

**Department of Management**

**BBA (Hons.) Business Administration  
Curriculum and Syllabus**

*(Applicable to the students admitted during AY: 2023-24)*



**Paari School of Business  
SRM University AP, Andhra Pradesh**



### Department Vision

To be a world class educational entity that creates cutting-edge knowledge and socially sensitive, competent, innovative, and business-ready entrepreneurs, leaders, and managers

### Department Mission

1. Create managers who are socially sensitive, competent, and innovative.
2. Produce cutting-edge knowledge that helps all relevant stakeholders.
3. Inculcate the spirit of entrepreneurship that helps the country succeed

### Program Educational Objectives (PEO)

1. Provide a quality foundation in Management to students.
2. Enable students to become independent thinkers with enhanced managerial acumen.
3. Equip students with Management knowledge that would prepare them for successful professional careers, higher learning courses and entrepreneurship.

### Mission of the Department to Program Educational Objectives (PEO) Mapping

	PEO 1	PEO 2	PEO 3
Mission Statement 1	3	3	2
Mission Statement 2	1	1	3
Mission Statement 3	2	2	2

### Program Specific Outcomes (PSO)

1. Demonstrate a grasp of basic management knowledge.
2. Apply classroom learnings to real life business scenarios.
3. Evaluate higher education and career pathways in Management

### Mapping Program Educational Objectives (PEO) to Program Learning Outcomes (PLO)

Program Learning Outcomes (PLO)														
PEOs	POs											PSOs		
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
PEO 1	3	1	-	2	1	2	2	1	-	2	3	3	3	2
PEO 2	-	3	2	3	2	1	1	1	-	2	2	2	2	1
PEO 3	2	2	3	2	3	1	1	2	2	3	-	1	3	3





### Category Wise Credit Distribution

Course Sub-Category	Sub-Category Credits	Category Credits	Learning Hours
Ability Enhancement Courses (AEC)		8	240
University AEC	4		
School AEC	4		
Value Added Courses (VAC)		8	240
University VAC	8		
School VAC	0		
Skill Enhancement Courses (SEC)		15	450
School SEC	11		
Department SEC	0		
SEC Elective	4		
Foundation/ Interdisciplinary courses (FIC)		16	480
School FIC	16		
Department FIC	0		
Core + Core Elective including Specialization (CC)		68	2040
Core	50		
Core Elective (Inc Specialization)	18		
Minor (MC) + Open Elective (OE)		21	
Research / Design / Internship/ Project (RDIP)		37	1110
Internship / Design Project / Startup / NGO	6		
Internship / Research / Thesis	31		
<b>Total</b>		<b>173</b>	<b>5190</b>

## Semester wise Course Credit Distribution Under Various Categories

Category	Semester									
	I	II	III	IV	V	VI	VII	VIII	Total	%
Ability Enhancement Courses - AEC	2	2	2	2	0	0	0	0	8	5
Value Added Courses – VAC	2	2	0	0	0	4	0	0	8	5
Skill Enhancement Courses - SEC	2	2	4	3	2	2	0	0	15	9
Foundation / Interdisciplinary Courses - FIC	8	8	0	0	0	0	0	0	16	9
CC / SE / CE / TE / DE / HSS	9	9	12	15	15	12	5	0	77	45
Minor / Open Elective – OE	0	0	0	0	0	6	6	0	12	7
(Research/ Design/ Industrial Practice/Project/Thesis/Internship) -RDIP	0	0	3	3	7	2	6	16	37	21
<b>Grand Total</b>	<b>23</b>	<b>23</b>	<b>21</b>	<b>23</b>	<b>24</b>	<b>26</b>	<b>17</b>	<b>16</b>	<b>173</b>	<b>100</b>

**Note: L-T/D-P/Pr and the class allocation is as follows.**

- a) Learning Hours : 30 learning hours are equal to 1 credit.
- b) Lecture/Tutorial : 15 contact hours (60 minutes each) per semester are equal to 1 credit.
- c) Discussion : 30 contact hours (60 minutes each) per semester are equal to 1 credit.
- d) Practical : 30 contact hours (60 minutes each) per semester are equal to 1 credit.
- e) Project : 30 project hours (60 minutes each) per semester are equal to 1 credit.

**SEMESTER - I**

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	U AEC	AEC 101	Art of Listening, Speaking and Reading Skills	1	0	1	2
2	VAC	U VAC	VAC 101	Environmental Science	2	0	0	2
3	SEC	S SEC	SEC 102	Digital Literacy	1	1	0	2
4	FIC	S FIC	FIC 101	Emerging Technologies	2	0	0	2
5	FIC	S FIC	FIC 131	Microeconomics	2	1	0	3
6	FIC	D FIC	FIC 132	Business Statistics	2	1	0	3
7	Core	CC	BBA 101	Financial Accounting	2	1	0	3
8	Core	CC	BBA 102	Marketing Management	2	1	0	3
9	Core	CC	BBA 103	Principles of Management	2	1	0	3
<b>Semester Total</b>					<b>16</b>	<b>6</b>	<b>1</b>	<b>23</b>

**SEMESTER - II**

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	U AEC	AEC 107	Effective Writing and Presentation Skills	1	0	1	2
2	VAC	U VAC	VAC 102	Universal Human Values and Ethics	2	0	0	2
3	SEC	S SEC	SEC 104	Entrepreneurial Mindset-I	0	0	2	2
4	FIC	S FIC	FIC 110	Macroeconomics	2	1	0	3
5	FIC	S FIC	FIC 119	Business Research	1	0	1	2
6	FIC	S FIC	FIC 133	Business and Industrial Law	2	1	0	3
7	Core	CC	BBA 104	Financial Management	2	1	0	3
8	Core	CC	BBA 105	Human Resource Management	2	1	0	3
9	Core	CC	BBA 106	Operations Management	2	0	1	3
<b>Semester Total</b>					<b>14</b>	<b>4</b>	<b>5</b>	<b>23</b>

**SEMESTER - III**

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	S AEC	AEC 131	Design Thinking	1	0	1	2
2	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2*
3	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
4	SEC	S SEC	SEC 131	Entrepreneurial Mindset-II	1	0	1	2
5	SEC	S SEC	SEC 132	IT Applications in Management	1	0	1	2
6	Core	CC	BBA 201	Organizational Behaviour	2	1	0	3
7	Core	CC	BBA 202	Banking, Insurance and Money Market	2	1	0	3
8	Core	CC	BBA 209	Selling and Negotiation Skills	2	1	0	3
9	Core	CC	BBA 211	Decision Science and Business Analytics	2	0	1	3
10	RDIP	RDIP	BBA 212	Research Study - I	2	1	0	3
<b>Semester Total</b>					<b>13</b>	<b>4</b>	<b>8</b>	<b>19</b>

**SEMESTER - IV**

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	S AEC	AEC 110	Mind and Soul Training	1	0	1	2
2	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2*
3	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
4	SEC	S SEC	SEC 112	Skills for Auditing and Internal Control	2	1	0	3
5	Core	CC	BBA 213	Strategic Management	2	0	1	3
6	Core	CC	BBA 214	Project Management	2	0	1	3
7	Elective	CE	CE	Core Elective	2	1	0	3
8	Elective	CE	CE	Core Elective	2	1	0	3
9	Elective	CE	CE	Core Elective	2	1	0	3
10	RDIP	RDIP	BBA 215	Research Study-II	0	0	3	3
<b>Semester Total</b>					<b>13</b>	<b>0</b>	<b>10</b>	<b>23</b>

**SEMESTER - V**

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2*
2	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
3	SEC	E SEC	SEC 113	Employability and Practitioner Skills-I	1	0	1	2
4	Core	CC	BBA 301	International Business	2	0	1	3
5	Core	CC	BBA 302	Corporate and Financial Laws	2	1	0	3
6	Elective	CE	CE	Core Elective	2	1	0	3
7	Elective	CE	CE	Core Elective	2	1	0	3
8	Elective	CE	CE	Core Elective	2	1	0	3
9	RDIP	RDIP	BBA 303	Research study – III	0	0	3	3
10	RDIP	RDIP	BBA 304	Summer Internship	0	0	4	4
<b>Semester Total</b>					<b>11</b>	<b>5</b>	<b>12</b>	<b>24</b>

**SEMESTER - VI**

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2
2	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2
3	SEC	E SEC	SEC 116	Employability and Practitioner skills - II	1	0	1	2
4	Core	CC	BBA 305	Corporate Governance and ESG Reporting Standards	2	0	1	3
5	Core	CC	BBA 306	Integrated Case Studies in Management	1	2	0	3
6	Core	CC	BBA 307	Global Business Strategy	2	0	1	3
7	Core	CC	BBA 308	Guest Lecture Series	0	0	3	3
8	OE	OE	OE	Open Elective	3	0	0	3
9	OE	OE	OE	Open Elective	3	0	0	3
10	RDIP	RDIP	BBA 309	Capstone Project	0	0	2	2
<b>Semester Total</b>					<b>12</b>	<b>4</b>	<b>10</b>	<b>26</b>

**SEMESTER - VII**

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Core	CC	BBA 401	Operations Research	2	0	1	3
2	Core	CC	BBA 403	Advanced Integrated Case Studies	1	1	0	2
3	OE	OE	OE	Open Elective	3	0	0	3
4	OE	OE	OE	Open Elective	3	0	0	3
5	RDIP	RDIP	BBA 402	Dissertation - I	0	0	6	6
<b>Semester Total</b>					<b>9</b>	<b>1</b>	<b>7</b>	<b>17</b>

**SEMESTER - VIII**

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	RDIP	RDIP	BBA 404	Dissertation - II	0	0	16	16
<b>Semester Total</b>					<b>0</b>	<b>0</b>	<b>16</b>	<b>16</b>

**Specialization: Finance**

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Elective	CE	BBA F01	Corporate Finance	2	1	0	3
2	Elective	CE	BBA F02	Digital Finance	2	1	0	3
3	Elective	CE	BBA F03	Security and Portfolio Management	2	1	0	3
4	Elective	CE	BBA F05	Indirect Tax – GST	2	1	0	3
5	Elective	CE	BBA F06	Corporate and Retail Banking	2	1	0	3
6	Elective	CE	BBA F07	Management Accounting	2	1	0	3
7	Elective	CE	BBA F08	Direct Taxes	2	1	0	3
8	Elective	CE	BBA F09	Financial Planning and Wealth Management	2	1	0	3
9	Elective	CE	BBA F10	Financial Risk and Derivatives Management	2	1	0	3
10	Elective	CE	BBAFA4	Financial Modelling	2	1	0	3

**Specialization: Marketing**

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Elective	CE	BBA M01	Digital Marketing	2	1	0	3
2	Elective	CE	BBA M02	Brand Management	2	1	0	3
3	Elective	CE	BBA M03	Sales and Relationship Marketing	2	1	0	3
4	Elective	CE	BBA M04	Services Marketing	2	1	0	3
5	Elective	CE	BBA M05	Retail Marketing	2	1	0	3
6	Elective	CE	BBA M06	Consumer Behaviour	2	1	0	3
7	Elective	CE	BBA M07	Integrated Marketing Communication	2	1	0	3
8	Elective	CE	BBA M08	Rural Marketing	2	1	0	3

### Specialization: Human Resource Management

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Elective	CE	BBA H01	Training and Development	2	1	0	3
2	Elective	CE	BBA H02	Leadership, Diversity and Team Management	2	1	0	3
3	Elective	CE	BBA H03	Performance Management	2	1	0	3
4	Elective	CE	BBA H04	Human Resource Planning	2	1	0	3
5	Elective	CE	BBA H05	Talent Acquisition and Retention	2	1	0	3
6	Elective	CE	BBA H06	Compensation Management	2	1	0	3
7	Elective	CE	BBA H07	Human Resource Development	2	1	0	3
8	Elective	CE	BBA H08	Human Resource Analytics	2	1	0	3
9	Elective	CE	BBA H09	Conflict and Negotiation	2	1	0	3
10	Elective	CE	BBA H10	Cross-Cultural Management	2	1	0	3

### Specialization: Business Analytics

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Elective	CE	BBA A01	Introduction to R and Phyton	2	0	1	3
2	Elective	CE	BBA A02	Excel for Managers	2	0	1	3
3	Elective	CE	BBA A03	Data Visualization	2	0	1	3
4	Elective	CE	BBA A06	Supply Chain Analytics	2	0	1	3
5	Elective	CE	BBA A07	Human Resource Analytics	2	0	1	3
6	Elective	CE	BBA A08	Marketing Analytics	2	0	1	3
7	Elective	CE	BBA A10	Big Data Analytics	2	0	1	3
8	Elective	CE	BBA A11	Text Analytics	2	0	1	3
9	Elective	CE	BBA A12	Capstone Project using Analytics	2	0	1	3
10	Elective	CE	BBA FA4	Financial Modelling	2	0	1	3
11	Elective	CE	BBA A13	Business Intelligence Using Power BI	2	0	1	3



### Specialization: Entrepreneurship and Family Business

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Elective	CE	BBA E01	Launching your Startup	2	1	0	3
2	Elective	CE	BBA E02	Family Business Management	2	1	0	3
3	Elective	CE	BBA E03	Social Entrepreneurship	2	1	0	3
4	Elective	CE	BBA E04	Startup growth and exit strategies	2	1	0	3
5	Elective	CE	BBA E05	Financing and Growth of Family Business	2	1	0	3
6	Elective	CE	BBA E06	Corporate Entrepreneurship	2	1	0	3
7	Elective	CE	BBA E07	Strategic Innovation in Family Business	2	1	0	3
8	Elective	CE	BBA E08	Strategic Change in Family Business	2	1	0	3
9	Elective	CE	BBA E09	Family Business Management and Entrepreneurship	2	1	0	3
10	Elective	CE	BBA E10	Family Firm Marketing	2	1	0	3
11	Elective	CE	BBA E11	Analytics in Family Business	2	1	0	3
12	Elective	CE	BBA E12	Family Firm Finance	2	0	1	3
13	Elective	CE	BBA E13	Governance of Family Business	2	0	1	3
14	Elective	CE	BBA E14	Succession Planning in Family Business	2	0	1	3

### Minor in Finance

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	OE	OE	MGT 241	Indirect Taxation	3	0	0	3
2	OE	OE	MGT 260	Financial Markets and Institutions	3	0	0	3
3	OE	OE	MGT 261	Wealth Management	3	0	0	3
4	OE	OE	MGT 262	Startup Financing	3	0	0	3
5	OE	OE	MGT 263	Retail Banking	3	0	0	3

<b>Minor in Marketing</b>								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	OE	OE	MGT 247	Digital Marketing	3	0	0	3
2	OE	OE	MGT 248	Services Marketing	3	0	0	3
3	OE	OE	MGT 249	Consumer Behaviour	3	0	0	3
4	OE	OE	MGT 250	Brand Management	3	0	0	3
5	OE	OE	MGT 251	Sales and Relationship Management	3	0	0	3

<b>Minor in Entrepreneurship and Family Business Management</b>								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	OE	OE	MGT 252	Family Business Management and Entrepreneurship	3	0	0	3
2	OE	OE	MGT 253	Family Firm Marketing	3	0	0	3
3	OE	OE	MGT 254	Analytics in Family Business	3	0	0	3
4	OE	OE	MGT 255	Family Firm Finance	3	0	0	3
5	OE	OE	MGT 256	Governance of Family Business	3	0	0	3
6	OE	OE	MGT 257	Succession Planning in Family	3	0	0	3
7	OE	OE	MGT 258	Strategic Innovation in Family	3	0	0	3
8	OE	OE	MGT 259	Strategic Change in Family	3	0	0	3

