	CO 2
3	Applying Data Analysis Expressions (DAX) for advanced business intelligence, financial analysis, and dynamic reporting in Power BI. Creating Measures, Calculated Columns, and Calculated Tables for financial modelling, KPI tracking, profitability analysis, budgeting, variance analysis, cash flow analysis, and performance reporting. Utilizing advanced DAX functions including Time Intelligence, Filter Functions, Aggregation Functions, Logical Functions, Ranking Functions, and Financial Calculations for analytical decision-making.	15	CO3
4	Creating advanced dashboards, interactive visualizations, and conditional formatting techniques for financial and business analytics reporting in Power BI. Designing dashboard-driven analytical reports using advanced visualization features for performance monitoring and strategic decision-making. Introduction to Power BI Service, workspaces, collaboration features, and cloud-based report management. Implementing Row-Level Security (RLS) for secure data access, publishing reports and dashboards, and creating Power BI Apps within workspaces for enterprise-level business intelligence deployment and sharing.	15	CO4
5	Introduction to Tableau for business intelligence, data analytics, and interactive reporting applications. Performing data preparation, data cleaning, data modelling, and visualization using real-world business and financial datasets. Creating calculated fields, table calculations, and analytical metrics for dynamic business analysis and reporting.	15	CO5

	Applying formatting techniques for tables, visuals, and dashboards to improve readability and presentation quality. Designing interactive dashboards and data stories for business performance monitoring, financial analysis, and strategic decision-making.		

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
Practical Labs
Dashboard Challenges
Mini project</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
Lab Exam
Creating New Apps
Team Project
Implement Best Practices from the industry</td></tr>
<tr><td></td><td>Semester End Assessment (SEA 1. 20 Marks)
Lab-Based SQL, Data Cleaning and Data Transformation Assessment</td></tr>
<tr><td>B.</td><td>Semester End Assessment (SEA 2. 40 Marks)
Applied Business Data Management Project, Technical Report and Viva Presentation</td></tr>
</table>

REFERENCES

- Mastering Microsoft Power BI – Brett Powell, *Packt Publishing*
- The Definitive Guide to DAX – Marco Russo and Alberto Ferrari, *Microsoft Press*
- Power BI Cookbook – Brett Powell, *Packt Publishing*
- Learning Tableau 2022 – Joshua N. Milligan, *Packt Publishing*
- Tableau Your Data! – Daniel G. Murray, *Wiley*

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Internship**					
Type of Course	Skill Enhancement Course					
Course Code	265SECUBB301					
Course Level	300					
Course Summary	This internship skill enhancement 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.					
Semester	Semester V					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	-				4
	Hours	-				-
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

Student Engagement Process:			
At the end of the course, the student will be able to:			
1	Application of theoretical knowledge to real-world scenarios.	A	
2	Development of professional skills and networking opportunities.	C	
3	Understand workplace culture and dynamics	U	
4	Hands-on experience in a chosen field.	An	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

1. Introduction

Students enrolled in the BBA(Honors) Programme are required to complete a Summer Internship in their major discipline area during the semester break following the fourth semester of study.

The Summer Internship shall be undertaken in a firm or industry. Alternatively, students may participate in a skill enhancement course that includes laboratory training under faculty supervision and leads to certification by Higher Education Institutions (HEIs) or other recognized institutions.

The internship must be completed Offline/Online/ Hybrid, and each student must complete a **minimum of 240 hours**. The total number of hours must be clearly specified in the internship completion certificate.

Internships may be undertaken in:

- Government or private organizations
- Public limited or private limited companies
- Government departments or administrative bodies
- Higher Education Institutions (HEIs)
- R&D laboratories and research institutions
- Centres engaged in research, innovation, or entrepreneurship

  Business establishments and corporate entities offering structured, on-site opportunities

2. Internship Outcomes:

Upon successful completion of the internship, students shall be able to:

i). Analyse workplace practices and task requirements to identify issues, interpret patterns, and propose logical, evidence-based improvements.

ii). Execute assigned professional tasks using appropriate tools, methods, or procedures, demonstrating accuracy, efficiency, and responsible work practices.

3. Objectives

The Summer Internship Programme provides learners with first-hand exposure to professional environments. It enables them to understand organizational work practices, enhance job-related skills and aptitudes, and develop research capabilities through structured experiential learning.

The objectives of the programme are to:

i. Integrate theoretical classroom learning with real-world workplace practices.

ii. Facilitate a comprehensive understanding of professional environments.

iii. Promote experiential modes of learning.

iv. Develop research aptitude and inquiry-based problem-solving skills.

v. Provide exposure to emerging technologies and contemporary practices.

vi. Enhance entrepreneurial thinking and capability development.

vii. Strengthen decision-making abilities and teamwork skills.

viii. Improve overall professional competence and workplace readiness.

4. Academic Credentials

A Summer Internship requires 60 hours of engagement per credit. Accordingly, BBA Honours students must complete 240 hours of internship engagement to earn 4 credits.

5. Evaluation

Although the internship is conducted during the semester break after the fourth semester, course registration and the Semester End Assessment (SEA) for the 4-credit Summer Internship will be carried out in the fifth semester. For the BBA (Honours) Programme, the internship shall be treated as a Skill Enhancement Course (SEC) in the fifth semester.

The Internship Providing Organisation (IPO) will evaluate the interns based on criteria prescribed by the Department of Business Administration, Marian College Kuttikkanam Autonomous.

The evaluation conducted by the IPO shall constitute the Continuous Comprehensive Assessment (CCA).

The Semester End Assessment (SEA) shall be conducted by the Department.

Components of Evaluation of Internship	**Weightage**	**Marks for Internship Credits-4, Marks- 100**
CCA	40%	40 Marks
SEA	60%	60 marks

The IPO shall examine and evaluate the learner's performance in accordance with the prescribed evaluation methods provided by the College.

6. Submission

Upon successful completion of the internship, students shall submit the following to the assigned internship mentor:

(i). Internship completion certificate specifying 240 hours of engagement
(ii). CCA evaluation sheet from the organization (in a sealed cover)
(iii). Daily internship diary duly signed by the company mentor
(iv). Internship report

7. CCA and SEA Components

Continuous Comprehensive Assessment (CCA- 40%)

Sl. No	**Criterion**	**Max. Marks**
1	Originality and innovative contributions made to the organization	10
2	Teamwork and collaboration	10
3	Acquisition of relevant skill sets	10
4	Attendance and regularity	10
	TOTAL	**40**

Semester End Assessment (SEA-60%)

Sl. No	Criterion	Max. Marks
	SEA1	
i)	Internship Report and Presentation	20
	SEA2	
i)	Internship Dairy	10
ii)	Viva Voce	30
	TOTAL	**60**

8. Power to Remove Difficulties

If any difficulty arises in giving effect to the provisions of these Guidelines, the Chairman of the Board of Studies –BBA(Honours) programme may make such provisions not inconsistent with the regulations, which appears to him to be necessary or expedient for removing the difficulty.

9. Modifications to the Guidelines

Notwithstanding anything contained in these Guidelines, any amendments or modifications issued or notified by the AICTE/ UGC / Mahatma Gandhi University/the State Government, from time to time, shall be deemed to have been incorporated into these Guidelines and shall constitute an integral part thereof.

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**General Aptitude and Employability Skills**					
Type of Course	Audit Course					
Course Code	265ADCUBB301					
Course Level	300					
Course Summary	This course is designed to enhance students' employability skills by integrating aptitude training, communication skills, reasoning ability, quantitative aptitude, and interview preparedness. The course equips learners with the essential competencies required for competitive examinations, higher studies, and placement opportunities through practical exercises, group activities, and skill-oriented sessions.					
Semester	Semester V					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	-				-
	Hours	**3/Week**		**2/Week**		**75**
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

Upon successful completion of the course, the learners will be able to:			
At the end of the course, the student will be able to:			
1	Apply logical reasoning and quantitative aptitude skills in competitive and career-oriented examinations.	A	
2	Demonstrate effective communication, presentation, and interpersonal skills in professional settings.	A	
3	Develop employability competencies, including group discussion, interview handling, CV preparation, and workplace etiquette.	C	
4	Enhance self-confidence, emotional intelligence, and time management skills for personal and professional growth.	A	
5	Develop life skills, emotional intelligence, and professional etiquette.	C	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Logical Reasoning and Mental Ability** • Number and Letter Series • Analogies and Venn Diagrams • Blood Relations and Direction Sense • Logical Thinking and Problem-Solving Skills	15	CO 1
2	**Quantitative Aptitude** • Speed Math Techniques • Percentages and Averages • Basic Numerical Ability • Quantitative Problem Solving	15	CO 2
3	**Communication and Presentation Skills** • Fundamentals of Communication • Verbal and Non-Verbal Communication • Presentation Skills • Sentence Correction, Synonyms, and Antonyms	15	CO3
4	**Career Readiness and Placement Skills** • Group Discussion Skills • Interview Skills and Mock Interviews • Preparation of CV and Resume • Career Planning and Employment Awareness	15	CO4
5	**Personal Effectiveness and Life Skills** • Emotional Intelligence • Time Management • Body Language and Professional Etiquette • Self-Esteem and Life Skills	15	CO5

MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA. 100 Marks)

- Test Papers
- Quizzes
- Practical sessions
- Mock interviews
- Attendance, etc.