<b>Minor in Operations</b>								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	OE	OE	MGT 242	Operations Research	3	0	0	3
2	OE	OE	MGT 243	Supply Chain Management	3	0	0	3
3	OE	OE	MGT 244	Service Operations Management	3	0	0	3
4	OE	OE	MGT 245	Sustainable Solid Waste Management	3	0	0	3
5	OE	OE	MGT 246	Managing Healthcare Operations	3	0	0	3

## Open Electives

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	OE	OE	MGT 264	Stock Markets Simulation	3	0	0	3
2	OE	OE	MGT 265	Change Management	3	0	0	3
3	OE	OE	MGT 266	Managing Diversity at the Workplace	3	0	0	3
4	OE	OE	MGT 267	Marketing Analytics using Spreadsheet	3	0	0	3
5	OE	OE	MGT 268	Fintech	3	0	0	3
6	OE	OE	MGT 269	Consumer Behaviour in a digital age	3	0	0	3



### Art of Listening, Speaking and Reading Skills

<b>Course Code</b>	AEC 101	<b>Course Category</b>	AEC				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							1	0	1	2
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Literature and Languages	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

- To develop the students' ability to comprehend spoken language in various contexts and help them build confidence and fluency in speaking through structured activities, discussions, and presentations as well as enhance their reading skills by engaging with a variety of texts, including literary works, informational articles, and academic writings.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
Outcome 1	Demonstrate effective listening strategies by accurately summarizing and responding to spoken content in various contexts	2	70%	65%
Outcome 2	Students will be able to critically analyze spoken and written texts to identify underlying themes, arguments, and perspectives.	3, 4	75%	70%
Outcome 3	Students will construct and deliver coherent and engaging oral presentations and written responses that integrate information from multiple sources.	5, 6	70%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1		2	2	3				3						
Outcome 2		3	3	3			1	3	3	3	2			
Outcome 3			2	3	2			3	3	3	2			
<b>Course Average</b>		<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>			<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>			

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
<b>Unit 1</b>	<b>Augmenting Listening skills</b>	<b>9</b>		
	Course introduction and objectives: Importance of LSRW	1	1	1 a
	Listening - Barriers to active listening and steps to Overcome	2	1	1 b
	Listening Comprehension How to take/ make notes (different ways)	2	1	1b, 2a, 2c
	Listening practice: Identifying main ideas, supporting details, and inferences and summarizing key points	2	1	1b, 2a, 2c
	Practice sessions: memory games, Chinese whisper	2	1	NA
<b>Unit 2</b>	<b>Developing Speaking Skills</b>	<b>9</b>		
	Strategies for good speech, Basics of grammatically correct speech	1	2	1a, 2 a, b, c
	Basics of phonetics and intonation	2	2	1a
	Oral presentations: do's and don'ts	1	2	1a
	Speaking Practice: Just a minute/ Impromptu, Story-telling/ Story starters Group discussions,	5	2	NA
<b>Unit 3</b>	<b>Communication and Persuasion</b>	<b>9</b>		
	Verbal Communication and Nonverbal Communication	2	2, 3	1a
	The art of persuasive communication (Ethos, pathos, Logos)	2	2, 3	1a
	Practice sessions (Convince the other Role plays, Self-introduction, Pitching, extempore, public speaking)	5	2, 3	NA
<b>Unit 4</b>	<b>Reading</b>	<b>9</b>		
	Reading strategies (Skimming and scanning, extensive and intensive)	2	2	1c
	Reading and analyzing various texts, including articles, essays, and academic papers	3	2	1c
	Reading Comprehension Practice	4	2	1c, 2a
<b>Unit 5</b>	<b>Integrated Skills and Real-World Application</b>	<b>9</b>		
	Engaging in discussions and debates on current issues	2	3	NA
	Real-world application of language skills (e.g., job interviews, social interactions)	2	3	NA
	Pitching Presentation	5	3	NA
	Total contact hours	45		
	Notional hours	15		
	<b>Total Learning Hours</b>	<b>60</b>		

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Project (40%)
		CLA-1 20%	Mid-1	CLA-2 20%	CLA-3 20%	
Level 1	Remember	20%			40%	30%
	Understand					
Level 2	Apply	60%		40%	40%	30%
	Analyse					
Level 3	Evaluate	20%		60%	20%	40%
	Create					
<b>Total</b>		<b>100%</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1a. Shoba, L. (2017). Communicative English: A Workbook. U.K: CambridgeUniversity Press.

1b. Leonardo, N. (2020) Active Listening Techniques: 30 Practical Tools to Hone Your Communication Skills. Rockridge Press

1c. Williams, A.J. (2014) Reading Comprehension: How To Drastically Improve Your Reading Comprehension and Speed Reading Fast! (Reading Skills, Speed Reading)

2a. <https://learnenglishteens.britishcouncil.org/>

2b. <https://www.bbc.co.uk/learningenglish/>

2c. <https://www.ted.com/?geo=hi>

## Other Resources

1. -

## Course Designers

1. -

### Environmental Science

<b>Course Code</b>	VAC 101	<b>Course Category</b>	VAC			
			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
			2	0	0	2
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>		
<b>Course Offering Department</b>	Environmental Science and Engineering	<b>Professional / Licensing Standards</b>				

**Course Objectives / Course Learning Rationales (CLRs)**

1. To describe the environmental concepts from ecology and earth science to address real-world problems.
2. To interpret the complex interactions within and between environmental systems and to evaluate evolving environmental problems.

**Course Outcomes / Course Learning Outcomes (CLOs)**

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Comprehend the environmental challenges that need attention.	1	80%	70%
Outcome 2	Summarize the types of environmental pollutions and possible effects to society	2	80%	70%
Outcome 3	Classify the natural environmental resources, present state, rate of depletion and future perspectives	2	80%	70%
Outcome 4	Articulate a project-based learning on existing local to global environmental issues	2	80%	70%

**Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)**

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	-	-	1	-	1	1	-	2	1	-	1	-	-	-
Outcome 2	1	-	2	1	1	2	-	2	1	-	1	-	-	-
Outcome 3	1	1	2	1	1	3	-	2	2	1	1	-	-	-
Outcome 4	2	1	2	1	1	3	2	2	2	2	2	-	-	-
<b>Course Average</b>	<b>1.33</b>	<b>1</b>	<b>1.75</b>	<b>1</b>	<b>1</b>	<b>2.25</b>	<b>2</b>	<b>2</b>	<b>1.5</b>	<b>1.5</b>	<b>1.25</b>	-	-	-

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Human, Environmental Issues, and Climate Change</b>	<b>6</b>	<b>1</b>	<b>1,2,3</b>
	The man-environment interaction	1	1	1,2,3
	Environmental issues and scales	1	1	1,2,3
	Land use and Land cover change	2	1	1,2,3
	Ozone layer depletion	1	1	1,2,3
	Understanding climate change and adaptation	1	1	1,2,3
Unit 2	<b>Environmental Pollution and Health</b>	<b>7</b>	<b>2</b>	<b>1,2,3</b>
	Understanding pollution; Definitions, sources, impacts on human health and ecosystem	2	2	1,2,3
	Air pollution	1	2	1,2,3
	Water pollution	1.5	2	1,2,3
	Soil pollution	1	2	1,2,3
	Solid waste	1.5	2	1,2,3
Unit 3	<b>Ecosystems, Biodiversity Conservation, and Sustainable Development</b>	<b>9</b>	<b>3</b>	<b>1,2,3</b>
	Ecosystems and ecosystem services	1	3	1,2,3
	Biodiversity and its distribution	1	3	1,2,3
	Threats to biodiversity and ecosystems	1	3	1,2,3
	Overview of natural resources	1	3	1,2,3
	Biotic resources	1	3	1,2,3
	Water resources; Soil and Energy resources	2	3	1,2,3
	Introduction to Sustainable Development Goals (SDGs)- targets and indicators	2	3	1,2,3
Unit 4	<b>Environmental Management, Treaties and Legislation</b>	<b>8</b>	<b>4</b>	<b>1,2,3</b>
	Introduction to environmental laws and regulation	2	4	1,2,3
	Environmental management system	2	4	1,2,3
	Pollution control and management	2	4	1,2,3
	Major International Environmental Agreements; Major Indian Environmental Legislations	2	4	1,2,3

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (70%)				End Semester Exam (30%)
		CLA-1 15%	Mid-1 25%	CLA-2 20%	CLA-3 15%	
Level 1	Remember	60%	60%	60%	60%	40%
	Understand					
Level 2	Apply	40%	40%	40%	40%	60%
	Analyse					
Level 3	Evaluate	-	-	-	-	-
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Rajagopalan, R. (2016) Environmental Studies (3rd edition), Oxford University Press.
2. Sharma, P. D. (2018) Ecology and environment. Rastogi Publications.
3. Anil K. Dey. (2016). Environmental Chemistry. New Age Publisher International Pvt Ltd. ISBN: 9789385923890, 9385923897



### Digital Literacy

<b>Course Code</b>	SEC 102	<b>Course Category</b>	SEC				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
			1	0	1	2				
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	ITKM	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Introduce basic digital skills that are needed in today's 21st century work environment.
2. develop the skills that they need to effectively integrate technology into their respective professional practices.
3. Learn practical-oriented and will have a lot of hands-on exercises.
4. Understand basic and practical digital skills.
5. learn and use software and hardware systems, including the basic troubleshooting.
6. Learn issues pertaining to emerging technologies and creating digital identity in various platforms.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Discuss the importance of Digital Literacy	2	75%	80%
<b>Outcome 2</b>	Compare and Contrast collaborative features in digital platforms	3	70%	70%
<b>Outcome 3</b>	Create digital identity profile on LinkedIn	3	75%	75%
<b>Outcome 4</b>	Demonstrate best practices of digitally managed workspace on MS office 365 and G Suite	3	70%	75%
<b>Outcome 5</b>	Identify relevant information from authentic data sources	3	70%	75%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>					3		1		3	3	3			
<b>Outcome 2</b>					3		1		3	3	3			
<b>Outcome 3</b>					3		1		3	3	3			
<b>Outcome 4</b>					3		1		3	3	3			
<b>Outcome 5</b>					3		1		3	3	3			
<b>Average</b>					<b>3</b>		<b>1</b>		<b>3</b>	<b>3</b>	<b>3</b>			

## Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	COs Addressed	References Used
Unit No. 1	<b>Introduction - Digital Literacy</b>	2	1	1,2,3
	About Digital Literacy	0.5	1	1,2,3
	Importance of digital literacy	0.5	1	1,2,3
	Overview of Computing Systems and Platforms	0.5	1	1,2,3
	Digital Proficiency for Career prospects and Everyday living	0.5	1	1,2,3
Unit No. 2	<b>Know your computer</b>	3	1	1,2,3
	Types of computing	0.5	1	1,2,3
	Accessories & peripherals	0.5	1	1,2,3
	System upkeep & maintenance	0.5	1	1,2,3
	Basic Troubleshooting	0.5	1	1,2,3
	Operating Systems	1	1	1,2,3
Unit No. 3	<b>Microsoft Office Automation software</b>	5	4	1,2,3
	Word Processing	1	4	1,2,3
	Excel - Data Analysis	1	4	1,2,3
	PowerPoint Presentations	1	4	1,2,3
	Digital software tools	1	4	1,2,3
	Best practices	1	4	1,2,3
Unit No. 4	<b>Google Automation Software</b>	3.5	4	1,2,3
	Word Processing	1	4	1,2,3
	Spreadsheet	1	4	1,2,3
	Presentations	1	4	1,2,3
	Best practices	0.5	4	1,2,3
Unit 5	<b>Digital Communication tools</b>	4	2	1,2,3
	Emails Systems - Gmail, MS Outlook, Zimbra, etc	0.5	2	1,2,3
	Calendar Functionality	0.5	2	1,2,3
	Drive - Access Permissions - Best practices	1	2	1,2,3
	Chat functionality and Use	1	2	1,2,3
	Zoom, MS Teams, Google meet, Jiomeet,	1	2	1,2,3
Unit No. 6	<b>Network and Internet</b>	3	1	1,2,3
	Basics of Network	1	1	1,2,3
	Types of browsers, Safety measures, bookmarks	1	1	1,2,3
	Search engines	1	1	1,2,3
Unit No. 7	<b>Digital Identity for Professional Connect activities</b>	5	3	1,2,3
	Social media	1	3	1,2,3
	Dos and Don'ts handling Social Media Accounts	2	3	1,2,3
	Digital Profile	3	3	1,2,3
Unit No. 8	<b>Cybersecurity</b>	1.5	1	1,2,3
	Introduction to Cybersecurity	0.5	1	1,2,3
	Strategies to protect the personal and professional data	0.5	1	1,2,3
	Awareness on various Cyber Attacks	0.5	1	1,2,3
	Security measures for Email, Personal computing systems		1	1,2,3
Unit No. 9	<b>Information and Data Literacy</b>	4	5	1,2,3
	Information & Data Mining Strategies	1	5	1,2,3
	Online resources	2	5	1,2,3
	Understanding on Plagiarism	1	5	1,2,3
<b>Total Contact Hours</b>			<b>30</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Exam (40%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	CLA-3 (15%)	
Level 1	Remember	70%	40%	30%	30%	30%
	Understand					
Level 2	Apply	30%	60%	70%	70%	70%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Digital Literacy (20210401) Kindle Edition by Mandy Reiningger (Author), Darrel Karbginsky (Author) Format: Kindle Edition
2. Digital Literacies: Concepts, Policies and Practices (New Literacies and Digital Epistemologies) New Edition by Colin Lankshear (Editor), Michele Knobel (Editor)
3. Read the World: Rethinking Literacy for Empathy and Action in a Digital Age Illustrated Edition by Kristin Ziemke (Author), Katie Muhtaris (Author)

## Other Resources

## Course Designers

### Emerging Technologies

Course Code	FIC 101	Course Category	FIC			
			L	T	P	C
			2	0	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	ECE	Professional / Licensing Standards				

#### Course Objectives / Course Learning Rationales (CLRs)

1. Foster a comprehensive grasp of diverse emerging technologies and their transformative impacts on society and industries.
2. Cultivate critical thinking skills to analyze challenges, opportunities, and applications within each technological domain.
3. Develop practical skills through hands-on experiences and assignments, translating theoretical concepts into real-world applications.
4. Raise awareness of ethical considerations, particularly in the context of Artificial Intelligence, encouraging responsible and informed decision-making.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Exhibit a thorough understanding of quantum computing principles, including superposition, entanglement, and interference.	1	80	90
Outcome 2	Illustrate understanding by explaining the history, synthesis, and applications of nanomaterial and green hydrogen.	1	80	90
Outcome 3	Understand and classify 3D printing technologies.	2	75	85
Outcome 4	Demonstrate understanding of the evolution, classification, and applications of UAVs.	2	75	85
Outcome 5	Apply knowledge of Artificial Intelligence and Machine Learning to address classification, regression, clustering, and decision-making problems.	2	75	85

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1	2	2	2	3	1	2	1	3	2	2			
Outcome 2	1	2	3	2	1	2	2	2	1	2	2			
Outcome 3	1	2	2	2	2	1	1	1	2	2	1			
Outcome 4	2	2	3	2	1	2	3	2	1	2	3			
Outcome 5	2	2	2	2	1	1	3	1	1	2	3			
<b>Course Average</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>			