References

- Quantitative Aptitude for Competitive Examinations, S. Chand Publications.
- A Modern Approach to Verbal and Non-Verbal Reasoning, S. Chand Publications.
- Objective General English, Arihant Publications.
- Soft Skills, MJP Publishers.
- Business Communication, Himalaya Publishing House.
- Communication Skills, Oxford University Press.
- Personality Development and Soft Skills, Oxford University Press.
- The Definitive Book of Body Language, Manjul Publishing.
- Emotional Intelligence, Bantam Books.
- How to Win Friends and Influence People, Simon & Schuster.
- Cracking the Coding Interview, Career Cup Publications.
- Group Discussion and Interview Skills, Pearson Education.
- Resume Writing and Interview Skills, Pearson.
- Time Management, AMACOM.
- Life Skills for Students, Learning Express Publications.

SEMESTER VI

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Project Management**					
Type of Course	Core Course					
Course Code	266CRCUBB301					
Course Level	300					
Course Summary	This course introduces students to the essential concepts and practices of project management in a simplified and application-oriented manner suitable for undergraduate BBA learners. The course focuses on understanding the project life cycle, project planning techniques, team coordination, scheduling, budgeting, risk handling, and stakeholder communication. Students will gain introductory exposure to project management software tools such as Microsoft Project and contemporary approaches, including Agile and Scrum. Emphasis is placed on practical understanding through case discussions, exercises, and mini-projects rather than technical complexity.					
Semester	Semester VI					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**2**	**-**	**1**		**3**
	Hours	**2/Week**		**2/Week**		**60**
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	To familiarise students with the concepts, processes, and life cycle of project management in business organizations.	U	
2	To apply project planning and scheduling tools for effective resource, cost, and time management.	A	
3	To analyze project risks, quality issues, and stakeholder requirements for successful project execution and control.	An	

4	To develop and present a business project proposal using project management techniques and digital tools.	C	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Introduction to Project Management** Meaning, nature, and importance of projects, Project vs Operations, Characteristics and classification of projects, Project life cycle, Phases of project management, Roles and responsibilities of Project Manager, Organisational structures for projects, Triple constraint: Scope, Time, Cost, Feasibility analysis and project identification, Project selection methods, Basics of project charter and scope statement **Cases:** ● Infosys Global Delivery Project Management Practices ● Tata Motors Nano Project: Opportunities and challenges ● Delhi Metro Rail Corporation Delhi Metro Project Success Factors	15	CO 1
2	**Project Planning and Scheduling** Project planning process,Work Breakdown Structure (WBS), Project scheduling techniques, Gantt Charts, Network analysis, PERT and CPM techniques, Resource allocation and leveling, Cost estimation and budgeting, Time-cost trade-off, Project procurement basics Introduction to project management software tools (any one) ● MS Project/Trello/Asana	15	CO 2
3	**Project Execution, Risk and Quality Management** Team building and leadership in projects, Communication management, Stakeholder management, Project monitoring and control, Earned Value Analysis	15	CO3

	(introductory concepts), Risk identification and risk assessment, Risk mitigation strategies, Quality management in projects, Project documentation and reporting, Ethics and sustainability in project management **Cases:** ● Toyota Quality Management Practices in Projects ● SpaceX Managing Innovation and Risk in Space Projects ● Kerala Infrastructure Investment Fund Board - Public Infrastructure Project Monitoring		
4	**Project Evaluation and Contemporary Practices** Project closure and post-project evaluation, Social cost-benefit analysis, Financial appraisal of projects: ● Payback Period ● NPV ● IRR (conceptual level) Agile Project Management, Scrum basics, Digital transformation in project management Cases: ● Google Agile Project Practices ● Tesla Innovation-Oriented Project Management ● Zomato Technology-driven Expansion Projects	15	CO4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** ● Interactive lectures ● Case study analysis ● Project simulations ● Software demonstrations ● Team-based learning ● Industry interaction sessions
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA. 30 Marks)** ● Written Examination – ISA ● Project Planning Assignments based on Course Outcomes (LB)

		● Case Analysis and Scheduling Exercises (LD) ● Class Participation, Attendance, and Group Activities
	B.	**Semester End Assessment (SEA 1. 15 Marks)** ● Case-Based Written Assessment on Project Planning and Management
		Semester End Assessment (SEA 2. 30 Marks) ● Project Report Preparation, Presentation, and Viva Voce Examination

REFERENCES

- Project Management: A Systems Approach to Planning, Scheduling, and Controlling – Harold Kerzner
- Project Management: The Managerial Process – Larson & Grey
- A Guide to the Project Management Body of Knowledge (PMBOK Guide) – Project Management Institute
- Operations Management – William Stevenson
- Agile Project Management with Scrum – Ken Schwaber

DIGITAL REFERENCES

- https://www.pmi.org/pmbok-guide-standards
- https://support.microsoft.com
- https://www.atlassian.com
- https://support.microsoft.com
- https://hbr.org/topic/project-management

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Applied Taxation: Income Tax and GST**					
Type of Course	Core Course					
Course Code	266CRCUBB302					
Course Level	300					
Course Summary	This course introduces students to the fundamentals of direct and indirect taxation in India with emphasis on Income Tax and Goods and Services Tax (GST). It familiarises learners with basic taxation principles, computation of taxable income under different heads, deductions, assessment procedures, and GST concepts relevant to business operations. The course aims to develop a practical understanding of taxation for managerial and business decision-making.					
Semester	Semester VI					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**2**	**-**	**1**		**3**
	Hours	**2/Week**		**2/Week**		**60**
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Understand the basic concepts and principles of direct and indirect taxation in India.	U	
2	Compute taxable income under the heads of salary, house property, and business income.	C	
3	Calculate the total taxable income of individuals and understand basic assessment procedures.	C	
4	Understand the fundamentals of GST and its application in business transactions.	U	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Introduction to Taxation** Meaning and types of taxes, Direct and indirect taxes, Principles and canons of taxation, Basic concepts: Assessee, Assessment Year, Previous Year, Income, Residential status and scope of total income, Exempted income and agricultural income, Ethical aspects of taxation	15	CO 1
2	**Income from Salary and House Property** Heads of income, capital, and revenue items, Income under the head Salaries • Basic salary • Allowances and perquisites • Provident fund, gratuity, and pension Income under the head House Property • Annual value and deductions	15	CO 2
3	**Business Income and Total Income Computation** Income under the head Business or Profession, Basic introduction to Capital Gains and Income from Other Sources, Deductions under Section 80, Computation of total taxable income of individuals, Introduction to assessment procedures and income tax authorities	15	CO3
4	**Goods and Services Tax (GST) Basics** Meaning and importance of indirect taxes: Introduction to GST. GST Council and the structure of GST Levy and collection of GST. Registration and composition scheme Taxable supply of goods and services Basic overview of customs duty and securities transaction tax	15	CO4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Interactive Sessions • Project Planning Workshops • Software Demonstrations • Case-Based Learning • Problem-Solving Activities

<table>
<tr><td></td><td colspan="2">

- Risk Analysis Exercises
- Agile Simulation Activities

</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
B. Continuous Comprehensive Assessment (CCA. 30 Marks)
• Written Examination – ISA
• Assignments based on Course Outcomes
• Case Analysis
• Class Participation, Attendance, and Group Activities
• Mini Project Presentation</td></tr>
<tr><td rowspan="2">B.</td><td>Semester End Assessment (SEA 1. 15 Marks)
• Case-Based Written Examination + MCQ</td></tr>
<tr><td>Semester End Assessment (SEA 2. 30 Marks)
• Case-Based Written Examination</td></tr>
</table>

REFERENCES

- Income Tax Law and Practice, Sultan Chand & Sons.
- Business Taxation, Margham Publications.
- Direct Taxes Law and Practice, Taxmann Publications.
- Indirect Taxes, Taxmann Publications.
- GST and Customs Law, Taxmann Publications.
- Income Tax, Taxmann Publications.

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Corporate Governance**					
Type of Course	Core Course					
Course Code	266SECUBB301					
Course Level	300					
Course Summary	This course introduces students to the principles, mechanisms, and contemporary practices of corporate governance in the modern business environment. The course emphasises ethical leadership, accountability, transparency, stakeholder orientation, sustainability, board effectiveness, regulatory frameworks, and governance failures. Through industry cases, experiential learning, governance analysis, and practical applications, students will develop the ability to evaluate governance practices and recommend responsible corporate actions.					
Semester	Semester VI					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**1**	**-**	**2**		**2**
	Hours	**1/Week**		**2/Week**		**45**
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No.
At the end of the course, the student will be able to:			
1	To understand the concepts, principles, models, and importance of corporate governance in modern organisations.	U	
2	To understand the roles, responsibilities, and ethical duties of key participants in corporate governance.	An	
3	To evaluate governance failures, ethical issues, and regulatory mechanisms through contemporary corporate	E	

	cases.		
4	To design governance improvement strategies and sustainability-oriented governance practices for organizations.	C	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Foundations of Corporate Governance** Meaning, evolution and significance of corporate governance, Governance vs management, Principles of good governance: transparency, accountability, fairness, responsibility, Agency theory, stakeholder theory, stewardship theory, Corporate governance framework in India, , Role of governance in investor confidence and sustainability. **Cases:** • Infosys governance practices • Tata Group governance philosophy • Wipro board structure analysis	13	CO 1
2	**Board of Governance, Ethics and Stakeholder Management** Board of Directors: composition, structure and functions, Independent directors and board committees, Role of CEO, Chairperson and auditors, Whistleblowing and vigil mechanisms, Stakeholder management and shareholder activism, Corporate governance and CSR, Gender diversity and inclusivity in boards. **Cases:** • Unilever sustainability and stakeholder governance • Apple supply chain governance issues • Starbucks ethical governance practices	10	CO 2
3	**Governance Failures, Regulations and Corporate Cases** Corporate frauds and governance failures, Insider trading and ethical misconduct, Regulatory framework in India: Companies Act 2013, SEBI (LODR) Regulations, Clause 49, Risk management and compliance systems. **Cases:** Satyam Computer Services accounting fraud • Enron governance collapse • Volkswagen emissions scandal • IL&FS governance crisis	10	CO3

4	**ESG, Sustainability and Emerging Governance Practices** ESG (Environmental, Social and Governance) framework, Integrated reporting and Business Responsibility & Sustainability Reporting (BRSR), Governance challenges in startups and family businesses, Future trends in corporate governance. **Cases:** Tesla ESG controversies • Patagonia sustainability governance • Adani Group governance and investor confidence debates	12	CO4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Interactive lectures • Case-based discussions • Annual report analysis • Governance audits • Industry-oriented assignments • Peer learning and presentations	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA. 20 Marks)** ● Written Examination – ISA ● **Presentations**- Governance Audit Project ● Case Analysis Report ● Reflective Journal - Ethical and governance reflections based on ESG/Governance Audit report analysis ● Class Participation, Attendance, and Group Activities	
	B.	**Semester End Assessment (SEA 1. 10 Marks)** Corporate Governance dairy & Viva- Dairy should include: ● Comparison of ESG practices of selected companies and recommend governance improvements, ● Governance and ethical incidents reported in business news during the semester with proper references. CO3& CO 4
		Semester End Assessment (SEA 2. 20 Marks) ● Written Examination- 2*10 = 20 marks – CO1 &CO2

REFERENCES

- Corporate Governance – McGraw Hill Education.
- Corporate Governance: Principles, Policies and Practices – Pearson Education.
- Corporate Governance and Ethics – Wiley.
- Business Ethics and Corporate Governance – Deep & Deep Publications.
- Corporate Governance – Oxford University Press.
- Corporate Governance Matters – Pearson.
- Principles of Corporate Governance.
- Business Ethics – Oxford University Press.

WEB AND REGULATORY REFERENCES

www.sebi.gov.in

https://www.mca.gov.in

https://www.oecd.org

https://www.nseindia.com

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Major Project**					
Type of Course	Skill Enhancement Course					
Course Code	266SECUBB302					
Course Level	300					
Course Summary	This course enables students to undertake an independent research project in the area of Management by applying the research skills acquired during the programme. Students identify real-world business problems, prepare a research proposal, and conduct systematic research under faculty guidance. The course develops understanding of research design, sampling, data collection, analysis, and report writing, while enhancing analytical and academic writing skills.					
Semester	Semester VI					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**4**				**4**
	Hours	**4/Week**				**60**
Prerequisites, if Any	NA					

COURSE OUTCOMES (CO)

All Students must carry out an independent research project in an area of their interest: Business Administration.			
At the end of the course, the student will be able to:			
1	Understand basic concepts of research and carry out an analysis.	U	
2	Explain key research concepts and issues.	U	
3	Read, comprehend, and explain research articles in their academic discipline.	E	
4	Practically apply the outcomes of previous research to present problems for decision-making.	A	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

Step No.	Student Engagement Process:
	• Students must associate with an organisation that satisfies the norms prescribed by the department for a period of thirty days during December. • In consultation with the organisational mentor, students shall identify and finalise a project topic related to an organisational problem or a specific functional area of the organisation. • Students shall undertake the project under the guidance of a supervisor appointed by the department. • The project proposal, approved by the supervisor, must be submitted in two copies to the Project Coordinator at least two weeks before the Semester V final examination. • The department will publish the formatting guidelines for the project report in due course. • The completed project report, duly approved by the supervisor, must be submitted in one copy to the department on the date notified by the department at the beginning of the VI semester. • The final evaluation will be conducted along with the Semester End Assessment of the VI semester through a Viva Voce examination, and the marks obtained will be consolidated with the proposal evaluation marks. • In case of unsuccessful completion, resubmission regulations as per the academic policy shall apply.

MODE OF ASSESSMENT

B. Continuous Comprehensive Assessment (CCA. 40 Marks)

- Daily Diary
- Attendance certificate
- Internal Viva Voce

C. Semester End Assessment (SEA. 60 Marks)

- Project Report
- External Viva Voce

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Corporate Finance and Financial Decision-Making**					
Type of Course	Discipline Specific Elective. A. Finance					
Course Code	266DSEUBB301A					
Course Level	300					
Course Summary	This course introduces students to the fundamental concepts and practices of corporate finance with emphasis on valuation, investment decisions, mergers and acquisitions, corporate governance, international finance, and sustainable financial practices. The course develops analytical and managerial understanding required for financial decision-making in contemporary business organizations.					
Semester	Semester VI					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**3**	**-**	**1**		**4**
	Hours	**3/Week**		**2/Week**		**75**
Prerequisites, if Any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Explain the basic concepts of corporate valuation and apply introductory valuation approaches such as DCF and relative valuation techniques in business decision-making.	R. U	
2	Describe the concepts of mergers, acquisitions, corporate restructuring, and corporate governance and examine their role in ethical corporate financial management.	A	
3	Explain the fundamentals of international finance, foreign exchange risk, and ESG-based sustainable finance practices in the global business environment.	U. E	

4	Apply capital budgeting techniques and Time Value of Money concepts to evaluate investment proposals and financial decisions.	A. An	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Corporate Valuation Basics** Introduction to corporate valuation, FCFF and FCFE — basic concepts, DCF valuation — introductory level, Enterprise value basics, Relative valuation using P/E ratio, Simplified valuation case discussion.	20	CO 1
2	**Mergers, Acquisitions & Corporate Governance** Types and motives of mergers and acquisitions, Synergy concepts, corporate restructuring basics, Corporate governance — introductory concepts, Agency problems and managerial incentives, Ethics in corporate finance, Indian corporate case discussions.	20	CO 2
3	**International Finance & ESG** Foreign exchange market basics: Spot and forward exchange rates. Basic exchange rate risk concepts, Hedging — introductory overview, FDI, FPI, ADR, and GDR concepts, ESG and green finance basics, Sustainable finance overview.	15	CO3
4	**Capital Budgeting and Dividend Policy.** Capital budgeting — meaning, importance, and process; estimation of project cash flows — initial investment, operating cash flows, and terminal value; Time Value of Money — present value and future value concepts; capital budgeting techniques — Payback Period, Accounting Rate of Return (ARR), Net Present Value (NPV), and Internal Rate of Return (IRR) with simple numerical problems and managerial interpretation. Capital budgeting under capital constraints.	20	CO4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • ICT-enabled lecturers • Group discussions • Quizzes

<table>
<tr><td></td><td colspan="2">Case Study
Role Plays, etc.</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
Case study solutions
Analysis of Real-world Mergers and Acquisitions
Working out problems
Peer learning
Quizzes, etc.</td></tr>
<tr><td rowspan="2">B.</td><td>Semester End Assessment (SEA 1. 20 Marks)
Case study analysis & Submission + MCQ</td></tr>
<tr><td>Semester End Assessment (SEA 2. 40 Marks)
Written Examination 2 Hours</td></tr>
</table>

REFERENCES

- Brealey, R. A., Myers, S. C., & Marcus, A. J. *Fundamentals of Corporate Finance*. McGraw-Hill Education.
- Ross, S. A., Westerfield, R. W., & Jaffe, J. *Corporate Finance*. McGraw-Hill Education. Pandey, I. M. *Financial Management*. Pearson Education India.
- Chandra, P. *Financial Management: Theory and Practice*. McGraw-Hill Education.
- Van Horne, J. C., & Dhamija, S. *Essentials of Financial Management*. Pearson Education.
- Brealey, R. A., Myers, S. C., & Allen, F. *Principles of Corporate Finance*. McGraw Hill Education.
- Khan, M. Y., & Jain, P. K. *Financial Management*. McGraw Hill Education.
- Damodaran, A. *Corporate Finance: Theory and Practice*. Wiley India.
- Apte, P. G. *International Financial Management*. McGraw Hill Education.
- Sharma, R. K., & Gupta, S. K. *Strategic Financial Management*. Kalyani Publishers.