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Quantum Computer and early ideas, classical and quantum computing approaches, superposition, entanglement, and interference in quantum computing.	1	1	1
	QUBITS and their types; representation of data in quantum mechanics.	1	1	1
	Shor's Algorithm, Grover's search algorithm.	1	1	1
	Quantum programming languages; Obstacles in building quantum computers.	1	1	1
	Applications of quantum computers; Opportunities in the field of quantum computing.	1	1	1
	Introduction of quantum communication pillars, quantum network, Heisenberg's uncertainty principle and QKD.	1	1	1
	Challenges in QKD, National Quantum Mission, Future perspectives.	1	1	1
Unit 2	Introduction to the nanometer scale. history of nanomaterials	1	2	2
	Synthesis of nanomaterials: Bottom-up and Top-down approach	1	2	2
	Tools & techniques to characterize nanomaterials. Applications of nanomaterials.	1	2	2
	Green Technology: Definition, types of Green Technologies, Green Hydrogen production.	1	2	2
	Challenges involved in the storage of Green Hydrogen produced from PEM based electrolysis.	1	2	2
	Applications of Green Hydrogen.	1	2	2
Unit 3	Introduction to 3D printing and additive manufacturing	1	3	3
	Capabilities of 3D printing	1	3	3
	Applications of 3D printing	1	3	3
	Classification based on ASTM	1	3	3
	Working principles of 3D printing technologies	1	3	3
Unit 4	Introduction to the evolution of drones	1	4	4
	Classification of drones	1	4	4
	Basic components of drones	1	4	4
	Principles of flight	1	4	4
	Applications of drones	1	4	4
	Drones rules in India, Challenges and future scope.	1	4	4
Unit 5	Introduction to Artificial Intelligence, Machine Learning and Deep learning	1	5	5
	Supervised (Classification and regression) learning	1	5	5
	Unsupervised (Clustering) learning	1	5	5
	Reinforcement learning (Decision making)	1	5	5
	Features and Applications of AI and ML	1	5	5
	Threats of AI: Lack of Regulation	1	5	5

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)				
		CLA-1 20%	CLA-2 20%	CLA-3 20%	CLA-4 20%	CLA-5 20%
Level 1	Remember	90 %	90 %	80 %	75 %	85 %
	Understand					
Level 2	Apply	10 %	10 %	20 %	25 %	15 %
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Quantum Computation and Quantum Information by Michael A. Nielsen, Isaac L. Chuang, Massachusetts Institute of Technology.
2. Nanotechnologies: Principles, Applications, Implications and Hands-on Activities – A compendium for educators by Luisa Filippini and Duncan Sutherland, European Commission Research and Innovation.
3. Additive manufacturing: Principles, Technologies and applications by C.P. Paul and A.N. Jinoop, Publisher: McGraw Hill
4. Make: Getting Started with Drones: Build And Customize Your Own Quadcopter by Terry Kilby and Belinda Kilby.
5. Artificial Intelligence: A Modern Approach by Stuart Russell and Peter Norvig
6. Fundamentals of Internet of Things: For Students and Professionals by F. John Dian, 2022
7. Electric Vehicle Engineering by Per Enge, Nick Enge, and Stephen Zoepf, 2021
8. Fundamentals of Semiconductor Manufacturing and Process Control by Gary S. May and Costas J. Spanos, 2006

## Course Designers

1. Dr. Sunil Chinnadurai, Associate Professor, ECE Department.
2. Dr. PardhaSaradhi Maram, Associate Professor, Chemistry Department.
3. Dr. Sangjukta Devi, Assistant Professor, Mechanical Engineering Department.
4. Dr. Harish Puppala Assistant Professor, Civil Engineering Department.
5. Dr. Ravi Kumar, Assistant Professor, Physics Department.
6. Dr. Sujith Kalluri, Associate Professor, ECE Department.
7. Dr. Pranav RT Peddinti, Assistant Professor, Civil Engineering Department

### Microeconomics

<b>Course Code</b>	FIC 131	<b>Course Category</b>	FIC	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	1	0	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain basic theoretical concepts and problems of Microeconomics.
2. Describe how microeconomic concepts can be applied to real-world scenarios, helping consumers and producers make informed decisions

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Describe the concepts of Microeconomics to economic problem	1	80%	75%
<b>Outcome 2</b>	Interpret the behaviour of Firms and consumers in given uncertainty scenarios	2	75%	70%
<b>Outcome 3</b>	Compare the impact of changes in price and income on consumer decision	2	70%	60%
<b>Outcome 4</b>	Analyze the behaviour of firms in given market situations	3	70%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>											PSO 1	PSO 2	PSO 3
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning			
<b>Outcome 1</b>	2	2	1	3	2	1	3	2	3	-	3	-	-	-
<b>Outcome 2</b>	2	2	3	3	2	1	3	2	3	-	3	-	-	-
<b>Outcome 3</b>	2	2	3	3	2	1	3	2	3	-	3	-	-	-
<b>Outcome 4</b>	3	2	2	3	2	1	3	2	3	-	3	-	-	-
<b>Average</b>	<b>2.25</b>	<b>2</b>	<b>2.25</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit No.1	<b>Introduction to Economics</b>	9	1,2	1,2
	Why study economics? Scope and method of economics; the economic problem: scarcity and choice	3	1	
	The question of what to produce, how to produce and how to distribute output	3	1,2	
	the basic competitive model; prices, opportunity sets; economic systems; reading and working with graphs.	3	1,2	
Unit No.2	<b>Demand and Supply</b>	9	1,3	1,2
	Determinants of individual demand/supply ,demand/supply schedule and demand/supply curve	3	1	
	Market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together	3	1,3	
	How prices allocate resources; elasticity and its application; consumer surplus; producer surplus and the efficiency of the markets	3	1,3	
Unit No.3	<b>Consumer Theory</b>	9	1,2,3,	1,2
	The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes	3	1,2,3	
	Utility and preferences (indifference curves); properties of indifference curves.	3	1,2,3	
	consumer 's optimum choice, income and substitution effects; Applying consumer theory.	3	1,2,3	
Unit No.4	<b>Producer Theory</b>	9	2,3	1,2
	Production, short- run production function and returns to factor;	3	2	
	Average-marginal relationship; Long- run production function and laws of return to scale- role of technology.	3	2,3	
	Cost function and cost structure of a firm in the short- run, long run cost function and cost structure.	3	2,3	
Unit No.5	<b>Types of Market</b>	9	1,4	1,2
	Perfect competition –features; profit maximization; shut-down and break-even points	3	1,4	
	Monopoly: marginal revenue; marginal cost; profit maximization; shutdown rule; market power; price discrimination	3	1,4	
	Monopolistic competition and product differentiation, Oligopoly market.	3	1,4	
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Project (15%)	
Level 1	Remember	80%	30%	40%	100%	40%
	Understand					
Level 2	Apply	20%	60%	50%	-	50%
	Analyse					
Level 3	Evaluate	-	10%	10%	-	10%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Fair ,Case& Oster ,”Principles of Economics”
2. Mankiw ,N.Gregory, Principles of Microeconomics, Cengage Learning

## Other Resources

1. Microeconomics principles. (2019, January 7). Coursera. <https://www.coursera.org/learn/microeconomics>



### Business Statistics

<b>Course Code</b>	FIC 132	<b>Course Category</b>	FIC	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	1	0	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To define the fundamental concepts and principles of statistics, including types of data, variables, sampling methods, and data sources.
2. To summarize and comprehend and apply various measures of central tendency and dispersion in statistical analysis, utilising tools like Excel and statistical software.
3. To help understand a solid foundation in probability theory, covering core concepts, theorems, and conditional probability.
4. Summarize correlation analysis techniques, including Pearson and Spearman coefficients, and develop their understanding of regression analysis, encompassing simple and multiple regression models.
5. Equip students with the knowledge and skills to conduct parametric and non-parametric hypothesis tests for means, proportions, independence, and goodness of fit, distinguishing between large and small sample scenarios.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Understanding of different types of data and graphical representation of data. Understanding the concept of sample, population, and different types of variables.	2	80%	70%
<b>Outcome 2</b>	Able to obtain descriptive statistics for any given dataset, such as different measures of central tendency and variation in the data.	2	70%	60%
<b>Outcome 3</b>	Understanding the concept of probability, conditional probability, and Bayes theorem. Idea of random variables, types of random variable. Proficiency in some special distributions such as binomial, Poisson, and Normal.	2	65%	50%
<b>Outcome 4</b>	Define and explain the concept of hypothesis testing. Perform one-sample and two-sample tests for means of large and small samples. Execute Chi-Square tests to assess the goodness of fit.	3	65%	50%
<b>Outcome 5</b>	Compute and interpret correlation coefficients (Pearson and Spearman) and understand their applications. Apply simple and multiple regression analysis techniques for predictive modelling.	3	70%	65%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Decision Making	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	3	3	3	-	-	3	-	-	3	2	3	1
<b>Outcome 2</b>	3	3	-	3	3	-	-	3	3	-	3	2	3	1
<b>Outcome 3</b>	3	3	2	3	3	-	-	3	3	3	3	2	2	2
<b>Outcome 4</b>	3	3	3	3	2	-	-	2	3	3	3	2	3	2
<b>Outcome 5</b>	2	3	3	3	-	-	-	2	-	-	3	2	2	2
<b>Average</b>	<b>2.8</b>	<b>2.8</b>	<b>2.75</b>	<b>3</b>	<b>2.75</b>	-	-	<b>2.75</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2.75</b>	<b>1.5</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1		7		
	Fundamentals of Statistics Introduction-Statistics	1	1	2,4
	Frequency Distribution	1	1	2,4
	Charts and Diagram	1	1	2,4
	Variables- Independent variables and Dependent variables,	1	1	2,4
	Universe, Population and sample	1	1	2,4
	Data- Types of data and sources	2	1	2,4
Unit 2		7		
	Measures of Central Tendency-Mean (AM, GM, HM),	1	2	2,3
	Mode and Median;	1	2	2,3
	Measures of Variations-Range and coefficient of range,	1	2	2,3
	quartiles and coefficients, percentiles, , Standard deviation, Variance and co-efficient	1	2	2,3
	Quartile deviation and co-efficient of Quartile deviation,	1	2	2,3
	Mean Deviation co-efficient of Mean deviation	2	2	2,3
Unit 3		12		
	Correlation and Regression Analysis	1	3	1,4
	Correlation Analysis-	2	3	1,4
	Karl Pearson Coefficient of Correlation,	2	3	1,4
	Spearman Rank Correlation;	2	3	1,4
	Types of Correlation.	2	3	1,4
	Regression Analysis- Simple Regression,	2	3	1,4
Multiple Regression; Types of regression. Multiple Regression Concepts	1	3	1,4	
Unit 4		9		
	Time Series and Index Number:	2	4	3,4
	Time Series, Components of Times Series,	2	4	3,4
	fitting straight line trend,	1	4	3,4
	Demand forecasting with time series analysis	1	4	3,4
Index Numbers-Chain Base and Fixed based index	3	4	3,4	
Unit 5		10		
	Probability-concepts and theorems,	2	4	1, 4
	Addition and Multiplication theorems,	2	4	1, 4
	Conditional Probability,	2	4	1, 4
	Bayes Theorem.	2	4	1, 4
Probability distributions – Binomial, Poisson and Normal distribution	2	4	1, 4	
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task	Continuous Learning Assessments (50%)								End Semester Exam (50%)		
	CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)		Th	Prac	
	Th	Prac	Th	Prac	Th	Prac	Th	Prac			
Level 1	Remember	75%	-	70%	-	60%	-	55%	-	55%	-
	Understand										
Level 2	Apply	25%	-	30%	-	40%	-	45%	-	45%	-
	Analyse										
Level 3	Evaluate	-	-	-	-	-	-	-	-	-	-
	Create										
<b>Total</b>		<b>100%</b>	<b>-</b>	<b>100%</b>	<b>-</b>	<b>100%</b>	<b>-</b>	<b>100%</b>	<b>-</b>	<b>100%</b>	<b>-</b>

### **Recommended Resources**

1. Kazmier, L. J. (2019). Theory and problems of business statistics. McGraw-Hill Companies.
2. Black, K. (2023). Business statistics: for contemporary decision making. John Wiley & Sons.
3. Levin, R. I. (2008). Statistics for management. Pearson Education India

### **Other Resources**

1. Keller, G., & Warwick, B. (1997). Statistics for Management and Economics (4th Edn). Journal of the Operational Research Society, 48(9), 963-963.
2. Britten, W. A. (1990). A use statistic for collection management: The 80/20 rule revisited. Library Acquisitions: Practice & Theory, 14(2), 183-189.

### Financial Accounting

<b>Course Code</b>	BBA 101	<b>Course Category</b>	Core				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Describe, explain & integrate fundamental concepts underlying accounting concepts, conventions, rules & framework.
2. Illustrate the importance of role of accounting for informed decisions making.
3. Interpret competency in functional areas of financial accounting using accounting principles.
4. Ability to solve accounting problems by applying the requisite knowledge.
5. Ability to identify the elements of the cash flow statements and prepare it

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Illustrate the rules, methods, and conventions of accounting.	1	80%	75%
<b>Outcome 2</b>	Identify the events that need to be recorded in accounting records and apply said events to a sample record.	1	75%	70%
<b>Outcome 3</b>	To interpret and apply techniques of costing in decision making	3	70%	65%
<b>Outcome 4</b>	Use Trial Balance and construct the financial statements.	3	75%	70%
<b>Outcome 5</b>	Relate and apply the learnings to preparation of final accounts with adjustments	3	65%	60%
<b>Outcome 6</b>	Prepare and analyse cash flow statements	4	70%	65%
<b>Outcome 7</b>	Categorize & interpret cost of sales, inventory, depreciation, and other adjustments	4	60%	55%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	3	2	3	-	-	-	1	2	-	2	1	2	1
<b>Outcome 2</b>	3	3	2	3	-	-	-	1	2	-	2	1	2	1
<b>Outcome 3</b>	3	3	2	3	2	-	-	1	2	1	2	1	2	1
<b>Outcome 4</b>	3	3	2	3	-	-	-	1	2	-	2	1	2	1
<b>Outcome 5</b>	3	3	2	3	-	-	-	1	2	-	2	1	2	1
<b>Outcome 6</b>	3	3	2	3	-	-	1	1	2	-	2	1	2	1
<b>Outcome 7</b>	3	3	2	3	2	-	-	1	2	1	2	1	2	1
<b>Average</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	-	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Meaning and Definition of Accounting, Users of Accounting	2	1	1,2
	Branches of Accounting, Distinction between Bookkeeping and Accounting, Relationship between Accounting and other Discipline.	2	1	1,2
	Forms of companies, Accounting Terminologies.	2	1	1,2
	Accounting Cycle.	2	1,2	1,2
	Accounting Concepts and Conventions	2	1	1,2
	Introduction to GAAP, IFRS and IndAS	3	1	1,2
Unit 2	Rules of Accounting, Methods of Accounting	2	1,2	1,2
	Recording of Accounting Transaction	2	1,2	1,2
	Preparation of Trial Balance.	4	1,3	1,2
Unit 3	Meaning and Types of Inventory, Methods of Inventory Accounting. (LIFO, FIFO, Weighted Average Method and EOQ)	4	5	1,2
	Inventory accounting methods – Perpetual & Periodic	4	5	2
	Meaning and Concepts of Depreciation, Need of Depreciation, Methods of charging depreciation	4	1,5	1,2
	Final Accounts of Proprietorship Business & limited companies	7	1,7	1,2
Unit 4	Preparation of cash flow statements	6	4	1,2
Unit 5	Introduction to cost accounting, elements of cost & cost behaviours	4	6	3
	Preparation of cost sheets	2	6	3
	Absorption costing method	4	6	3
	Job costing & process costing	4	6	
<b>Total Contact Hours</b>			<b>60</b>	

## Learning Assessment

Bloom's Level of Cognitive Task	Continuous Learning Assessments (50%)								End Semester Exam (50%)		
	CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)		Th	Prac	
	Th	Prac	Th	Prac	Th	Prac	Th	Prac			
Level 1	Remember	60%	-	45%	-	60%	-	40%	-	20%	-
	Understand										
Level 2	Apply	40%	-	55%	-	40%	-	40%	-	50%	-
	Analyse										
Level 3	Evaluate	-	-	-	-	-	-	20%	-	30%	-
	Create										
<b>Total</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>	

## Recommended Resources

1. Anthony, R.N., Hawkins, D.F. and Merchant, K.A. (2011) Accounting: Text and cases. New York, NY: McGraw-Hill/Irwin.
2. Bapat, V.B. and Raithatha, M. (2012) Financial accounting: A managerial perspective. New Delhi: Tata McGraw-Hill.
3. Peirson, G. and Ramsay, A.L. (2009) An introduction to financial accounting. Frenchs Forest, Sydney: Pearson Australia.