Program	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Introduction to FinTech and Financial Innovation**					
Type of Course	Discipline Specific Elective. A. Finance					
Course Code	266DSEUBB302A					
Course Level	300					
Course Summary	This course introduces students to the fundamentals of Financial Technology (FinTech), its evolution, importance, and impact on modern financial services. It covers digital payments, lending, wealth management, insurance technology, and key technologies such as AI, big data, cloud computing, and blockchain. The course also explores the global FinTech ecosystem, regulatory aspects, and industry applications through practical case studies including Paytm, Robinhood, and Policybazaar.					
Semester	Semester VI					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others (eg: Practicum/Field Visits)**	**Total**
	Credit	**3**		**1**		**4**
	Hours	**3/Week**		**2/Week**		**75**
Pre - requisites, if any	**NA**					

CO No.	**Expected Course Outcome**	**Learning Domains***	**PO No**
At the end of the course, the student will be able to:			
1	Explain the evolution and importance of FinTech and identify major global trends and innovation hubs.	R U	
2	Apply FinTech innovations to analyse their impact on financial services.	A An	
3	Demonstrate the role of mobile networks, cloud services, social media, big data, AI, and blockchain to enable FinTech solutions.	U A	

4	Evaluate FinTech ecosystems and regulations using real-world case studies.	E C	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Module I – Foundations of FinTech** What is FinTech? - Evolution of FinTech (1.0, 2.0, 3.0 & 3.5) - Importance of FinTech - Global FinTech investment - Main FinTech hubs.	15	CO1
2	**Module II – FinTech in Financial Services** Payments: Digital wallets, onboarding & KYC - Lending: Formal, informal, P2P, POS, online, payday, microfinance, crowdfunding - Wealth Management: Automated investing, fractional investing, socially responsible investing, robo-advisors - Insurance: P2P insurance, on-demand insurance, claims management, customer engagement.	20	CO2
3	**Module III – Simple Technology Drivers of FinTech** - Mobile networks & apps (4G/5G) - Cloud services (data storage online) - social media & customer experience - Data & smart tools (Big Data, AI simplified) - Blockchain as a secure digital ledger.	20	CO3
4	**Module IV – Global FinTech Landscape and Case Studies** Regional developments: US, Europe, UK, Germany, Sweden, France, China, India, Africa, Australia, Brazil - Regulatory and policy assessment - Collaboration between financial institutions and FinTech startups - Case Studies: Paytm, Aadhaar, Credit Karma, eTORO, Robinhood, Policybazaar.	20	CO4

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
ICT-enabled lecturers
Group discussions
Quizzes
Case Study</td></tr>
<tr><td>Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
Case study solutions
Analysis of Real-world Mergers and Acquisitions
Working out problems
Peer learning
Quizzes, etc.</td></tr>
<tr><td></td><td rowspan="2">B.</td><td>Semester End Assessment (SEA 1. 20 Marks)
Case study analysis & Submission + MCQ</td></tr>
<tr><td></td><td>Semester End Assessment (SEA 2.40 Marks)
Written Examination 2 Hours</td></tr>
</table>

REFERENCES

- Chishti, S., Barberis, J., & Puschmann, T. (2018). *The FinTech book: The financial technology handbook for investors, entrepreneurs and visionaries*. Wiley India.
- King, B. (2019). *Bank 4.0: Banking everywhere, never at a bank*. Wiley India.
- Sironi, P. (2016). *FinTech innovation: From robo-advisors to goal-based investing and gamification*. Wiley India.
- Tapscott, D., & Tapscott, A. (2016). *Blockchain revolution: How the technology behind bitcoin is changing money, business, and the world*. Penguin Random House India.
- Arner, D. W., Barberis, J., & Buckley, R. P. (2016). *FinTech and RegTech: Impact on regulators and banks*. Cambridge University Press India.

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Integrated Marketing Communication**					
Type of Course	Discipline Specific Elective. B. Marketing					
Course Code	266DSEUBB301B					
Course Level	300					
Course Summary	The course aims to equip learners with the knowledge and skills to plan, integrate, and evaluate marketing communication strategies using both traditional and digital tools, while ensuring consistency, effectiveness, and ethical practices. It helps students understand consumer behaviour and develop targeted communication strategies. It also prepares them to adapt to emerging trends and technologies in the dynamic marketing environment.					
Semester	Semester VI					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**3**	**-**	**1**		**4**
	Hours	**3/Week**		**2/Week**		**75**
Prerequisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Explain the role of IMC in brand building and marketing effectiveness.	U	
2	Analyse the role of advertising and personal selling in integrated marketing communication.	An	
3	Understand spoken communication with its linguistic aspects	U	
4	Evaluate direct marketing, sales promotion, and public relations tools in enhancing customer relationships and organisational image.	E	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Introduction to Integrated Marketing Communication** Meaning and definition of Integrated Marketing Communication (IMC) – Scope and importance of IMC in modern marketing – Evolution from traditional promotion to integrated communication – Communication process and models – Role of IMC in brand building – IMC planning process – Target audience identification and segmentation – Budgeting methods in IMC – Message design and positioning – Branding concepts: brand identity, brand image, and brand equity – Consistency and synergy in communication strategies	15	CO 1
2	**Advertising and Personal Selling** Meaning, objectives, and types of advertising; Media selection and basics of advertising creativity; Advertising appeals and effectiveness; Meaning and importance of personal selling; Stages in the personal selling process; Skills of an effective salesperson; Relationship marketing and customer engagement; Integration of advertising and personal selling in IMC campaigns.	20	CO 2
3	**Direct Marketing, Sales Promotion, and Public Relations** Meaning and features of direct marketing. Tools of direct marketing: email, telemarketing, online, and social media marketing. Basics of database marketing and CRM, Meaning and objectives of sales promotion, Consumer and trade sales promotion tools, Techniques: discounts, coupons, samples, contests, and loyalty programmes Evaluation of sales promotion effectiveness: Meaning and role of public relations. Tools of public relations: press releases, media relations, events, and sponsorships. Corporate image building and crisis management, Integration of direct marketing, sales promotion, and public relations, Ethical issues in promotional practices	20	CO3
4	**Digital Marketing** Introduction to digital marketing and its role in IMC – Traditional vs. digital communication – Digital consumer behavior – Social media, content, influencer, email, and mobile marketing – SEO and SEM – Online advertising – Web analytics and key performance metrics (CTR, conversion, engagement, ROI) – Omnichannel marketing – Emerging trends (AI, automation, personalization) – Data privacy and ethics in digital communication.	20	CO4

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
ICT-enabled lecturers
Group discussions
Quizzes
Case Study
Role Plays, etc.</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
B. Continuous Comprehensive Assessment (CCA. 40 Marks)
Written tests
Quiz
Assignments
Practical, etc.</td></tr>
<tr><td rowspan="2">B.</td><td>Semester End Assessment (SEA 1. 20 Marks)
IMC Dossier & Viva Voice</td></tr>
<tr><td>Semester End Assessment (SEA 2. 40 Marks)
Written Examination 2 Hours</td></tr>
</table>

REFERENCES:

- Advertising & Promotion – An Integrated Marketing Communications Perspective; by George Belch, Michael Belch and Keyur Purani; Mc Graw Hill
- Integrated Marketing Communications: A South Asian Perspective, by O'Guinn, Allen, Semenik, Banerjee, Cengage Learning India
- Integrated Advertising, Promotion, and Marketing Communication; by Kenneth Clow and Donald Baack; Pearson
- Advertising Management; by Aaker, Batra and Myers; Prentice-Hall Model curriculum for UG Degree in BBA 264
- Percy, L. (2014). Strategic integrated marketing communications. Routledge.