## Other Resources

1. Henderson, S., Peirson, G., Herbohn, K., & Howieson, B. (2015). Issues in financial accounting. Pearson Higher Education AU.
2. Bushman, R. M., & Smith, A. J. (2001). Financial accounting information and corporate governance. Journal of accounting and Economics, 32(1-3), 237-333

### Marketing Management

<b>Course Code</b>	BBA 102	<b>Course Category</b>	Core				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. To describe the basic idea of marketing and related concepts.
2. To interpret a basic understanding of corporate and division strategic planning.
3. To infer the concept and methods of marketing research and customer connect.
4. To articulate the key factors for building a strong brand.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Describe the concepts of marketing and their application in the new age.	1	70%	60%
<b>Outcome 2</b>	Interpret a comprehensive corporate and division strategic planning.	2	60%	50%
<b>Outcome 3</b>	Interpret the keys to branding strategies.	2	60%	50%
<b>Outcome 4</b>	Develop a marketing research project	6	70%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	3	2	-	1	1	2	1	1	2	3	1	3
<b>Outcome 2</b>	3	2	2	3	-	-	-	2	1	2	2	3	2	3
<b>Outcome 3</b>	3	3	3	3	-	-	-	3	2	3	3	3	3	3
<b>Outcome 4</b>	3	3	3	3	-	-	-	3	3	3	3	3	3	3
<b>Average</b>	<b>3</b>	<b>2.5</b>	<b>2.75</b>	<b>2.75</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>2.5</b>	<b>1.75</b>	<b>2.25</b>	<b>2.5</b>	<b>3</b>	<b>2.25</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>UNDERSTANDING MARKETING MANAGEMENT</b> Defining Marketing for the New Realities - Value & scope of Marketing - Core Marketing Concepts -	4	1	1, 2, 3,4
	The New Marketing Realities - Marketing Management Tasks	2	1,2	1, 2, 3,4
	Developing Marketing Strategies and Plans - Marketing and Customer Value	4	1, 2	1, 2, 3,4
Unit 2	<b>CORPORATE AND DIVISION STRATEGIC PLANNING</b> Business Unit Strategic Planning	4	1, 2	1, 2, 3,4
	Product Life-Cycle Marketing Strategies	4	2, 3	1, 2, 3,4
Unit 3	<b>CAPTURING MARKETING INSIGHTS</b> Marketing Intelligence - Analysing the Macro- environment	4	2, 3	1, 2, 3,4
	Conducting Marketing Research (scope and process of marketing research).	4	2, 3	1, 2, 3,4
Unit 4	<b>CONNECTING WITH CUSTOMERS</b> Creating Long-Term Loyalty Relationships - Analysing Consumer Markets	4	2,3, 4	1, 2, 3,4
	Consumer behaviour	4	2,3, 4	1, 2, 3,4
Unit 5	<b>BUILDING STRONG BRANDS</b> Identifying Market Segments and Targets - Crafting the Brand Positioning	4	2,3, 4	1, 2, 3,4
	Setting Product Strategy (Product Characteristics and Classifications,).	4	1, 2, 3, 4	1, 2, 3,4
	Differentiation, Design and Luxury Products	3	1, 2, 3, 4	1, 2, 3,4
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)						End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (30%)		CLA-2 (10%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	60%	-	40%	-	60%	-	50%	-
	Understand								
Level 2	Apply	40%	-	60%	-	40%	-	50%	-
	Analyse								
Level 3	Evaluate	-	-	-	-	-	-	-	-
	Create								
<b>Total</b>		<b>100%</b>		<b>-</b>		<b>100%</b>		<b>100%</b>	

## Recommended Resources

1. Kotler, P. (2009). Marketing management. Pearson Education India.
2. Armstrong, G., Adam, S., Denize, S., & Kotler, P. (2014). Principles of marketing. Pearson Australia.
3. Pride, W. M., & Ferrell, O. C. (2022). Foundations of marketing. Cengage Learning, Inc..

## Other Resources

1. Webster Jr, F. E. (2005). A perspective on the evolution of marketing management. Journal of Public Policy & Marketing, 24(1), 121-126.
2. Business News Today, Latest Market News, Finance News BusinessLine. Available at: <https://www.thehindubusinessline.com/>.

### Principles of Management

<b>Course Code</b>	<b>BBA 103</b>	<b>Course Category</b>	Core				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Describe the evolution of management.
2. Recognize the effective implementation of core management functions.
3. Analysing and solving organizational case studies.
4. Evaluating leadership and motivation in organizational contexts

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Demonstrate the historical development and grassroots of management.	2	80%	75%
<b>Outcome 2</b>	Apply management principles, theories, and concepts to given real-world scenarios and organizational contexts.	3	70%	60%
<b>Outcome 3</b>	Demonstrate critical thinking skills by identifying key issues, evaluating alternatives, and proposing effective solutions within organizational management.	3	80%	75%
<b>Outcome 4</b>	Evaluate given business settings based on motivation and leadership theories	5	60%	55%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	1	1	2	3	1	3	3	3	3	3	3	1	2
<b>Outcome 2</b>	3	3	3	3	3	2	3	3	3	3	3	3	3	2
<b>Outcome 3</b>	3	3	3	3	3	1	3	3	3	3	3	3	2	2
<b>Outcome 4</b>	3	3	3	3	3	2	3	3	3	3	3	3	3	2
<b>Average</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>



## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Unravelling the Evolution of Management</b>	9	1,2	1,3
	Meaning, importance, and functions of management.	3	1	
	Levels of Management, Roles of the manager, Management- A science or an art.	3	1,2	
	Development of management school-Classical, neo-classical, and modern approaches.	3	1	
Unit 2	<b>Navigating Success: The Art of Planning and Decision-Making</b>	9	2,3	
	Concept of planning- Nature, importance, process, types.	3	2	
	Decision making-meaning, types of decisions, and difficulties in decision-making.	3	2,3	
	Social responsibility of business.	3	2	
Unit 3	<b>Power in Motion: Mastering Organizing, Authority, Delegation, and Decentralization</b>	9	2,3,	1,3
	Organising-concept, process, principles.	3	2	
	Departmentalization, structure, delegation- meaning, advantages, barriers.	3	2,3	
	Sources of authority, Decentralization- meaning, the distinction between delegation and decentralization, empowerment.	3	2	
Unit 4	<b>Harmony in Action: Unleashing the Force of Coordination, Directing, and Motivation!</b>	9	2,3,4	3,2
	Need for coordination, requisites for effective coordination, types of coordination.	3	2	
	Directing: requirements of effective direction.	3	2	
	Motivation and its theories	3	3,4	
Unit 5	<b>Synergy of Success: Staffing, Leadership, and Managerial Control Unleashed!</b>	9	3,4	2,5
	Need for staffing, recruitment, selection, placement, transfer, induction.	3	2	
	Theories of leadership: Trait theory, Behavioural theory, Contingency theory, Fielder model, Servant leadership.	4	2,3,4	
	Need for a corrective system.	2	2,3	
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Project (15%)	
Level 1	Remember	80%	30%	40%	100%	40%
	Understand					
Level 2	Apply	20%	60%	50%	-	50%
	Analyse					
Level 3	Evaluate	-	10%	10%	-	10%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Essentials of Management: International and Leadership Perspective 9th Edition (English, Paperback, Koontz).
2. Organizational Behaviour by Stephen P. Robbins, PHI.
3. Principles of management: 6th edition, P C Tripathi, PN Reddy McGraw Hill Education
4. Great Ideas in Management by Parkinson- Vision Books.
5. Shubha Prakashana. Chhabra, T. N. (2008). Principles and Practice of Management (6th ed.).
6. Koontz, H., & Wehrich, H. (2015). Principles of management - Essentials of Management (10th ed.). Tata McGraw Hill.

## Other Resources

1. Leading change by John P Kotter

### Effective Writing and Presentation Skills

<b>Course Code</b>	AEC 107	<b>Course Category</b>	AEC				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							1	0	1	2
<b>Pre-Requisite Course(s)</b>	AEC 101	<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Literature and Languages	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Demonstrate proficiency in written communication, including the ability to compose clear, grammatically structured writing and critically analyse information from various sources, conduct research effectively, and use evidence to support their arguments in both written assignments and oral presentations.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
Outcome 1	Develop coherent and well-structured written communication by generating clear and concise written content with logical organization, appropriate grammar, vocabulary, and sentence structure.	1, 2	70%	60%
Outcome 2	Recognize and analyze the expectations of specific target audiences by adjusting tone, language and style to suit the intended purpose of the message and tailoring written content to various formats such as reports, essays, emails, and professional correspondence.	3, 4	70%	60%
Outcome 3	Increased Confidence in Public Speaking with the ability to deliver structured, well-organized, and persuasive presentations by employing visual and interactive aids, storytelling techniques.	5, 6	70%	70%
Outcome 4	Develop strong critical thinking and research skills, enabling students to evaluate information critically, synthesize sources effectively, and provide well-reasoned arguments in their written work and presentations.	3, 4, 5, 6,	60%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1		2		1				3						
Outcome 2		3	3	3			1	3	3		2			
Outcome 3	2		2	3	3			3	3	3	2			
Outcome 4			3	3	1				2	2	2			
<b>Course Average</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>		<b>0.3</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>			

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
<b>Unit 1</b>	<b>Basics of Grammatically correct writing</b>	<b>9</b>		
	SVO	1	1	1a, 2a,b
	Punctuation	3	1	1a, 2a,b
	Articles and Preposition	2	1	1a, 2a, b
	Tense and Apostrophe	1	1	1a, 2a, b
	Subject-Verb-Agreement	2	1	1a, 2a, b
<b>Unit 2</b>	<b>Categories of Writing</b>	<b>9</b>		
	Emails – different types (Official mails : Requesting Leave/ Enquiring vacancy/ Resigning from job/ requesting internship etc.)	3	1, 2	1b, c
	Notice and Agenda,	2	1, 2	1b, c
	Minutes of Meeting	2	1, 2	1b, c
	Paragraph writing	2	1, 2	1b, c
<b>Unit 3</b>	<b>Advanced Writing</b>	<b>9</b>		
	Writing Cover Letters	3	1, 2	1e
	Resume writing	2	1, 2	1d
	SOP, Abstract	2	1, 2	1g
	Project Report Writing	2	1, 2	2, d
<b>Unit 4</b>	<b>Effective Presentation Techniques</b>	<b>9</b>		
	Understanding the elements of successful presentations – Non-verbal communication in presentations	3	2,3, 4	1f, 2c
	Creating engaging PPTs	2	2,3, 4	1f, 2c
	Structuring presentations for clarity and impact - Logical flow of topics and connected writing in line with storyboard	2	2, 3, 4	1f, 2c
	Handling Questions and Answers	2	2, 3, 4	1f, 2c
<b>Unit 5</b>	<b>Project Based Learning</b>	<b>15</b>		
	Community Based Project	15	1, 2, 3, 4	NA

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)			End Semester Exam (40%)
		CLA-120%	CLA-220%	CLA-320%	
Level 1	Remember	20%	20%	50%	50%
	Understand				
Level 2	Apply	40%	40%	50%	50%
	Analyse				
Level 3	Evaluate	40%	40%	50%	50%
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### **Recommended Resources**

1. Swan, M. (2005). Practical English usage (Vol. 688). Oxford: Oxford university press.
2. Fenning, C. (2023). Effective Emails: The secret to straightforward communication at work: 1 (Business Communication Skills): Sanage Publishing
3. University Press.
4. Talbot, F. (2009). How to Write Effective Business English: The Essential Toolkit for Composing Powerful Letters, Emails and More, for Today's Business Needs. Kogan Page Publishers
5. Yate, M. (2016). Knock'em Dead Resumes: A Killer Resume Gets More Job Interviews! Simon and Schuster.
6. Yate, M. J. (2018). Ultimate Cover Letters: Master the Art of Writing the Perfect Cover Letter to Boost Your Employability (Vol. 5). Kogan Page Publishers.
7. Carnegie, D. (2013). The Art of Public Speaking. Wyatt North Publishing, LLC.
8. Yakhontova, T. V. (2003). English academic writing for students and researchers. Lviv: PAIS.

### **Online Resources**

1. <https://learnenglishteens.britishcouncil.org/>
2. <https://www.bbc.co.uk/learningenglish/>
3. <https://www.ted.com/?geo=hi>
4. [https://www.tifr.res.in/~ccc/f/data/InternDocs/How\\_to\\_write\\_a\\_structured\\_Project\\_Report.pdf](https://www.tifr.res.in/~ccc/f/data/InternDocs/How_to_write_a_structured_Project_Report.pdf)

### Universal Human Values and Ethics

Course Code	VAC 102	Course Category	VAC			
			L	T	P	C
			2	0	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	Psychology	Professional / Licensing Standards				

#### Course Objectives / Course Learning Rationales (CLRs)

1. To cultivate deep understanding of human values by teaching students the core principles of universal human values and their significance.
2. To promote ethical decision-making skills by equipping the students with the ability to make ethical choices in life, work, and society.
3. To foster a diverse and inclusive ethical perspective by sensitizing the students to diversity, equity, inclusion, gender, and cultural differences.
4. To highlight the relevance of ethics in society and professions by showcasing the practical importance of ethics in personal, societal, and professional contexts.
5. To address common challenges by preparing the students to overcome obstacles to ethical behaviour, fostering a commitment to universal values.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Evaluate the significance of value inputs in formal education and start applying them in their life and profession	1	70%	80%
Outcome 2	Students will foster diverse and inclusive perspectives, contributing to more equitable and harmonious communities and workplaces	2	70%	70%
Outcome 3	Students will be able to apply ethical principles effectively in their personal and professional lives, leading to improved relationships and ethical practices in society	3	60%	70%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	2	3	2	0	3	3	3	3	2	2	3	1	2
Outcome 2	3	2	3	2	0	3	2	3	3	2	2	3	3	3
Outcome 3	2	2	3	2	0	3	3	3	3	2	2	3	2	1
<b>Course Average</b>	<b>2.3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>

### Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Fundamentals of Human Values and Ethics</b>	7	1	1, 2, 3, 4, 5
	Introduction to human values and ethics.	1		
	Theory of wellbeing	2		
	Purpose and relevance of human values	4		
Unit 2	<b>Culture and Ethical Principles</b>	5	2	1, 2, 3, 4, 5
	Culture and ethics.	2		
	Ethics in the community and society	3		
Unit 3	<b>Ethics and Inclusivity</b>	6	2	1, 2, 3, 4, 5
	Ethics and diversity & inclusion	3		
	Equity, equality, and addressing violence	3		
Unit 4	<b>Ethics in various life spheres</b>	6	3	1, 2, 3, 4, 5
	Ethics in family, society, and workplace	4		
	Ethics in IPR and plagiarism	2		
Unit 5	<b>Overcoming ethical challenges</b>	6	3	1, 2, 3, 4, 5
	Identifying common challenges	3		
	Strategies to overcome challenges	3		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)		
		CLA-1 10%	CLA-2 20%	CLA-2 20%
Level 1	Remember	50%	50%	50%
	Understand			
Level 2	Apply	50%	50%	50%
	Analyse			
Level 3	Evaluate			
	Create			
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Landau, RS. (2019). Living Ethics. New York: Oxford University Press.
2. Nagarazan, R.S. (2022). A Text book on Professional Ethics and Human Values. New Delhi: New Age International Publisher.
3. Rachels, J., & Rachels, S. (2012). The elements of moral philosophy 7e. McGraw Hill.
4. Singer, P. (1986). Applied Ethics. Oxford: Oxford University Press.
5. Gensler, H., Spurgin, E., & Swindal, J. (2004). Ethics: contemporary readings. Routledge.