Program	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**International Marketing**					
Type of Course	Discipline Specific Elective. B. Marketing					
Course Code	266DSEUBB302B					
Course Level	300					
Course Summary	The course aims to equip learners with the knowledge and skills to plan, integrate, and evaluate marketing communication strategies using both traditional and digital tools, while ensuring consistency, effectiveness, and ethical practices. It helps students understand consumer behavior and develop targeted communication strategies. It also prepares them to adapt to emerging trends and technologies in the dynamic marketing environment.					
Semester	Semester VI					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others (eg: Practicum/Field Visits)**	**Total**
	Credit	**3**		**1**		**4**
	Hours	**3/Week**		**2/Week**		**75**
Pre - requisites, if any	**NA**					

CO No.	**Expected Course Outcome**	**Learning Domains***	**PO No**
At the end of the course, the student will be able to:			
CO1	Explain the concepts, scope, environment, and theories of international marketing.	U	
CO2	Apply suitable international market entry strategies based on market conditions and objectives.	An	
CO3	Analyse international marketing mix strategies in global markets.	A	
CO4	Evaluate cultural influences in designing effective and	E, C	

	ethical international marketing strategies.		
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Introduction to International Marketing** Meaning, scope, and importance of International Marketing; Difference between domestic and international marketing; Globalisation and its impact on marketing; International marketing environment – economic, political, legal, cultural, and technological factors; Overview of international trade theories – Absolute Advantage, Comparative Advantage, and Heckscher-Ohlin; Tariff and non-tariff trade barriers.	20	CO1
2	**International Market Entry Strategies** International Market Selection process; Market Entry Modes – Exporting (Direct and Indirect), Licensing, Franchising, Joint Ventures, Strategic Alliances, Foreign Direct Investment; Factors influencing entry mode decisions; Risks in international markets; Basics of EXIM procedures and documentation.	20	CO2
3	**International Marketing Mix Strategies** Product Strategy – Standardisation vs Adaptation; Branding and Packaging in global markets; Pricing Strategy – Factors affecting international pricing, Dumping, Transfer pricing; Distribution Strategy – Global supply chain and logistics, Channels of distribution; Promotion Strategy – International advertising, Personal selling, Sales promotion, Public relations, Digital and global media strategies	15	CO3

4	**Culture, Consumer Behaviour & Contemporary Issues** Cross-cultural communication and cultural factors influencing consumer behaviour; Overview of Hofstede's Cultural Dimensions and their application in international marketing strategies; Product and advertising adaptation across cultures; Ethical issues and sustainability in international marketing; Role of international organisations such as WTO and IMF; Emerging markets and current trends in global marketing.	20	CO4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** ● ICT-enabled lecturers ● Group discussions ● Quizzes ● Case Study	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA. 40 Marks)** ● Written tests ● Quiz ● Assignments ● Practical etc	
	B.	**Semester End Assessment (SEA 1. 20 Marks)** ● Presentation on Cross-Cultural Marketing Strategy Design using Hofstede's Dimensions
		Semester End Assessment (SEA 2. 40 Marks) ● Written Examination. 2 Hours

REFERENCES

- Kotabe, Masaaki and Kristiaan Helsen, Global Marketing Management. New York, NY: John Wiley.
- Bansal, Garima, International Marketing. Daryaganj, Delhi: Mahavir Books. 260 Model curriculum for UG Degree in BBA 261
- Gillespie, Kate and K. Scott Swan, Global Marketing. New York, NY: Taylor Francis.
- Alon, Ilan, Eugene Jaffe, Christian Pranje, and Donata Vianelli, Global Marketing: Strategy, Practice and Cases. New York, NY: Routledge.
- Philip R. Cateora, Mary C. Gilly, John L. Graham, International Marketing – Indian Edition. McGraw-Hill Education – New Delhi

Program	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Supply Chain Analytics**					
Type of Course	Discipline Specific Elective. C. Supply Chain and Logistics Management					
Course Code	266DSEUBB301C					
Course Level	300					
Course Summary	This course introduces the fundamentals of Supply Chain Analytics and its role in improving business operations and decision-making. It covers key supply chain activities such as procurement, inventory management, transportation, warehousing, and distribution, along with basic analytical techniques for forecasting, logistics planning, and performance measurement. The course also familiarises students with digital supply chains, e-commerce logistics, sustainability practices, and emerging technologies such as AI, IoT, and data analytics through practical examples and case discussions.					
Semester	Semester VI					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others (eg: Practicum/Field Visits)**	**Total**
	Credit	**3**		**`1**		**4**
	Hours	**3/Week**	**-**	**2/Week**	**-**	**75**
Pre - requisites, if any	**NA**					

CO No.	**Expected Course Outcome**	**Learning Domains***	**PO No**
At the end of the course, the student will be able to:			
1	Understand the basic concepts of supply chain analytics**.**	U	
2	Apply basic forecasting and inventory techniques**.**	A	
3	Analyse logistics and distribution activities using simple tools.	A	

4	Identify the role of technology and analytics in modern supply chains.	U	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Module I – Introduction to Supply Chain Analytics** Introduction to Supply Chain Management, Components of Supply Chain, Flow of Materials, Information, and Money, Introduction to Supply Chain Analytics, Types of Analytics: Descriptive Analytics, Predictive Analytics, Prescriptive Analytics (basic understanding only), Role of Data in Supply Chain Decisions, Supply Chain Performance Measures, Introduction to Supply Chain Dashboards and reports.	20	CO1
2	**Module II – Demand Forecasting and Inventory Analysis** Meaning and Importance of Demand Forecasting, Factors Affecting Demand, Basic Forecasting Methods: Moving Average, Simple Average, Trend Analysis (basic level), Introduction to Inventory Management, Types of Inventory, Inventory Costs, EOQ (basic concept only), Reorder Level and Safety Stock, ABC Analysis.	20	CO2
3	**Module III – Logistics and Transportation Analytics** Introduction to Logistics Management, Transportation Modes and Selection, Warehouse Design and Operations, Distribution Management, Transportation Cost Analysis, Route Planning, Delivery Performance Measurement, Procurement and Supplier Basics, Simple Vendor Evaluation Methods, Customer Service and Supply Chain Efficiency.	15	CO3

4	**Module IV –: Digital Supply Chains and Emerging Trends** Digital Supply Chains, E-commerce and Supply Chains, Introduction to Big Data in Supply Chains, Artificial Intelligence in Logistics and Retail, IoT and Real-time Tracking, Sustainability in Supply Chains, Green Logistics, Circular Economy Concepts, Risk and Disruption in Supply Chains, Future Trends in Supply Chain Analytics.	20	CO4

Teaching and Learning Approach

Classroom Procedure (Mode of transaction)

- ICT-enabled lecturers
- Group discussions
- Quizzes
- Case Study

Assessment Types

MODE OF ASSESSMENT:

A. Continuous Comprehensive Assessment (CCA. 40 Marks)

- Written tests
- Quiz
- Assignments

B.

1. Semester End Assessment (SEA 1. 20 Marks)

Type of Question	No. of Question	Marks
Case Study Analysis	02 out of 04	20
Total		**20**

2. Semester End Assessment (SEA 2. 40 Marks)

Bunch	No. of questions to be Answered	Question Type	Marks
1	1 out of 2	Descriptive	1*10 = 10
2	1 out of 2	Descriptive	1*10 = 10
3	1 out of 2	Descriptive	1*10 = 10
4	1 out of 2	Descriptive	1*10 = 10
Total			**40**

REFERENCES

- Business Analytics for Supply Chain Management, S. Ravi Kumar and R. Srinivasan, McGraw-Hill Education, New Delhi, 2nd Edition, 2019.
- Supply Chain Management: Strategy, Planning, and Operation, Sunil Chopra and Peter Meindl , Pearson Education, New Delhi, 7th Edition, 2019.
- Logistics and Supply Chain Management, Martin Christopher, Pearson Education, New Delhi, 5th Edition, 2016.
- Supply Chain Analytics, Peter W. Robertson, CRC Press, Taylor & Francis Group, 2017.
- Operations and Supply Chain Management. Robert Jacobs and Richard B. Chase, McGraw-Hill Education, 15th Edition, 2018.
- Data Science for Supply Chain Forecasting,Nicolas Vandeput, De Gruyter Publications, 2021.
- Essentials of Supply Chain Management, Michael H. Hugos, Wiley India Publications, 4th Edition, 2018.
- Fundamentals of Logistics Management, Douglas Lambert, James Stock and Lisa Ellram, McGraw-Hill Publications, New Delhi, 2003.

Program	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**International Supply Chain Management**					
Type of Course	Discipline Specific Elective. C. Supply Chain and Logistics Management					
Course Code	266DSEUBB302C					
Course Level	300					
Course Summary	This syllabus is designed for students with a contemporary, globally relevant orientation, drawing inspiration from undergraduate curricula at institutions focused on global business, logistics, and supply chain studies. The structure incorporates current themes such as global sourcing, digital trade, e-commerce logistics, sustainability, risk management, and technology-enabled international supply chains.					
Semester	Semester VI					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others (eg: Practicum/Field Visits)**	**Total**
	Credit	**3**		**1**		**4**
	Hours	**3/Week**		**2/Week**		**75**
Pre - requisites, if any	**NA**					