### Course Designers

1. Department of Psychology, SLASS, SRM University-AP

### Entrepreneurial Mindset-I

<b>Course Code</b>	SEC 104	<b>Course Category</b>	SEC	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				0	0	2	2
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain the key concepts of entrepreneurship and innovation.
2. Use tools and techniques for navigating the uncertain path of entrepreneurship

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Explain the key entrepreneurship and innovation concepts	1	90%	80%
<b>Outcome 2</b>	Identify entrepreneurial opportunity and ideate solutions	1	80%	70%
<b>Outcome 3</b>	Describe the concepts of Startup Funding and Pitching	1	60%	60%
<b>Outcome 4</b>	Devise innovative business plans with sound entrepreneurial concepts.	4	65%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	1	1	0	0	0	0	0	0	0	0	2	3	2
<b>Outcome 2</b>	2	2	2	0	2	0	2	0	0	0	0	3	2	2
<b>Outcome 3</b>	1	3	3	2	0	0	0	3	0	3	3	0	3	2
<b>Outcome 4</b>	2	3	3	2	0	0	0	3	2	3	3	3	0	3
<b>Average</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Introduction to Entrepreneurship</b>	2		
	What and Why of Entrepreneurship		1	1,2
	Need of Entrepreneurship		1	1,2
	Entrepreneurship at SRM-AP		1	1,2
Unit 2	<b>Entrepreneurial Orientation</b>	4		
	Characteristics of successful entrepreneurs		1,2	1,2
	Mindset shifts: from an employee to an entrepreneur		1,2	1,2
	Overcoming challenges and dealing with failures		1,2	1,2
Unit 3	<b>Entrepreneurial Skills</b>	4		
	Skillsets of an Entrepreneur		1,2	1,2
	Design Thinking, Growth Mindset		1,2	1,2
	Design Thinking		1,2	1,2
Unit 4	<b>Entrepreneurial Opportunity &amp; Ideation</b>	2		
	Difference between idea and opportunity		1,2	1,2
	Opportunities in Vibrant Indian Entrepreneurial Ecosystem		1,2	1,2
	Opportunity Recognition (Sources of Opportunity)		1,2	1,2
	Idea Generation		1,2	1,2
Unit 5	<b>Business Model Canvas</b>	2		
	Why BMC		3	1,2
	Value Proposition		3	1,2
	Customer Discovery		3	1,2
	Customer Relationship		3	1,2
	Channels		3	1,2
	Key Partners		3	1,2
	Key Activities		3	1,2
	Key Resources		3	1,2
	Revenue Structure		3	1,2
	Cost Structure		3	1,2
Unit 6	<b>Startup Financing &amp; Pitching</b>	2		
	Stages of Fundraising		4	1,2
	Mode of Investment		4	1,2
	Startup Valuation		4	1,2
	From Pitch to Hitch (Pitch Deck)		4	1,2
Unit 7	<b>Growth Mindset and Sales Ability</b>	2		
	Importance of sales skills for entrepreneurship		3	1,2
	Sales Techniques		3	1,2
	Developing Growth Mind Set			1,2
Unit 8	<b>Developing the Business Plan</b>	12	3,4	1,2
	<b>Total Hours</b>	30		

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)		
		CLA-1 (40%)	CLA-2 (30%)	CLA-3 (30%)
Level 1	Remember	100%	60%	40%
	Understand			
Level 2	Apply	--	40%	60%
	Analyse			
Level 3	Evaluate	--		
	Create			
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100</b>

## Recommended Resources

1. Barringer, B. R. & Ireland, R. D. (2020). Entrepreneurship: Successfully launching new ventures. Pearson.
2. Hasrich, R. D., Shepherd, D. A. & Peters, M. P. (2021). Entrepreneurship. McGraw Hill

## Other Resources

1. Business courses online (n.d.). Coursera. <https://www.coursera.org/browse/business/entrepreneurship>



### Macroeconomics

Course Code	FIC 110	Course Category	FIC			
			L	T	P	C
			2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	Management	Professional / Licensing Standards				

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain the basic theoretical concepts and problems of macroeconomics.
2. Use the macroeconomic concepts to analyse economic environment of a nation.
3. Illustrate the operation and problems of real economy.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Define national income, explain the cause for changes in income and how national income is calculated.	1	80%	75%
<b>Outcome 2</b>	Demonstrate the fundamental employment theories to real-world scenarios, relate how these principles can be implemented to tackle problem of unemployment, investment, and consumption.	3	75%	70%
<b>Outcome 3</b>	Illustrate trade cycle and the cause of inflation and appraise the measures taken to control inflation.	4	70%	60%
<b>Outcome 4</b>	Appraise the functioning of stock market, banking and insurance and understand different types of money.	5	70%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	3	3	3	2	1	3	3	3	3	3	1	-	-
<b>Outcome 2</b>	3	3	3	3	2	1	3	3	3	3	3	-	2	-
<b>Outcome 3</b>	3	3	3	3	2	1	3	3	3	3	3	-	2	-
<b>Outcome 4</b>	3	3	2	3	2	3	3	3	3	3	3	-	-	3
<b>Average</b>	3	3	3	3	2	2	3	3	3	3	3	-	-	-

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>NATIONAL INCOME</b>	<b>3</b>		1
	Meaning, Definition and importance of Macro Economics	1	1	
	National Income: Meaning, Definitions: National Income, GNP & NNP, GDP & NDP	1	1	
	Personal Income (PI), Disposable Income (Di), Per Capita Income (PCI), Real National Income (RNI).	1	1	
Unit 2	<b>THEORIES OF EMPLOYMENT</b>	<b>6</b>		1
	Classical theory of employment – Say’s law of markers – Keynesian theory of employment	2	2	
	Consumption function – APC, MPC, factors influencing consumption function	2	2	
	Investment function – MEC and Rate and Rate of Interest.	2	2	
Unit 3	<b>TRADE CYCLE AND INFLATION</b>	<b>9</b>		1
	Trade cycles – Meaning and definition – Phases of a trade cycle	3	3	
	Inflation – Definition – Types of Inflation	3	3	
	Causes and effects of inflation – Measures to control inflation.	3	3	
Unit 4	<b>MONEY AND THEORIES OF MONEY</b>	<b>12</b>		1
	Meaning, functions and classification of Money– Gresham’s law	4	4	
	R.B.I. Classification of Money – M1, M2, M3, M4 Theories of Money	4	4	
	Fisher’s quantity theory of Money, Cambridge approach (Marshall, Pigou, Robertson and Keynes).	4	4	
Unit 5	<b>BANKING, STOCK MARKET AND INSURANCE</b>	<b>12</b>		1
	Functions of Commercial banks	4	4	
	The process of credit creation	4	4	
	Concept of Non-Banking Finance Companies (NBFCs).	4	4	
<b>Total Hours</b>				<b>42 Hours</b>

## Learning Assessment

Bloom’s Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Project (15%)	
Level 1	Remember	80%	30%	40%	100%	40%
	Understand					
Level 2	Apply	20%	60%	50%	0	50%
	Analyse					
Level 3	Evaluate	0	10%	10%	0	10%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Samuelson, P. A., Nordhaus, W. D. & Chaudhuri, S. (2021). Macroeconomics. Tata McGraw Hill.
2. Macroeconomics principles. (2019b, January 7). Coursera. <https://www.coursera.org/learn/microeconomics>

### Business Research

<b>Course Code</b>	FIC 119	<b>Course Category</b>	FIC				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							1	0	1	2
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain the key principles in business research.
2. Teach research design and instrument development.
3. Illustrate the multifaceted aspects of data collection, preparation, and analysis

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Explain fundamental principles of business research in various business scenarios.	1	70%	60%
<b>Outcome 2</b>	Illustrate the skills of data collection, preparation, analysis and interpret the results of business research.	1	65%	50%
<b>Outcome 3</b>	Use research instruments for different research problems.	3	70%	60%
<b>Outcome 4</b>	Conclude research findings effectively.	4	70%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	3	3	3	0	0	0	2	2	2	3	2	3	2
<b>Outcome 2</b>	3	3	3	3	0	0	0	2	2	2	3	2	3	2
<b>Outcome 3</b>	3	3	3	3	0	0	0	3	2	2	3	2	3	2
<b>Outcome 4</b>	3	3	3	3	0	0	0	3	3	3	3	2	3	2
<b>Average</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2.5</b>	<b>2.25</b>	<b>2.25</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Introduction</b>	<b>8</b>		
	Definition and Significance of Business Research	1	1	1,2
	The research process	2	1	1,2
	Type of Research-Exploratory and Conclusive Research	2	1	1,2
	Cross-Sectional and Time-Series Research	2	1	1,2
	Qualitative and Quantitative Research	1	1	1,2
Unit 2	<b>Research Design and Measurement</b>	<b>8</b>		
	Definition and Type of research design	1	2	2,3,5
	Experimental design	1	2	2,3,5
	Different types of experimental design	1	2	2,3,5
	Internal and external validity	1	2	2,3,5
	Variables in Research	1	2	2,3,5
	Measurement and scaling	1		2,3,5
	Different scales in Construction of instrument	1	2	2,3,5
	Validity and Reliability of instrument.	1	2	2,3,5
Unit 3	<b>Data Collection</b>	<b>8</b>		
	Types of Data	1	3	1,2,4
	Scaling-Primary v/s Secondary Data	1	3	1,2,4
	Methods of primary data collection –	1	3	1,2,4
	Survey Vs Observation –	1	3	1,2,4
	Experiments – Construction of questionnaire and instrument – Validation of questionnaire –	2	3	1,2,4
	Sampling plan – Sample size – determinants optimal sample size –	1	3	1,2,4
	sampling techniques – Probability Vs Non– probability sampling methods.	1	3	1,2,4
Unit 4	<b>Data Analysis</b>	<b>3</b>		
	Pearson Correlation	1	3	3,4
	ANOVA	1	3	3,4
	Simple and Multiple Regression	1	3	3,4
Unit 5	<b>Project</b>	<b>3</b>		
	Student presentations	3	4	-
<b>Total Contact Hours</b>			<b>30</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)	
		CLA-1 (15%)	CLA-2 (15%)	CLA-3 (20%)	Th (50%)	Project (50%)
Level 1	Remember	20%	60%	30%	70%	30%
	Understand					
Level 2	Apply	80%	40%	70%	30%	70%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Zikmund, W. G. (2013). Business research methods. Cengage.
2. Malhotra, N. K. & Das, S. (2019). Marketing research: An applied orientation. Pearson Education.
3. Cooper, D. R., Schindler, P. S. & Sharma, J. K. (2013). Business research methods. Tata McGraw Hill.
4. Gupta, S. L. (2003). Marketing research. Excel.
5. Cavana, R., Delahaye, B., & Sekeran, U. (2001). Applied business research: Qualitative and quantitative methods: John Wiley

## Other Resources

1. Business Research Method. (n.d.). Swayam. <https://www.classcentral.com/course/swayam-business-research-methods-19811>

### Business and Industrial Laws

Course Code	FIC 133	Course Category	FIC	L	T	P	C
				2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain the key concept of the legal framework within which business operates.
2. Interpret contract law for business transactions and agreement.
3. Teach students to identify, assess, and manage legal risks associated with business operations.
4. Illustrate a comprehensive legal strategy for a hypothetical business facing multiple legal challenges

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Define key legal terms and concepts used in business law.	1	50%	60%
<b>Outcome 2</b>	Summarize legal decisions and their implications for business operations.	2	60%	70%
<b>Outcome 3</b>	Use a given business scenario to identify potential legal issues.	3	55%	65%
<b>Outcome 4</b>	Relate the impact of specific legal precedents on current business practices.	4	55%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 2	PSO 2	PSO 3
<b>Outcome 1</b>	1		1	1	1	1	2	2	1	1	1	1	1	1
<b>Outcome 2</b>	2		1	2	2	1	2	2	1	3	1	1	2	1
<b>Outcome 3</b>	2	1	2	1	2	2	3	2	2	2	2	2	2	2
<b>Outcome 4</b>	3	1	1	2	3	2	3	3	3	3	2	2	3	3
<b>Average</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>

### Course Unitization Plan

Unit No.	Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Indian contract Act 1872</b>	<b>15</b>	1	1,2
	Nature and Kinds of Contract	3		
	Capacity to Contract, Free Consent, Legality of Object	3		
	Contingent contract, Performance of contract	5		
	Discharge of contract, Breach of contract	4		
Unit 2	<b>Sale of goods Act &amp; NI Act.,</b>	<b>10</b>	1,2	1,2
	Sale of Goods Act, 1930.	5		
	Negotiable Instruments Act, 1881	5		
Unit 3	<b>Consumer Protection Act</b>	<b>8</b>	2,3	1,2
	Provisions of consumer law	4		
	Different types of consumer courts	4		
Unit 4	<b>Partnership Act</b>	<b>6</b>	2,3,4	1,2
	Provisions of The Partnership Act, 1932,	3		
	Provisions relating to Limited Liability Partnership Act, 2008.	3		
Unit 5	<b>Industry Law</b>	<b>6</b>	3,4	3
	Provisions of Industrial Dispute Act, 1947,	2		
	Provisions relating to health, safety and welfare in Factories Act, 1948,	2		
	Social Security Code, 2020,	2		
<b>Total Contact Hours</b>		<b>45</b>		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Exam (40%)
		CLA-1 (20%)	CLA 2 (15%)	CLA-3 (15%)	Mid (10%)	
Level 1	Remember	60%	60%	50%	60%	55%
	Understand					
Level 2	Apply	40%	40%	50%	40%	45%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Kapoor, N. D. (2013). Elements of Mercantile Law. Sultan Chand & Co.
2. Corporate Laws as amended by Companies (Amdt.) Act, 2019. by Taxmann Publication
3. Monappa, A., Nambudiri, R. & Selvaraj, P. (2017). Industrial Relations and Labour Laws. Mc Graw Hill education.