CO No.	**Expected Course Outcome**	**Learning Domains***	**PO No**
At the end of the course, the student will be able to:			
1	Understand the structure and functions of international supply chains	U	
2	Explain global logistics, transportation, and international trade operations.	U	
3	Analyse the role of technology and digital systems in global supply chain management.	A	
4	Evaluate contemporary challenges and sustainable practices in international supply chains.	E	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	**Module I – Fundamentals of International Supply Chain Management** Introduction to International Supply Chain, Management, Importance of International Supply Chains in Business, Components of International Supply Chains, Global Supply Chain Drivers, International Sourcing and Procurement, Supply Chain Integration and Coordination, Role of International Trade in Supply Chains, Global Supply Chain Performance Measures.	15	CO1
2	**Module II -- Global Logistics and Trade Operations** International Logistics Management, Global Transportation Systems, Modes of International Transport: Air, Sea, Rail, Road, Containerization and Multimodal Transport, Warehousing and Distribution in Global Markets, Export–Import Procedures, Customs and Documentation Basics, Freight Forwarding and Third-Party Logistics (3PL), E-commerce and Cross-border Logistics.	20	CO2
3	**Module III – Digital Technologies and Analytics in Global Supply Chains** Digital Supply Chains**,** Role of Information Technology in SCM, ERP and Supply Chain Coordination, Supply Chain Analytics, Big Data and Business Intelligence in Logistics**,** Artificial Intelligence and Automation in Supply Chains, Internet of Things (IoT) and Real-time Tracking, Block chain in International Trade and Logistics.	20	CO3
4	**Module IV – Sustainable and Resilient Global Supply Chains** Sustainable Supply Chain Management, Green Logistics and Reverse Logistics, Circular, Economy Concepts, Supply Chain Risk and Disruption Management, Global Supply Chain Challenges: Pandemics, Geopolitical Risks, Climate-related Disruptions, Supply Chain Resilience, Future Trends in International Supply Chains	20	CO4

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<tr><td>Teaching and Learning Approach</td><td colspan="3">Classroom Procedure (Mode of transaction)
ICT-enabled lecturers
Group discussions
Quizzes
Case Study</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="3">MODE OF ASSESSMENT:
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
Written tests
Quiz
Assignments
Presentations</td></tr>
<tr><td>B.</td><td colspan="2">1. Semester End Assessment (SEA 1. 20 Marks)
<table>
<tr><th>Type of Question</th><th>No. of Question</th><th>Marks</th></tr>
<tr><td>Case Study Analysis</td><td>02 out of 04</td><td>20</td></tr>
<tr><td colspan="2">Total</td><td>20</td></tr>
</table></td></tr>
<tr><td></td><td colspan="2">2. Semester End Assessment (SEA 2. 40 Marks)
<table>
<tr><th>Bunch</th><th>No. of questions to be Answered</th><th>Question Type</th><th>Marks</th></tr>
<tr><td>1</td><td>1 out of 2</td><td>Descriptive</td><td>1*10 = 10</td></tr>
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<tr><td>3</td><td>1 out of 2</td><td>Descriptive</td><td>1*10 = 10</td></tr>
<tr><td>4</td><td>1 out of 2</td><td>Descriptive</td><td>1*10 = 10</td></tr>
<tr><td colspan="3">Total</td><td>40</td></tr>
</table></td></tr>
</table>

REFERENCES

- International Logistics and Supply Chain Management, Douglas Long, Springer Publications, 3rd Edition, 2020.
- Global Supply Chain Management, Matt Drake, McGraw-Hill Education, 2012.
- Supply Chain Management: Strategy, Planning, and Operation, Sunil Chopra and Peter Meindl, Pearson Education, 7th Edition, 2019.
- Logistics and Supply Chain Management, Martin Christopher, Pearson Education, 5th Edition, 2016.
- International Business and Export Management, Francis Cherunilam, Himalaya Publishing House, Mumbai, 17th Edition, 2022.
- Global Logistics and Supply Chain Management, John Mangan, Chandra Lalwani and Tim Butcher, Wiley India Publications, 3rd Edition, 2016.
- Essentials of Supply Chain Management, Michael H. Hugos, Wiley Publications, 4th Edition, 2018.
- International Trade and Export Management, Justin Paul and Rajiv Aserkar, Oxford University Press, New Delhi, 2nd Edition, 2013.

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**Python for Business Analytics**					
Type of Course	Discipline Specific Elective. D. Business Analytics					
Course Code	266DSEUBB301D					
Course Level	300					
Course Summary	**Python for Business Analytics"** is a comprehensive designed to equip learners with the practical tools and techniques needed to leverage Python for **data-driven decision-making** in complex business environments. This hands-on course begins with core programming fundamentals and systematically builds toward advanced analytics, data visualization, statistical modeling, and machine learning.Learners will explore real-world business datasets and solve industry-specific problems through Python scripting, visualization tools, and predictive models. This course bridges the gap between programming and business strategy—empowering participants to extract, analyze, and present data for actionable business intelligence.					
Semester	Semester VI					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**3**	**-**	**1**		**4**
	Hours	**3/Week**		**2/Week**		**75**
Prerequisites, if Any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1	Understand the business data, advanced cleaning and feature engineering for making the data meaningful	A	
2	Apply Python programming constructs to automate and streamline business data	A	
3	Create compelling business visualizations	An	
4	Conduct statistical tests and build predictive models for data-driven decision-making	E	

5	Perform domain-specific Analytics in business data	C	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	Introduction to the Python analytics environment using Anaconda and Jupyter Notebook, focusing on workspace management, notebook structure, and efficient code organization for business and financial analytics applications. Importing and managing data from different sources. Application of Python data types including strings, lists, tuples, sets, dictionaries, booleans, and numeric data types for business and financial analysis. Performing data cleaning and preparation techniques such as slicing, filtering, handling missing values, removing duplicates, data transformation, and data type conversion for analytical reporting and decision-making.	15	CO 1
2	Application of Python libraries including Pandas, NumPy, Matplotlib, Seaborn, and Scikit-learn for business, financial, and analytical applications. Understanding programming constructs such as operators, conditional statements, loops, functions, lambda functions, arrays, inheritance, and iterators for developing analytical solutions. Performing data consolidation, aggregation, summarization, and analysis using techniques such as Group By, Value Counts, and statistical operations on real-world business and financial data	15	CO 2
3	Creating analytical visualizations using charts such as Bar Charts, Pie Charts, Line Charts, Area Charts, Histograms, Scatter Plots, Box Plots, Violin Plots, KDE Plots, Stacked Charts, Heatmaps, Correlation Matrices, Radar Charts, Treemaps, Sunburst Charts, Sankey Diagrams, and 3D Surface Plots for effective business and financial data representation. Developing quality control visuals, cross-tabulated analytical charts, and dashboard-oriented visual reports for identifying trends, patterns, risks, and performance insights in financial and business datasets.	15	CO3
4	Application of univariate and bivariate analysis techniques for business and financial decision-making. Performing parametric tests such as T-Test and ANOVA (F-Test), and non-parametric tests including Chi-Square and Mann-Whitney U Test for analytical interpretation and hypothesis testing. Introduction to machine learning techniques including Multiple Linear Regression, Logistic Regression, Decision Trees, Random Forest, and Time Series Analysis for predictive modelling, forecasting, risk analysis, and	15	CO4

	data-driven business insight.		
5	Developing data-driven insights, forecasting models, and decision-support systems for finance, banking, insurance, and wealth management applications, ABC Analysis, RFM Analysis, Risk Analysis, Financial Analysis, Inflation Trend Analysis, Investment Banking Analytics, and Insurance Claim Prediction using Python-based analytical models	15	CO 4

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
Practical Labs
Gamification
Mini project</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
A. Continuous Comprehensive Assessment (CCA. 40 Marks)
Lab Exam- ISA
Creating models
Team Project
Integrating with Finance
Class Participation – Based on Weekly Tasks and Attendance</td></tr>
<tr><td rowspan="2">B.</td><td>Semester End Assessment (SEA 1. 20 Marks)
Lab Base Project. 20 Marks</td></tr>
<tr><td>Semester End Assessment (SEA 2. 40 Marks)
Practical Lab exam. 40 Marks</td></tr>
</table>

REFERENCES

- Python for Data Analysis by Wes McKinney, O'Reilly Media, 2017 – Core guide to data wrangling and analysis using Pandas and NumPy.
- Data Science for Business by Foster Provost & Tom Fawcett, O'Reilly Media, 2013 – Explains data-analytic thinking for solving business problems.
- Practical Business Intelligence with Python and SQL by Jonathan S. Cutler, Apress, 2020 – Combines Python and SQL for real-world BI applications.
- Python Business Intelligence Cookbook by Robert Dempsey, Packt Publishing, 2015 – Recipe-based guide for BI tasks like cleaning, charting, and reporting.