### Other Resources

1. Corporate Law - course. (n.d.).Swayam. [https://onlinecourses.swayam2.ac.in/cec20\\_hs23/preview](https://onlinecourses.swayam2.ac.in/cec20_hs23/preview)

### Financial Management

<b>Course Code</b>	BBA 104	<b>Course Category</b>	Core				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain the basic concepts of finance, importance of time value of money in making finance decision.
2. Identify the various source of financing, appraise the best source of finance.
3. Describe the methods and techniques of investment evaluation
4. Teach the fundamentals of financial statement and use techniques of analysis like ratios analysis

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Describe the basic concepts of finance, explain the importance of time value of money and use it while making investment decision	1	80%	75%
<b>Outcome 2</b>	Compare the performance of organisations using various techniques like ratios, trend etc.	2	75%	65%
<b>Outcome 3</b>	Solve the problem and make decision in determining the source of finance with cheapest cost	3	70%	60%
<b>Outcome 4</b>	Relate the investment proposal	4	80%	75%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 2	PSO 2	PSO 3
<b>Outcome 1</b>	3	1	2	3	2	1	3	3	3	1	-	-	3	3
<b>Outcome 2</b>	3	3	2	3	2	1	3	3	3	2	-	-	3	3
<b>Outcome 3</b>	2	3	3	3	2	1	3	3	3	3	-	-	3	3
<b>Outcome 4</b>	3	3	3	3	2	1	3	3	3	3	-	-	3	3
<b>Average</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>			<b>3</b>	<b>3</b>

## Course Unitization Plan

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Unit Name 1: INTRODUCTION TO FINANCIAL STATEMENT AND ANALYSIS</b>	<b>7</b>		<b>1</b>
	Concept 1: Overview of financial statements, Conflicts between managers, shareholders and bondholders	2	1	
	Concept 2: Financial statement and reports, Techniques of Financial Statement Analysis	3	2	
	Concept 3: Evaluating trends and components of business. Standards of comparison, Using Financial Ratios	2	1	
<b>Unit 2</b>	<b>Unit Name 2: Time Value of Money</b>	<b>9</b>		<b>2</b>
	Concept 1: Meaning, Importance of Time Value of Money	3	2	
	Concept 2: Future Values, Present Values	4	2	
	Concept 3: Annuities, Perpetuities,	2	2	
<b>Unit 3</b>	<b>Unit Name 3: Cost of Capital</b>	<b>10</b>		
	Concept 1: Explicit and Implicit costs, Cost of debt	3	3	1
	Concept 2: Cost of Equity Share, Cost of Preference Share	4	3	
	Concept 3: Cost of Retained Earning, WACC based on Historical and Market weights,	3	3	
<b>Unit 4</b>	<b>Unit Name 4: Capital Budgeting Techniques</b>	<b>10</b>		
	Concept1: Estimation of relevant project cash flows	3	4	3
	Concept 2 Techniques for evaluation: Payback period, Accounting Rate of Return, Net Present Value	4	4	
	Concept 3: Net Present Value, Internal Rate of Return	3	4	
<b>Unit 5</b>	<b>Unit Name 5: Leverage</b>	<b>9</b>		
	Concept 1: Meaning, Importance, Operating Leverage	3	3,4	3
	Concept 2 Financial Leverage, Combined leverage	3	3,4	
	Concept3: EBIT -EPS analysis	3	3,4	
<b>Total Hours</b>		<b>45</b>		



## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	20%	35%	10%	20%	15%
	Understand					
Level 2	Apply	80%	65%	90%	80%	85%
	Analyse					
Level 3	Evaluate	-	-	-	-	-
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Chandra, P. (2022). Financial management: Theory and practice. Mc Graw Hill Education.
2. Gupta, S. K., Sharma, R. K. & Gupta N. (2017). Financial management: Theory and practice. Kalyani.
3. Pandey, I. M. (2022). Financial management. Pearson.

## Other Resources

1. <https://www.coursera.org/specializations/financial-management>

### Human Resource Management

<b>Course Code</b>	BBA 105	<b>Course Category</b>	Core				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain the key concepts of HR Management.
2. Describe the strategies required to select and develop human resources.
3. Connect various HR concepts with applications to take correct business decisions.
4. Devise HR Plan with business strategies

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Explain the relationship between HR strategies and overall organizational success	1	65%	55%
<b>Outcome 2</b>	Describe how workforce utilization practices contribute to organizational strategy	1	60%	50%
<b>Outcome 3</b>	Relate the impact of employee development on organizational competitiveness	3	70%	60%
<b>Outcome 4</b>	Illustrate a comprehensive framework for strategically oriented compensation management	4	60%	50%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 2	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	2	3	3	2	3	2	2	3	3	2	3	3
<b>Outcome 2</b>	3	2	2	3	3	2	3	2	2	3	3	2	3	3
<b>Outcome 3</b>	3	2	2	3	3	2	3	2	2	3	3	2	3	3
<b>Outcome 4</b>	3	2	3	3	3	2	3	2	2	3	3	3	3	3
<b>Average</b>	<b>3</b>	<b>2</b>	<b>2.25</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.25</b>	<b>3</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>INTRODUCTION TO HUMAN RESOURCE MANAGEMENT</b>	<b>15</b>		
	What is human resource management and why is it important?	3	1	1,2,3
	HRM in Banks	3	1	1,2,3
	New approaches to organizing HR	3	1	1,2,3
	Human resource management strategy and analysis–	3	1	1,2,3
	Strategic role of human resource management-	3	1, 2	1, 2, 3
Unit 2	<b>RECRUITING, SELECTING AND SOCIALIZING</b>	<b>15</b>	<b>1,2</b>	1,2,3
	Introduction, Recruitment Policy,	3	1, 2	1,2,3
	Issues, sources of people,	3	1, 2	1,2,3
	selection process and tests,	3	1, 2	1,2,3
	Socialization, Internal Mobility,	3	1, 2	1,2,3
	Career Planning – Case Study Analysis,	3	1, 2	1,2,3
Unit 3	<b>TRAINING AND DEVELOPMENT</b>	<b>10</b>		1,2,3
	Training and developing employees	3	1, 2	1,2,3
	Overview of the training process	2	1, 2	1,2,3
	Managing organizational change programs	2	1, 2	1,2,3
	Training Methodology - Case Study Analysis	3	1, 2	1,2,3
Unit 4	<b>PERFORMANCE AND COMPENSATION MANAGEMENT SYSTEM</b>	<b>10</b>		1,2,3
	Definition, importance, objectives,	3	3	1,2,3
	components and methods of performance management system	3	3	1,2,3
	Principal compensation issue, job evaluation,	2	3	1,2,3
	pay-structure, individual and group incentives – Case Study Analysis.	2	3	1,2,3
Unit 5	<b>SOCIAL SECURITY AND LABOUR WELFARE</b>	<b>10</b>		1,2,3
	Concept of Social Security and Industrial Relations,	3	4	1,2,3
	Workers Participation in Management Significance, and	3	4	1,2,3
	various social security legislations in India – Case Study Analysis.	4	4	1,2,3
<b>Total Contact Hours</b>			<b>60</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	30	70	50	70	70
	Understand					
Level 2	Apply	70	30	50	30	30
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Dessler, G. & Varkkey, B. (2020). Human resource management. Pearson Education.
2. Michael, M. C. (2008). Human resource management. Jaico Publishing House.
3. Ivancevich, J. M. & Konopaske (2013). Human resource management. McGraw Hill

## Other Resources

1. Human Resource Management: HR for people managers. (n.d.). Coursera. <https://www.coursera.org/specializations/human-resource-management>

### Operations Management

<b>Course Code</b>	BBA 106	<b>Course Category</b>	Core				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain the fundamentals of operations management and various types of production systems.
2. Use various process analysis performance metrics, facility layouts and location decisions.
3. Teach various types of demand forecasting, materials requirement planning and inventory management techniques.
4. Illustrate the concepts of quality management, just-in-time, six sigma and lean management

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Explain the operations management concepts.	1	80%	70%
<b>Outcome 2</b>	Describe various process and facility layouts.	1	65%	50%
<b>Outcome 3</b>	Interpret the demands and calculate the optimal order quantity	2	65%	50%
<b>Outcome 4</b>	Illustrate the key concepts of the quality management tools and technique.	4	70%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	2	3	2	1	1	2	1	1	3	2	2	1
<b>Outcome 2</b>	3	3	3	3	3	1	1	3	1	1	3	3	3	2
<b>Outcome 3</b>	3	2	2	2	2	1	1	3	1	1	3	2	2	1
<b>Outcome 4</b>	3	2	2	3	2	1	1	2	1	1	3	2	2	1
<b>Average</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
<b>Unit 1</b>	<b>Overview on Operations Management (OM), Production systems and Process Analysis</b>	<b>8</b>		
	What is OM? Basics of OM and Why study OM?	1	1	1,2
	Interface with other management functions and What Operations Managers do?	1	1	1,2
	Manufacturing and non-manufacturing operations	1	1	1
	Operations Strategy	1	1	1,2
	Production Systems and Types of Production System	2	1	1
	Process Analysis	2	3	1,2
<b>Unit 2</b>	<b>Facility Location and Layout</b>	<b>8</b>		
	What is Facility Location? Why it is Important?	2	2	2
	Factors affecting facility location decisions and facility location exercises	2	2	2
	What is Facility Layout? Objectives and Advantages	2	2	1
	Basic types of layouts and exercises	2	2	1
<b>Unit 3</b>	<b>Demand Forecasting and Inventory Management</b>	<b>10</b>		
	What is demand forecasting? Examples and Applications, Importance of forecasting	2	3	1,2
	Types of forecasting techniques	2	3	1,2
	What is inventory and inventory management?	2	3	1,2
	Types of inventories	2	3	1,2
	Inventory control techniques	2	3	1,2
<b>Unit 4</b>	<b>Material Management</b>	<b>12</b>		
	Introduction to Material Requirements Planning (MRP)	2	3	1
	MRP Inputs and Outputs	3	3	1
	Applications of MRP	2	3	1
	Exercise on MRP Tabulation	5	3	1
<b>Unit 5</b>	<b>Quality Management</b>	<b>7</b>		
	What is Quality and Quality Management? Dimensions of Quality	3	4	1,2
	Six sigma concepts, tools and techniques and lean management	4	4	1,2
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		CLA-1 (10%)	CLA-2 (20%)	Mid-term (20%)	
Level 1	Remember	80%	50%	70%	40%
	Understand				
Level 2	Apply	20%	50%	30%	60%
	Analyse				
Level 3	Evaluate				
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

- Jacobs, F. R. & Chase, R. B. (2021). Operations and supply chain management. McGraw-Hill Education.
- Mahadevan, B. (2015). Operations management: Theory and practice, Pearson

## Other Resources

- Introduction to operations Management. (2019b, May 3). Coursera. <https://www.coursera.org/learn/wharton-operations>

### Design Thinking

<b>Course Code</b>	AEC 131	<b>Course Category</b>	AEC				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							1	0	1	2
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	<b>Management</b>	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Summarise the principles of design thinking.
2. Articulate the principles of design thinking.
3. Use design thinking to solve problems.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Classify the concepts and importance of design thinking.	2	85	90
<b>Outcome 2</b>	Discover the process and stages of design thinking.	3	85	90
<b>Outcome 3</b>	Solve a given problem using design thinking principles.	3	75	65

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	1	1	3	0	0	0	1	1	1	1			
<b>Outcome 2</b>	3	1	2	3	0	0	0	2	1	1	2			
<b>Outcome 3</b>	3	3	3	3	0	0	0	1	1	3	3			
<b>Average</b>	3	2	2	3	0	0	0	1	1	2	2			

### Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Incubation and understanding</b>			1,2
	Understanding of Design Thinking & its Importance	4	1	1,2
	Importance of Design Thinking	3	1	1,2
	Pillars of Design Thinking	3	1	1,2
Unit 2	<b>Process – Understanding the Stages of Design Thinking</b>			
	Stage 1- Empathy	2	2	1,2
	Stage 2 – Define	2		1,2
	Stage 3 – Ideate	2		1,2
	Stage 4 – Prototype	2	2	1,2
	Stage 5 – Test & implement	2	2	1,2
Unit 3	<b>Application</b>			
	Project Work	7	3	1,2
	Viva	3	3	1,2
<b>Total Contact Hours</b>		<b>30</b>		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)	
		CLA-1 (50%)	CLA-2 (50%)
Level 1	Remember	50%	40%
	Understand		
Level 2	Apply	50%	60%
	Analyse		
Level 3	Evaluate		
	Create		
<b>Total</b>		<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Foster, M. K. (2021). Design thinking: A creative approach to problem solving. Management Teaching Review, 6(2), 123-140. HBS – Online – Design Thinking & Innovation – course material
2. Case studies
3. Cross, Nigel. (2011). Design Thinking: Understanding How Designers Think and Work. 10.5040/9781474293884.
4. Lockwood, T. (2010). Design thinking: Integrating innovation, customer experience, and brand value. Simon and Schuster.

### Other Resources

1. Thinking and Innovation - course. (n.d.). [https://onlinecourses.swayam2.ac.in/aic23\\_ge17/preview](https://onlinecourses.swayam2.ac.in/aic23_ge17/preview)

### Entrepreneurial Mindset II

Course Code	SEC 131	Course Category	SEC			
			1	0	1	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	Management	Professional / Licensing Standards				

#### Course Objectives / Course Learning Rationales (CLRs)

1. Teach risk management strategies and resilience for navigating entrepreneurial challenges.
2. Develop creativity and innovation skills to generate entrepreneurial solutions effectively

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe strategic thinking frameworks for analysing opportunities and creating startup strategies.	1	80%	80%
<b>Outcome 2</b>	Explain business models and different types of entrepreneurs and intrapreneurs.	1	70%	70%
<b>Outcome 3</b>	Appraise potential challenges and reasons for failure in entrepreneurial ventures.	5	80%	80%
<b>Outcome 4</b>	Reframe the significance of entrepreneurship and assess the inherent traits and skills essential for entrepreneurial success and family Business.	5	70%	70%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	0	1	3	0	0	0	0	0	0				
<b>Outcome 2</b>	3	1	1	3	0	0	0	0	1	0				
<b>Outcome 3</b>	3	1	0	2	0	0	0	0	0	0				
<b>Outcome 4</b>	3	0	0	2	0	0	1	2	1	2				
<b>Average</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>				



## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Introduction</b>	<b>4</b>		
	Significance of Entrepreneurship	1	1	1,2
	Inherent Traits and Skills required to be possessed by a Potential Entrepreneur	1	1	1,2
	Taxonomy of Entrepreneurship: Types of Entrepreneurs, Distinction between Entrepreneurs and Intrapreneurs	2	1	1,2
Unit 2	<b>Entrepreneurial Opportunity</b>	<b>6</b>		
	Opportunities and Challenges (Pros and Cons) of Entrepreneurship	2	2,3	1,2
	Reasons for Failure of Entrepreneurial Ventures	2	2	1,2
	Exploring Entrepreneurial Opportunities	2	2	1,2
Unit 3	<b>Entrepreneurial Strategy</b>	<b>5</b>		
	Ideation and idea testing	2	3	1,2
	Starting up Strategy: Five-Question Framework and Porter's Five Forces	2	3	1,2
	Entrepreneurial Support	1	3	1,2
Unit 4	<b>Business Model</b>	<b>10</b>		
	Understanding Business Models	2	4	1,2
	Preparing a Business Plan	5	4	1,2
	Basics of Startup finance	3	4	1,2
Unit 5	<b>Family Business</b>	<b>5</b>		
	Introduction to Family Business	2	4	3
	Entrepreneurship in Family Business	3	4	3
<b>Total Contact Hours</b>			<b>30</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		CLA-1 (15%)	CLA-2 (15%)	CLA-3 (20%)	
Level 1	Remember	80%	70%	70%	60%
	Understand				
Level 2	Apply				
	Analyse				
Level 3	Evaluate	20%	30%	30%	40%
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Casson, M. (Ed.). (2008). The Oxford handbook of entrepreneurship.
2. Bamford, C. E., & Bruton, G. D. (2011). Entrepreneurship: a small business approach. (No Title).

## Other Resources

1. Entrepreneurship Development - course. (n.d.). [https://onlinecourses.swayam2.ac.in/cec24\\_mg08/preview](https://onlinecourses.swayam2.ac.in/cec24_mg08/preview)

### IT Applications in Management

<b>Course Code</b>	SEC 132	<b>Course Category</b>	SEC		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
					1	0	1	2
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>				
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>						

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain the role of IT applications in management.
2. Describe the importance of data in decision making.
3. Conclude the advantages of using decision support tools for decision making.
4. Design processing data through spreadsheet.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Explain the importance of IT applications in management.	1	80%	70%
<b>Outcome 2</b>	Identify the tools and techniques to effectively process data.	1	75%	70%
<b>Outcome 3</b>	Compare decision support tools for decision making.	2	75%	70%
<b>Outcome 4</b>	Illustrate the importance of system and data security.	4	85%	75%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO1	PSO2	PSO3
<b>Outcome 1</b>	3	2	3	2	3	1	1	3	2	2	2			
<b>Outcome 2</b>	3	2	3	2	3	0	2	3	1	2	2			
<b>Outcome 3</b>	3	3	3	2	2	0	1	3	2	3	2			
<b>Outcome 4</b>	3	3	3	2	3	1	3	3	2	3	2			
<b>Average</b>	<b>3.0</b>	<b>2.5</b>	<b>3.0</b>	<b>2.0</b>	<b>2.8</b>	<b>0.5</b>	<b>1.8</b>	<b>3.0</b>	<b>1.8</b>	<b>2.5</b>	<b>2.0</b>			

**Course Unitization Plan- Theory**

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Overview of IT &amp; its applications in Management</b>			
	Introduction to IT Applications in management, Impact of Information Technology, Application of Business information & Information Resource Management (IRM), Information systems and its types.	4	1, 2	1 &2
	MIS & its Structures, Major types of MIS Reports, MIS Implementation.	5		
Unit 5	<b>IT Governance &amp; Security</b>		4	1 &2
	Malwares & its types, Disaster recovery & Business continuity planning	3		
	Business Process reengineering and fault tolerant systems.	3		
<b>Total Contact Hours</b>			<b>15</b>	

**Course Unitization Plan- Lab**

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 2	<b>Business Intelligence &amp; Data visualization</b>			
	MS Excel & its benefits, Data Cleaning, Data formatting	2	1, 2	3
	Pivot Table, Slicers, Case study: Quick loans to unbankable in Kenya	2		
Unit 3	<b>Introduction to Decision Support System</b>			
	Introduction to Decision Support System, Decision Support Chart - Pareto Chart & Gantt Chart.	2	3	3
	Decision Support tool – Goal Seek, One way Data Table, Two-way Data Table, Absolute cell reference.	3		
Unit 4	<b>Collaboration &amp; office management IT tools</b>			
	Mail merge function & Basics of PowerPoint	2	2, 3	1 &2
	Functions of google forms	2		
	Google sheets and Google docs	2		
<b>Total Contact Hours</b>			<b>15</b>	

### Learning Assessment- Theory

Bloom's Level of Cognitive Task		Continuous Learning Assessments (25%)		
		CLA-1 (5%)	Mid-1 (10%)	CLA-2 (10%)
Level 1	Remember	80%	80%	80%
	Understand			
Level 2	Apply	20%	20%	20%
	Analyse			
Level 3	Evaluate			
	Create			
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>

### Learning Assessment- Practical

Bloom's Level of Cognitive Task		Continuous Learning Assessments (25%)		End Semester Exam (50%)
		CLA-3 (10%)	Mid-1 (15%)	
Level 1	Remember	20%	20%	20%
	Understand			
Level 2	Apply	80%	80%	80%
	Analyse			
Level 3	Evaluate			
	Create			
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Sadagopan, S. (2014). Management information systems. PHI Learning Pvt.Ltd..
2. Laudon, K. C., & Laudon, J. P. (2004). Management information systems: Managing the digital firm. Pearson Educación.
3. Winston, W. L. (2004). Data Analysis and Business Modeling with Microsoft Excel. Microsoft Press

### Other Resources

1. Computer Applications in Business - course. (n.d.). [https://onlinecourses.swayam2.ac.in/cec24\\_cs18/preview](https://onlinecourses.swayam2.ac.in/cec24_cs18/preview)

### Organizational Behaviour

<b>Course Code</b>	BBA 201	<b>Course Category</b>	Core				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. To understand the conceptual framework of the discipline of OB and its practical applications in the organizational setup.
2. To deeply understand the role of individuals, groups, and structures in achieving organizational goals effectively and efficiently.
3. To critically evaluate and analyze various theories and models that contribute to the overall understanding of the discipline.
4. To develop creative and innovative ideas that could positively shape the organizations.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe the concepts of Organizational Behaviour and its applications in contemporary organizations.	1	70%	60%
<b>Outcome 2</b>	Illustrate the impacts of individuals, groups, and structure on organizational effectiveness and efficiency.	1	60%	55%
<b>Outcome 3</b>	Illustrate the theories and models of organizations in the workplace.	1	60%	55%
<b>Outcome 4</b>	Analyze and solve given organizational challenges creatively and innovatively.	3	70%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	1	1	1	2	3	3	3	2	2	2	2	3	3
<b>Outcome 2</b>	2	1	1	1	2	3	3	3	2	2	2	2	3	3
<b>Outcome 3</b>	2	1	1	1	2	3	3	3	3	2	2	2	3	3
<b>Outcome 4</b>	3	1	1	1	2	2	3	3	3	2	2	2	3	3
<b>Average</b>	<b>2.25</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2.75</b>	<b>3</b>	<b>3</b>	<b>2.5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>

**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit No.1</b>	<b>INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR</b>	<b>9</b>		
	Introduction to organization, organization, and managers, manager's roles and skills	2	1	1,2,3
	behavior at work, introduction to organization behavior	2	1	1,2,3
	major behavioral science disciplines contributing to OB	2	1	1,2,3
	challenges and opportunities managers have in applying OB concepts	2	1	1,2,3
	OB model (including motivation models) and levels of OB model	1	1, 2	1, 2, 3
<b>Unit No.2</b>	<b>INDIVIDUAL BEHAVIOUR</b>	<b>9</b>	<b>1, 2</b>	1,2,3
	Introduction to individual behavior, values, attitudes	1	1, 2	1,2,3
	job satisfaction, personality, perception, and individual decision-making	2	1, 2	1,2,3
	learning, motivation at work	2	1, 2	1,2,3
	managing emotions and stress (Meaning-Definition Stress and job performance relationship)	2	1, 2	1,2,3
	Approaches to stress management (Coping with stress)	2	1, 2	1,2,3
<b>Unit No.3</b>	<b>INTERPERSONAL BEHAVIOUR</b>	<b>9</b>		1,2,3
	Interpersonal Behaviour, Johari Window	3	1, 2	1,2,3
	Transactional Analysis	1	1, 2	1,2,3
	ego states, types of transactions, life positions, applications of T.A	2	1, 2	1,2,3
	Managerial interpersonal styles.; Case Study Analysis	3	1, 2	1,2,3
<b>Unit No.4</b>	<b>GROUP BEHAVIOUR</b>	<b>9</b>		1,2,3
	Introduction to group behaviour	2	3	1,2,3
	foundations of group behaviour	2	3	1,2,3
	concept of group and group dynamics	2	3	1,2,3
	Types of groups, formal and informal groups	2	3	1,2,3
	Theories of group formation, Case Study Analysis	1	3	1,2,3
<b>Unit No.5</b>	<b>ORGANISATIONAL BEHAVIOUR</b>	<b>9</b>		1,2,3
	Foundations of organization structure, organization design, organization culture	3	4	1,2,3
	organization change, managing across cultures	3	4	1,2,3
	Human resource management policies and practices, diversity at work. Case Study Analysis	3	4	1,2,3
<b>Total Contact Hours</b>			<b>45</b>	

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)						End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (30%)		CLA-2 (10%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	60%	-	40%	-	60%	-	50%	-
	Understand								
Level 2	Apply	-	-	-	-	-	-	-	-
	Analyse								
Level 3	Evaluate	40%	-	60%	-	40%	-	50%	40%
	Create								
<b>Total</b>		<b>100%</b>		<b>-</b>		<b>100%</b>		<b>100%</b>	

### Recommended Resources

1. Robbins, S. P/ Judge, T. A/ Sanghi, S., Organizational Behavior, Pearson Publication
2. Aswathappa, K., Organisational Behaviour– Text and Problem, Himalaya Publication
3. Pardeshi, P. C., Organizational Behaviour & Principles & Practice Of Management, Nirali publication

### Other Resources

1. Hosie, P.J. and Smith, R.C., 2009. A future for organisational behaviour?. European Business Review, 21(3), pp.215-232.
2. Brown, R. B., & Woodland, M. J. (1999). Managing knowledge wisely: A case study in organisational behaviour. Journal of applied management studies, 8(2), 175.

### Banking, Insurance and Money Market

<b>Course Code</b>	BBA 202	<b>Course Category</b>	Core				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Describe how banks raise their resources, deploy them, and manage the associated risks.
2. Compare the various nuances and interrelationships between Insurance and risk management.
3. Explain insights into the practical working of Banking and Insurance

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Describe regulations governing the Indian Banking system and Pricing of the types of loans proposed by banks to prospective borrowers with varied risk profiles	1	80%	75%
<b>Outcome 2</b>	Summarize and evaluate the performance of banks	2	75%	70%
<b>Outcome 3</b>	Illustrate and evaluate the growth and Development of Insurance Business	4	70%	60%
<b>Outcome 4</b>	Analyse the Role of Insurance Business Intermediaries and obtain an overview of the Regulatory Framework of the Insurance Sector	4	70%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	1	-	2	1	-	-	2	-	-	3	1	2	-
<b>Outcome 2</b>	3	3	2	2	1	-	-	2	2		3	1	2	-
<b>Outcome 3</b>	3	3	2	2	1	-	-	2	2	3	3	1	2	-
<b>Outcome 4</b>	3	-	-	2	1	-	-	2	2	3	3	1	2	-
<b>Average</b>	<b>3</b>	<b>1.75</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>1.5</b>	<b>1.5</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>-</b>



## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	<b>MANAGEMENT OF BANKING COMPANIES</b>	9	1	1
	Principles of Banking, Debitisation of Bank, Creation of Money,	3	1	1
	Present Structure of Commercial Banking System in India, Transaction in Working during 1947 to 1991 and after that.	3	1	1
	Principles of Insurance: Definition of Insurance, Meaning and Definition of Risks.	3	3	1
Unit No. 2	<b>MANAGEMENT PRINCIPLES IN BANKS</b>	9		2
	Nature of Insurance Business	3	3,4	2
	Nature of Insurance contract, Insurance Contract vs. Wage sing contract,	3	3,4	2
	Importance of Insurance, Uses of Insurance Business.	3	3,4	2
Unit No. 3	<b>MANAGEMENT OF DEPOSIT AND ADVANCES</b>	9		1
	Meaning, Importance of Development Officer	3	3,4	1
	Role of Development Officer	3	3,4	1
	Duties of Development Officer	3	3,4	1
Unit No. 4	<b>INVESTMENT REPORT</b>	9		1,2
	Nature of Bank Investment, Role of Insurance Agents, Meaning and Definition of Agents,	3	2,3,4	1,2
	Recruitment and Selection of Agents, Training of Agents, Duties of Agents,	3	2,3,4	1,2
	Code of Conduct for Agents, Rights of Agents, Essential Qualifications for Successful Agents, Termination of Agents.	3	2,3,4	1,2
Unit No. 5	<b>MANAGEMENT OF FINANCE</b>	9		1,2
	Bank Accounts, Records, Reports, Statement of Advances, Profit and Loss Accounts, Balance Sheet and Reports	3	2,3,4	1,2
	Management Principles in Insurance: Management Function in Insurance, Hierarchy, Individual and Group Behaviour	3	2,3,4	1,2
	Management of Personnel of Manager, Management Process of Selection, Training, Promotion, etc	3	2,3,4	1,2
	<b>Total Contact Hours</b>		<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Project (15%)	
Level 1	Remember	80%	30%	40%	100%	40%
	Understand					
Level 2	Apply	20%	70%	60%	-	60%
	Analyse					
Level 3	Evaluate	-	-	-	-	-
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Brown, R. (2007) Financial Services. Bradford, England: Emerald.
2. Black, Jr. Kenneth., Harold Skipper Jr., (2016) Life and Health Insurance, Prentice Hall, Inc., England.
3. Claessens, S. (2006). Access to financial services: A review of the issues and public policy objectives. The World Bank Research Observer, 21(2), 207-240.
4. Karlan, D., Kendall, J., Mann, R., Pande, R., Suri, T., & Zinman, J. (2016). Research and impacts of digital financial services (No. w22633). National Bureau of Economic Research.

### Selling and Negotiation Skills

Course Code	BBA 209	Course Category		L	T	P	C
				2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Define the concept of sales management and related terms.
2. Classify personal selling and sales force management.
3. Compare negotiation in the context of selling.
4. Design negotiation skills based on different selling scenarios

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Define the concepts of sales management and selling.	1	70%	60%
<b>Outcome 2</b>	Summarise the various theories and related terms to salesmanship.	2	60%	55%
<b>Outcome 3</b>	Illustrate negotiation issues in selling.	4	60%	55%
<b>Outcome 4</b>	Design the negotiation skills for effective selling.	6	70%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	2	3	2	1	1	2	2	1	1	2	3	3	3
<b>Outcome 2</b>	3	2	2	2	1	1	2	2	2	2	2	3	2	3
<b>Outcome 3</b>	3	3	3	2	1	1	2	3	2	3	3	3	2	3
<b>Outcome 4</b>	3	3	2	2	1	1	2	2	2	2	3	3	3	3
<b>Average</b>	<b>2.75</b>	<b>2.5</b>	<b>2.5</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2.25</b>	<b>1.75</b>	<b>2</b>	<b>2.5</b>	<b>3</b>	<b>2</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>INTRODUCTION TO SALES MANAGEMENT &amp; SELLING</b>	9		
	Concept of sales management; Personal selling, Importance of personal selling role;	5	1, 2	1,2
	Skills of modern sales managers, emerging trend in sales management.	4	1, 2	1,2
Unit 2	<b>PERSONAL SELLING, AND SALESMANSHIP</b>	9		
	Buyer-seller dyads, personal selling situations, AIDAS Theory of personal selling	4	1,2	1,2
	Process of selling - Setting personal selling objectives, types of personal selling objectives; retail vs. B2B selling; managing sales territories.	5	1,2	1,2
Unit 3	<b>FUNDAMENTAL OF BUSINESS NEGOTIATION</b>	9		
	Interconnection of selling and negotiation; Haggling, bargaining, mediation, conciliation, arbitration, negotiation	3	3,4	3,4,5
	Negotiation Process: stages of business negotiation. Key rules of negotiation in business,	3	3,4	3,4,5
	Distributive negotiation and integrative negotiation, Pre-Negotiation Planning.	3	3,4	3,4,5
Unit 4	<b>NEGOTIATION TOOLS &amp; TACTICS</b>	9		
	Communication and Persuasion in Negotiation, Common Negotiation Techniques and Ploys,	5	3,4	3,4,5
	Countering Negative Tactics and Techniques for Closing Negotiations.	4	3,4	3,4,5
Unit 5	<b>STRATEGIES OF NEGOTIATION</b>	9		
	Breakthrough strategies of negotiation in sales and HR function:	4	3,4	4,5
	Difficult scenarios of reaction, argument, rejection, push and escalation.	5	3,4	4,5
<b>Total Contact Hours</b>			45	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	40%		60%		60%		50%		50%	
	Understand										
Level 2	Apply	60%		40%		40%		50%		50%	
	Analyse										
Level 3	Evaluate										
	Create										
<b>Total</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>	

## Recommended Resources

- Panda, T. K., & Sahadev, S. (2019). Sales and distribution management. Oxford University Press.
- Choudhury, R. G. (Ed.). (2019). Sales and Distribution Management for Organizational Growth. IGI Global.
- Franke, V., & Dorff, R. H. (Eds.). (2013). Conflict Management and Peacebuilding: Pillars of a New American Grand Strategy. Strategic Studies Institute and US Army War College Press.
- Lax, D. A., & Sebenius, J. K. (2006). 3-D negotiation: Powerful tools to change the game in your most important deals. Harvard Business Press.
- Negotiation for Entrepreneurship: Vimal Babu and Robert Hisrich

## Other Resources

- Business negotiations - course. (n.d.). [https://onlinecourses.swayam2.ac.in/imb24\\_mg110/preview](https://onlinecourses.swayam2.ac.in/imb24_mg110/preview)