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)					
Course Name	**SQL for Data Analytics and Reporting**					
Type of Course	Discipline Specific Elective. D. Business Analytics					
Course Code	266DSEUBB302D					
Course Level	300					
Course Summary	This course focuses on managerial decision-making using analytical reasoning, decision models and evidence-based management practices. The course enables students to evaluate business alternatives, analyse uncertainty, apply decision frameworks and interpret analytical insights for managerial actions. Emphasis is placed on managerial judgement, strategic problem-solving and data-supported business decisions rather than technical analytics or dashboard development.					
Semester	Semester VI					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others**	**Total**
	Credit	**3**	**-**	**1**		**4**
	Hours	**2/Week**		**2/Week**		**75**
Prerequisites, if Any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No.
At the end of the course, the student will be able to:			
1	Write efficient SQL queries for data extraction, transformation, analytics, and reporting, adhering to performance and best-practice standards.	U	
2	Navigate and operate within the SQL Developer environment to execute queries, manage connections, and organize scripts.	A	
3	Perform fundamental database operations such as creating, modifying, and manipulating tables and data using SQL's DDL, DML, and DQL commands.	C	
4	Apply data modeling principles to structure relational databases effectively, ensuring data integrity through	A	

	proper constraint management and normalization.		
5	Design and query enterprise-grade relational databases using complex joins, subqueries, grouping, and set operations to solve real-world business problems.	C	
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction

Module	Course description	Hrs	CO No.
1	Overview of DBMS and Architecture, RDBMS concepts, introduction to SQL. Writing SQL statements using DDL commands like CREATE, ALTER, DROP, and RENAME. Understanding data types. Introduction to DML and DQL: INSERT, UPDATE, DELETE, SELECT, WHERE, and handling NULLs.	15	CO1, CO2, CO3, CO4
2	Implementing constraints (NOT NULL, UNIQUE, PRIMARY KEY, FOREIGN KEY, CHECK) and modifying them using ALTER TABLE. Row selection with LIKE, BETWEEN, IN, IS NULL. Use of set operators (UNION, INTERSECT, EEPECT). Removing duplicates, operator precedence, and applying built-in numeric and string functions (ROUND, SUBSTR, LENGTH, etc.).	15	CO1, CO3, CO4
3	Working with date functions (CURRENT_DATE, DATE_ADD, MONTHS_BETWEEN), data type conversion functions (CAST, TO_DATE, TO_CHAR), and conditional functions (COALESCE, CASE). Using ORDER BY. Performing aggregation using COUNT, SUM, AVG, MIN, MAX, and grouping data with GROUP BY.	15	CO1, CO3, CO5
4	Filtering grouped results using the HAVING clause. Writing multi-table queries. Understanding and applying joins: INNER JOIN, OUTER JOINs (LEFT, RIGHT, FULL), aliasing, and filtering joined data.	15	CO4
5	Advanced join types: SELF JOIN, NATURAL JOIN, CROSS JOIN, EQUI JOIN, NON-EQUI JOIN.Writing complex join conditions using ON and USING clauses.	15	CO1, CO4, CO5

<table>
<tr><td>Teaching and Learning Approach</td><td colspan="2">Classroom Procedure (Mode of transaction)
Practical Labs
Integration Challenges
Mini project</td></tr>
<tr><td rowspan="3">Assessment Types</td><td colspan="2">MODE OF ASSESSMENT
C. Continuous Comprehensive Assessment (CCA. 40 marks)
D. SQL Lab Exam- ISA
E. Database Table Design Task
F. Group SQL Mini Project
G. SQL Scenario Task (e.g., generating business reports using dynamic and optimized queries) Class Participation – Based on Weekly Tasks and Attendance</td></tr>
<tr><td rowspan="2">B.</td><td>Semester End Assessment (SEA 1. 20 Marks)
Duration: 1 Hour.
Lab Based Project</td></tr>
<tr><td>Semester End Assessment (SEA 2. 40 Marks)
Practical Exam</td></tr>
</table>

REFERENCES

- ***SQL in 10 Minutes, Sams Teach Yourself***
  Author: *Ben Forta*
  Publisher: *Sams / Pearson*
  Why: *Offers a quick and practical introduction to SQL fundamentals, ideal for beginners across multiple database systems.*

- ***Learning SQL***
  Author: *Alan Beaulieu*
  Publisher: *O'Reilly Media*
  Why: *Provides a strong foundation in standard SQL concepts with practical examples applicable across databases.*

- ***SQL for Data Analysis***
  Author: *Cathy Tanimura*
  Publisher: *O'Reilly Media*
  Why: *Focuses on applying SQL for real-world data analysis, reporting, and business insights.*
- ***Practical SQL***
  Author: *Anthony DeBarros*
  Publisher: *No Starch Press*

Why: *Emphasizes hands-on learning with datasets and real-world projects, suitable for assignments and labs.*

- ***SQL Cookbook***
  Author: *Anthony Molinaro*
  Publisher: *O'Reilly Media*
  Why: *Provides practical solutions and query techniques for intermediate to advanced SQL users.*

ANNEXURE 1

GUIDELINES FOR CONDUCTING STUDENT INDUCTION PROGRAM FOR BBA AND BCA

There will be a mandatory 3-week long induction program for the UG students entering the institution right at the start. Students are to be graded by giving satisfactory (S) or unsatisfactory (X) grades at the completion of this mandatory non-credit activity. Normal classes start only after the induction program is over.

1.1. PURPOSE OF THE STUDENT INDUCTION PROGRAM

The purpose of the Induction Program is to help new students adjust and feel comfortable in their new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other students and faculty members, and expose them to a sense of larger purpose and self-exploration.

The term induction generally describes the process whereby the incumbents adjust to or acclimatize to their new roles and environment. In other words, it is a well-planned event to educate the new entrants about the environment in a particular institution and connect them with the people in it.

The Student Induction Program engages with new students as soon as they arrive at the institution; regular classes start only after that. At the start of the induction, the incumbents learn about the institutional policies, processes, practices, culture, and values, and their mentor groups are formed. Then, the different activities start.

The time during the Induction Program is also used to rectify some critical lacunas, such as English, Maths, and Accountancy, for students who have deficiency in them. These are included under Proficiency Modules.

Thus, the SIP will help students to:

- Become familiar with the ethos and culture of the institution (based on institutional culture and practices)
- Set a healthy daily routine, create bonding in batch as well as between faculty members and students
- Get an exposure to a holistic vision of life, develop awareness, sensitivity and understanding of the Self—family—Society-Nation—International-* Entire Nature
- Facilitate them in creating new bonds with peers and seniors who accompany them through their college life and beyond.

- Overcome weaknesses in some essential professional skills - only for those who need it (e.g. Mathematics, Language proficiency modules)

Here is a list of activities to be conducted during the program:

- Physical Activity
- Creative Arts and Culture
- Mentoring & Universal Human Values
- Familiarization with College, Dept./Branch
- Literary Activity
- Proficiency Modules
- Lectures & Workshops by Eminent People
- Visits in Local Area
- Extra-curricular activities in college
- Feedback and Report on the Program

1.2. FORMATION OF SIP and UHV CELL

Every institution/college is expected to conduct the 3-week SIP under the guidance of the Director/Principal/Dean of the Institute. For this, the institution is expected to make an SIP Cell. The SIP Cell (or Induction Unit) will be managed by faculty members with the help of student volunteers. Five to seven faculty members will be members, including the head of the institution and the department. This Cell will be responsible for planning, organizing, coordinating, and reporting the annual Student Induction Program with the help of other faculty members and student volunteers.

A UHV Cell is also expected to be set up at each college and University. The members of the cell will work to incorporate human values in every aspect of education at the institute/college and student monitoring sessions. The cell should consist of a UHV Convener/ Coordinator, Head of the department, and certified UHP trainers/mentors (1 for every 20 new students) under the chairmanship of the principal. Only certified faculty members are eligible to teach the UHV courses. Each AICTE-approved college is expected to prepare a minimum number of faculty to mentor students and to teach UHV.

1.3. PREPARING FOR THE CONDUCT OF THE PROGRAM

Induction is a well-planned process of introducing new students to higher education, the institution, etc. Before it is conducted, it is essential to plan all the activities in advance. The following preparations are recommended:

1. Ensure full support from the head of the institution and top management.
2. Joint meeting of all the partners involved (see below), in getting their participation in the process of education.

3. At the institutional level, constitute an Induction Committee, chaired by the Director/Principal and convened by the Dean/Vice Principal, which will prepare a detailed plan of the induction programme in consultation with the head of the departments of AICTE-approved programmes, facilitate the conduct, monitor and coordinate the whole induction programme. In the case of institutes with a single AICTE programme, the SIP cell and the Induction Committee may be one and the same.
4. A hyperlink on the Student Induction of new students is to be created on the Institution's website, which will contain information about the induction, a detailed schedule, provision for daily reporting, feedback, etc.
5. New students be informed that the Induction is a mandatory non-credit course for which a certificate will be issued by the institution.
6. Ensure compulsory participation by the involved teachers and other partners.
7. Detailed scheduling of the activities based on the nature, size and location of the institution.
8. Preparing induction policy and charter for students stating their responsibilities.
9. Conduct a half-day workshop for partners on how to conduct student inductions.
10. Appoint UHV cum Mentor Coordinator before the Induction Program begins. This faculty will be will be in charge of the Mentoring and Universal Human Values activity of the Program for the entire college (in case of more than one programme is running under AICTE in an institute.) His/her responsibility is to form mentor groups, ensure the smooth running of the universal human values group discussions, and hold meetings with mentors periodically.
11. In case institutes with more than one programme under AICTE, appoint a departmental nodal mentor in each department. The Department nodal mentors will play a crucial role in assisting the overall UHV Mentor coordinator.
12. Training program for faculty to be conducted on how to mentor students based on universal human values and imparting holistic education and a larger vision of life. Only those faculty members are to be mentors and are to conduct the group discussions in universal human values, who have received a certificate after going through a 3-day followed by a 7-day Faculty Development Program for Student Induction, approved by AICTE. AICTE offers free online

and offline FDPs for this purpose. Provide them duty leave to attend full-time. The FDP is full-time time 9:30 AM to 5:00 PM, with daily assignments

Link for Registration:

Partners in Induction:

- Head of the institution
- Important functionaries
- Faculty mentors
- Student council/association
- Selected senior student (student guides)
- Selected alumni
- Civil society
- Invited distinguished people

1.4. DAILY ACTIVITY

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.

1.4.1. Physical Activity

This would involve a daily physical activity routine with games, sports, and yoga. These would help develop teamwork besides health. Fitness sessions, yoga classes, lecture(s) on facing the world with sportsman spirit, making young students aware that there is nothing like being a failure in the world. The world gives opportunities to all. The physical activity should start from Day 3 onwards as a daily activity, wherein the student learns and plays his assigned activity during the induction program. Yoga session about life, meditation, etc. by Ramakrishna Mission, Art of Living, Vivekanand Kendras, S-VYASA, SAHAJA YOGA etc. may be organized. Workshops which rejuvenate or bring relief to students would also be welcome, such as, Art of Living workshops.

Fitness test and yoga test to be conducted during the last two days. Students are to be given satisfactory (S) or unsatisfactory (X) grades on the non-credit activity.

1.4.2. Creative Arts

The students are to be divided into groups during the first week of the program itself. Art forms, such as vocal music, instrumental music, folk music, painting, sketching, dance, group dance, clay modeling, pottery, dramatics, etc., may be practiced or taught. Qualified instructors for arts may be hired on a contract basis and be paid an honorarium as per the norms of the institute.

The creative skills of the groups are to be assessed based on cultural activities presented at the closing ceremony. Students are to be given satisfactory(S) OR UNSATISFACTORY (x) grades on the non-credit activity.

1.4.3. Mentoring and Universal Human Values

The SIP should include daily UHV classes/discussions as per guidelines given by AICTE. Mentoring sessions should also be part of daily activities. The mentoring and Universal Human Values component helps to develop awareness and sensitivity, feeling of equality, compassion and oneness, draw attention to society and nature, and character to follow through. It makes students reflect on their relationships with their families and extended family in the college. Besides drawing the attention of the students to larger issues of life, it would build relationships between teachers and students which last for their entire 4-year stay and possibly beyond.

For the UHV classes, the teachers must come from all the departments rather than only one department. Methodology of teaching this content is extremely important, it must not be through do's and don'ts, but by getting the 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. Discussions would be conducted in small groups of about 5-10 students. Universal Human Values discussions could even continue for rest of the semester as a normal course, and not stop with the induction program.

It is most important that the faculty members/teachers are well-equipped and prepared to conduct the SIP. AICTE formed the National Coordination Committee for Student Induction (NCC-IP) to ensure the implementation of SIP and, in particular, prepare the faculty. It offers various faculty development programs (FDPs) with support from AICTE HQ and Regional Offices. Every institution is expected to prepare mentors/UHV facilitators in a ratio of 1:20 (1 faculty mentor per 20 newly admitted students). Only certified UHV Faculty are expected to teach UHV. The core of SIP is the UHV modules. The AICTE guidelines are to be followed while crafting the materials for UHV classes.

Refer:

Watch Online:

1.4.4. Other Activities

- ✔ **Familiarization with College, Department, Facilities and Clubs**

This includes introducing new students to various aspects of the college environment, understanding the college and its history, ethos, and values, getting to know their specific academic department, meeting faculty members, and learning about department resources. They will become acquainted with the college facilities, including the computer labs, library,

and other amenities. The dos and don'ts of utilizing the facilities should be explained. The Principal, Head of the department, and other associated faculty should address the new students right on Day 2 or so.

Students should also be given an opportunity to get introduced to the various clubs, NCC, NSS, etc, functioning in the college, learning how to join and the benefits of participation. Presentations by the club's members/faculty can be arranged to introduce the students to their yesteryear performance and activities.

Students should be given the opportunity to interact with Alumni members and senior students of the department for insight and inspiration.

✔ **Literary Activity**

Any language faculty member interested in literary activity should be assigned for organizing the activity. A list of books which are interesting and educational should be prepared beforehand. Books in Indian languages must be included and even given priority. Students are losing connection with languages in general and their own language, in particular. Students should be assigned a book or other smaller reading material. They should be asked to read and write a critical summary. They should present their summary in front of their group.

A literary group may consist of around 5-10 students Similarly, debating and public speaking activity could also be undertaken. If the college can arrange for a drama workshop where a group of students learn and enact a play it would be very good. Not all the incoming students would do this, but those who wish may be provided the opportunity. Help may be taken from senior students engaged in such extracurricular activities in the college.

✔ **Proficiency Modules**

A diagnostic test should on be conducted for English, Maths and Accountancy on Day 2 and 3 itself. Before the test, the students should be informed that the test would not affect their gades, branch change, or any aspect of their admission, placement, study, etc. Purpose of the test is to provide help to those students who need help in these courses.

Students having more than 80% marks in their high school or plus 2 in the respective subjects need not take the diagnostic test. For those below this cutoff, writing the test is mandatory. Students with weak performance on the test must attend a non-credit course or bridge course in their respective areas. Their attending the course is mandatory. A one-hour class should be conducted every day. As the time slot would have to be found during the daytime, the students doing the course would miss some of the afternoon activities. (If it is possible to conduct the course in the evening, then the students would not miss the activities during the induction program. Option may be explored).

✔ **Lectures & Workshops by Eminent People**

Eminent people from all walks of life may be invited to deliver lectures, namely, from industry, academia, social science (authors, historians), social work, civil society, alumni, etc., to be identified and invited to come and address the new students. 3 to 5 lectures may be organised during the induction program, say, about one lecture a week. Local resource persons may be contacted for such purposes. Suitable slots in may be found for the lectures and workshops as per the resource person's convenience.

✔ **Visits in Local Area**

Visit to a local heritage site or a local landmark should be organised. It exposes the student to the heritage or history of the place. One should try to make the trip educational and have guides who explain the history behind the place. If there is no such place nearby, alternatively, a trip to a local place of natural beauty may be organised. Another purpose such a visit serves is bonding among themselves and also with student guides and faculty mentors if they go with them. It is like going on a picnic. Necessary arrangements would have to be made for arranging buses, guides, food, etc. Besides, the above, a visit may also be organized to a village, an orphanage, etc. The purpose of such a visit would be social awareness. Such a visit should be planned later on, possibly in the third week of the Induction Program.

✔ **Feedback and Report on the Program**

A final formal feedback at the end of the program should be collected from students by their filling a form in writing or online. Besides the above, each group should write a report on the Induction Program towards the end of the Program. Thus, there would be as many written reports as there are groups. They would also have to make a presentation of their report. They should be encouraged to use slides while making a presentation. The presentation of the report should be in English. It is more important that they feel comfortable and confident. This would also serve as a grand closure to the program.

Some Important Points

The Student Induction Program is a mandatory non-credit program in the AICTE Model Curriculum 2018. It is the responsibility of the institute head and management to ensure the proper conduct of the SIP as per the AICTE norms and guidelines. Colleges have to ensure that students have completed the program satisfactorily. Attendance should be taken. For the creative arts and universal human values components, a test should be conducted to determine that the students were able to gain from these activities. For physical education also, assessment should be done during the last few slots. For the other activities, attendance

would serve to ensure participation. No fee should be collected from the student for the overall program or any component of the program. The expenses in running the program would have to be borne by the College.

ANNEXURE 2- Syllabus Template

MARIAN COLLEGE KUTTIKKANAM AUTONOMOUS

Programme	Eg. Bachelor of Social Work (Honours) – Only for DSCA – For minors, MDC, and generic courses (SEC, VAC etc) this space may be left blank					
Course Name	Introduction to Social Work					
Type of Course	DSC/DSE/DCC/DCE/MDC/MDE/AEC/SEC/VAC/INT/PRJ					
Course Code	241DSCUSW101(sample proposed course code)					
Course Level	100/200/300/400 E.g. 100					
Course Summary	Give a brief description of the course content					
Semester	Semester 1					
Course Details		**Lecture**	**Tutorial**	**Practical**	**Others (e.g. Practicum/Field Visits)**	**Total**
	Credit		-			
	Hours					
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
At the end of the course, the student will be able to:			
1			
2			
3			
4			
5			
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Content for Classroom Transaction (with Units)

Module	Units	Course description	Hrs	CO No.
1	1.1			
	1.2			
	1.3			

Content for Classroom transaction (without Units)

Module	Course description	Hrs	CO No.
1			

[The Departments can decide their format for presenting course contents in either of the two modes given above. In the first option, the units of each module are separately shown. However, it is requested that the department should ensure uniformity in presenting the syllabus of all courses in a single format]

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**	
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** [Mention the modes of assessment, without any break up of marks for each component]	
	B.	**1. Semester End Assessment (SEA 1)** [Give the assessment method for SEA1]
		2. Semester End Assessment (SEA 2) [Give the assessment method for SEA2]

REFERENCES

1. ……..
2. …….