### Decision Science and Business Analytics

<b>Course Code</b>	BBA 211	<b>Course Category</b>	Core				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain the concepts of Data Analytics.
2. Use the concepts through hands on sessions.
3. Teach the application of Data Analytics.
4. Illustrate the application and usage of Excel

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Explain the analytics concepts such as mean, covariance, and quantile.	1	80	65
<b>Outcome 2</b>	Interpret data using standard statistical software- Excel.	2	75	65
<b>Outcome 3</b>	Use data inferences to answer descriptive, predictive, and prescriptive questions relevant to marketing managers.	3	70	60
<b>Outcome 4</b>	Use standard statistical software to graphically represent data and inferences, and evaluate alternative presentation strategies.	3	80	70

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	3	2	2	3	1	1	2	2	1	1	2	2	3
<b>Outcome 2</b>	2	3	3	2	3	1	1	2	2	1	2	3	2	3
<b>Outcome 3</b>	2	3	2	2	3	1	1	3	2	1	2	3	2	3
<b>Outcome 4</b>	2	3	3	2	3	1	1	2	2	1	2	3	2	3
<b>Average</b>	<b>2</b>	<b>3</b>	<b>2.5</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2.25</b>	<b>2</b>	<b>1</b>	<b>1.75</b>	<b>3</b>	<b>2</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>OVERVIEW OF BUSINESS ANALYTICS</b>	<b>10</b>	<b>1</b>	<b>1</b>
	Introduction to Analytics	5		
	Davenport article	3		
	Competing on Analytics	2		
Unit 2	<b>Introduction to excel</b>	<b>10</b>	<b>2</b>	<b>2</b>
	Excel formulas & Functions-Conditional	5		
	Mathematical-Lookup-Find&search-Reference	3		
	Importance of data quality - Dealing with missing or incomplete data	2		
Unit 3	<b>Data visualization in Excel</b>	<b>10</b>	3	2
	Scatter plots, Histograms, Normal distribution	2		
	Conditional formatting	2		
	Pivot tables	2		
	Pivot charts, Power Pivot	2		
	Normal distribution	2		
Unit 4	<b>Introduction to statistics using Excel</b>	<b>10</b>	3	2
	Data Analytics add-ins	2		
	Descriptive statistics	2		
	Inferential statistics	3		
	Correlation &Regression analysis	3		
Unit 5	<b>Introduction to Data Mining</b>	<b>5</b>	4	3
	Use cases on projects	5		
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	60%	40%	40%	30%	40%
	Understand					
Level 2	Apply	40%	60%	60%	70%	60%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Provost, F., & Fawcett, T. Data Science for Business.
2. Shmueli, G., Patel, N. R., & Bruce, P. C. (2011). Data mining for business intelligence: Concepts, techniques, and applications in Microsoft Office Excel with XLMiner. John Wiley and Sons.
3. Albright, S. C., Winston, W. L., Zappe, C. J., & Broadie, M. N. (2011). Data analysis and decision making (Vol. 577). South-Western/Cengage Learning.

## Other Resources

1. BusinessAnalytics & Data Mining Modeling using R Part II - Course. (n.d). [https://onlinecourses.nptel.ac.in/noc24\\_mg70/preview](https://onlinecourses.nptel.ac.in/noc24_mg70/preview)

### Research Study-I

<b>Course Code</b>	BBA 212	<b>Course Category</b>	<b>RDIP</b>				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							1	0	2	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Teach how to do research.
2. Develop the ability to publish a paper and understand the nuances involved

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Identify a topic for research.	1	60%	75%
<b>Outcome 2</b>	Use research concepts in the literature review.	3	85%	95%
<b>Outcome 3</b>	Illustrate gaps in the literature.	4	60%	60%
<b>Outcome 4</b>	Write sections of the research paper.	6	40%	40%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	2	3	2	2	1	2	3	1	2	3	2	1	3
<b>Outcome 2</b>	3	3	3	3	2	1	2	3	1	2	3	3	3	2
<b>Outcome 3</b>	2	3	3	3	1	1	1	2	1	1	2	3	2	1
<b>Outcome 4</b>	1	1	3	2	1	1	1	3	3	3	3	3	3	2
<b>Average</b>	2	2.25	3	2.5	1.5	1	1.5	2.75	1.5	2	2.75	3	2	2

### Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Importance of Research and Topic Identification</b>	<b>6</b>	1,2,3	1-8
	Importance of Research	3		
	Identifying topics in Marketing, Finance, OB/HR	3		
Unit 2	<b>Doing a Literature Review and Identifying Gaps</b>	<b>4</b>	2,3,4	
	Searching on various e-databases	2		
	Summarizing the Literature and Identifying Gaps	2		
Unit 3	<b>Writing Well</b>	<b>3</b>		
<b>Total Contact Hours</b>			<b>45</b>	

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (10%)	End Semester Exam (90%)
		CLA-1 (10%)	
Level 1	Remember	30%	30%
	Understand		
Level 2	Apply	50%	50%
	Analyse		
Level 3	Evaluate	20%	20%
	Create		
<b>Total</b>		<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Janet H. Marler & John W. Boudreau (2016): An evidence-based review of HR Analytics, The International Journal of Human Resource Management, DOI: 10.1080/09585192.2016.1244699
2. Alessandro Margherita, Human Resource Management Review, <https://doi.org/10.1016/j.hrmr.2020.100795>
3. Doing Well by Doing Good: A Systematic Review and Research Agenda for Sustainable Investment by Gaurav Talan \* and Gagan Deep Sharma (2019)
4. The burgeoning field of sustainable investment: Past, present and future by Marzhan Beisenbina | Laura Fabregat-Aibar | Maria-Glòria Barberà-Mariné | Maria-Teresa Sorrosal-Forradellas (2022)
5. Affect regulation and consumer behavior by Charlene Y. Chen & Michel Tuan Pham(2018)
6. The links of subjective and psychological well-being with the Dark Triad traits: A meta-analysis by Ana Blasco-Belled ,Claudia Tejada-Gallardo, Carles Alsinet, Radoslaw Rogoza,DOI: 10.1111/jopy.12853
7. Patitsa, C. D., Sotiropoulou, K., Giannakouli, V., Tsaknis, P. A., & Sahinidis, A. G. (2023). The relationship between personality, wellbeing, and gratitude in teleworking. Corporate & Business Strategy Review, 4(4), 98–107. <https://doi.org/10.22495/cbsrv4i4art10>
8. Amanda Allisey , John Rodwell & Andrew Noblet (2012) Personality and the effort-reward imbalance model of stress: Individual differences in reward sensitivity, Work & Stress: An International Journal of Work, Health & Organisations, 26:3, 230-251

### Other Resources

1. EBSCO e-database, Scopus database, Google Scholar and other databases available in the University
2. MCO-03: Research Methodology and Statistical Analysis - course. (n.d.). [https://onlinecourses.swayam2.ac.in/nou24\\_cm17/preview](https://onlinecourses.swayam2.ac.in/nou24_cm17/preview)

### Mind and Soul Training

Course Code	AEC 110	Course Category	AEC		L	T	P	C
					1	0	1	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Management	Professional / Licensing Standards						

#### Course Objectives / Course Learning Rationales (CLRs)

1. To enable the students to create healthy mind
2. To Provide an opportunity to ensure holistic development

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Demonstrate Knowledge	2	80%	90%
<b>Outcome 2</b>	Application of stress management techniques.	2	80%	90%
<b>Outcome 3</b>	Describe various strategies for maintaining emotional well-being	2	80%	90%
<b>Outcome 4</b>	Implementing strategies for maintaining emotional well-being	2	80%	90%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 2	PSO 2	PSO 3
<b>Outcome 1</b>			1	2	3		3	3		2	1	3	3	1
<b>Outcome 2</b>		2		2	3	3		2	3	3	3		3	
<b>Outcome 3</b>			1	2	3		3	3		2	1	3	3	1
<b>Outcome 4</b>		2		2	3	3		2	3	3	3		3	
<b>Average</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>



**Course Unitization Plan**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Required Contact Hours</b>	<b>CLOs Addressed</b>	<b>References Used</b>
<b>Unit 1</b>	<b>Holistic thinking and living</b>			
	Elements	3	1	
	Understanding psychology of mind	3	2	
<b>Unit 2</b>	<b>Understanding psychology of mind</b>			
	Development	3	1	
	Stages	3	2	
<b>Unit 3</b>	<b>Art of Meditation</b>	3	1	
	Definition	2	2	
<b>Unit 4</b>	<b>Stress Management</b>	2	3	
	Consequences	2	3	
<b>Unit 5</b>	<b>Emotional Intelligence</b>	5	1	
	Characteristics	4	1	
<b>Total Contact Hours</b>		<b>30</b>		

**Learning Assessment**

<b>Bloom's Level of Cognitive Task</b>		<b>Continuous Learning Assessments (50%)</b>			<b>End Semester Exam (50%)</b>	
		<b>Review 1 (20%)</b>	<b>Review – II (20%)</b>	<b>Participation (15%)</b>	<b>Report (25%)</b>	<b>ViVa (25%)</b>
Level 3	Evaluate	100%	100%	100%	100%	100%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	

**Recommended Resources****Other Resources**

### Skills of Auditing and Internal Control

<b>Course Code</b>	<b>SEC 112</b>	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Describe the fundamental principles, practices, and techniques involved in Internal audit and controls.
2. Illustrate the process of documentation with completeness and accuracy.
3. Teach the mechanism of internal control to contribute towards effective governance and risk mitigation.
4. Appraise systems and processes in place to secure the company data.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Explain the documentation requirements in depth.	1	60%	75%
<b>Outcome 2</b>	Use the critical thinking skill.	3	60%	60%
<b>Outcome 3</b>	Use the audit and control techniques in the computerised environment	3	60%	70%
<b>Outcome 4</b>	Use the skills to create an internal control system for a given process	3	50%	75%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	3	2	2	0	2	1	3	2	3	2	3	1
<b>Outcome 2</b>	3	2	2	3	0	0	2	0	3	2	2	2	3	1
<b>Outcome 3</b>	3	0	2	3	0	3	3	2	3	2	2	2	3	1
<b>Outcome 4</b>	0	2	2	3	0	3	3	1	2	3	3	2	3	1
<b>Average</b>	<b>2.25</b>	<b>1.5</b>	<b>2.25</b>	<b>2.75</b>	<b>0.5</b>	<b>1.5</b>	<b>2.5</b>	<b>1</b>	<b>2.75</b>	<b>2.25</b>	<b>2.5</b>	<b>2</b>	<b>3</b>	<b>1</b>

### Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
<b>I</b>	Introduction to auditing, types of audits, errors, and frauds	6	1	1
	Vouching and documentation	5	1, 2	1,2
	Verification and documentation	5	1,2	1.2
<b>II</b>	Internal controls and internal check	10	2, 3	1,2
<b>III</b>	Internal Audit and documentation	10	2, 3	1,2
<b>IV</b>	Audit under computerised environment	9	4	3
	<b>Total Contact Hours</b>		<b>45</b>	

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		CLA-1 20%	CLA-2 20%	CLA-3 20%	
<b>Level 1</b>	Remember	60%	60%	60%	70%
	Understand				
<b>Level 2</b>	Apply	40%	40%	40%	30%
	Analyse				
<b>Level 3</b>	Evaluate				
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Auditing – Principles & Techniques, S.K Basu, Pearson Education India.
2. Principles and Practices of Auditing, Dinkar Pagare, Sultan Chand & Sons.
3. Handbook on Internal Auditing, Kamal Garg, Bharat Publication

### Other Resources

1. <https://www.coursera.org/courses?query=audit>

### Strategic Management

<b>Course Code</b>	BBA 213	<b>Course Category</b>	Core				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Describe to students about the basic models and process of management.
2. Illustrate various analysis and strategy formulations.
3. Teach the strategy implementation and issues.
4. Illustrate strategy and control.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Describe the models and process of management.	1	70%	60%
<b>Outcome 2</b>	Describe analysis and strategy formulations.	1	75%	65%
<b>Outcome 3</b>	Summarize strategy evaluation and control.	2	60%	50%
<b>Outcome 4</b>	Illustrate strategy implementation and issues.	4	65%	55%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	3	1	3	2	0	1	0	0	1	0	3	1	1
<b>Outcome 2</b>	3	3	2	3	2	0	1	0	0	3	0	3	3	2
<b>Outcome 3</b>	3	3	3	3	2	0	1	0	0	3	0	3	2	2
<b>Outcome 4</b>	3	3	2	3	2	0	1	0	0	2	0	3	2	3
<b>Average</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2.25</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>2</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Basic model and process of management</b>	<b>6</b>		
	Basic model and process of management, Business Vision, Mission, Objectives, Goals.	6	1	1, 2, 3
Unit 2	<b>Analysis</b>	<b>5</b>		
	Environmental Analysis- SWOT Analysis; PESTEL Analysis; Porter's Five Forces Model, Waves of digital disruption and opportunity.	5	2	1, 2, 3
Unit 3	<b>Strategy</b>	<b>13</b>		
	Strategy Formulation Developing Alternative strategies, Types of strategies: Corporate Strategy, Business strategy, Functional strategy, Global strategy,	6	2	1, 2, 3
	Strategic Analysis and Choice, Michael Porter's Generic Business strategies, Ansoff's Product-Market Matrix; BCG Matrix, Keys to effective strategy in a digital age; Digital Transformation, Blue Ocean strategy.	7	2	1, 2, 3
Unit 4	<b>Strategy Implementation and Issues</b>	<b>11</b>		
	Strategy Implementation Inter-relationship between formulation and implementation, Issues in strategy implementation,	6	3	1, 2, 3
	Resource Allocation, Budgets, Behavioral Issues -Functional Issues – Financial, Marketing, Operations and Personnel Plans and policies. Keys to effective strategy in a digital age.	5	3	1, 2, 3
Unit 5	<b>Strategy Evaluation and Control</b>	<b>10</b>		
	Strategy Evaluation and Control Importance, Overview of strategic evaluation, Strategic Control, Techniques of strategic evaluation and control, Strategic agility, Support functions in a digital age, Emergence of sharing economy,	5	4	1, 2, 3
	Value Creation and Value Capture, Data culture, Understanding AI, Achieving product-market fit in the digital age.	5	4	1, 2, 3
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-110%	Mid-115%	CLA-210%	CLA-3 15%	
Level 1	Remember	60%	40%	50%	40%	40%
	Understand					
Level 2	Apply	40%	60%	50%	60%	60%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Hunger J. David and Wheelen Thomas L.: 'Strategic Management'
2. Strategic Management by P K Ghosh
3. Business Policy and Strategic Management by Francis Cherunilam

## Other Resources

1. <https://www.coursera.org/courses?query=strategic%20management>

### Project Management

<b>Course Code</b>	BBA 214	<b>Course Category</b>	Core				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Describe the fundamental principles of project management.
2. Explain the need and significance of project management practices across industries.
3. Teach a reasonable level of project planning.
4. Illustrate the dynamics of managing a project

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Explain the definition and life cycle of a project.	1	70	70
<b>Outcome 2</b>	Use the knowledge to create a project plan and decide the allocation of resources.	3	65	65
<b>Outcome 3</b>	Plan a project and manage the triple constraints of scope, time and cost.	5	60	65
<b>Outcome 4</b>	Appraise the performance of a project.	5	60	60

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>														
	Management Knowledge	Problem Solving	Critical Thinking	Logical Reasoning	Modern Tool and ICT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Project Management and Finance	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	1	0	0	0	0	1	1	2	1	0	2	1	2	3	1
<b>Outcome 2</b>	3	0	2	1	3	1	1	2	2	1	3	2	1	2	2
<b>Outcome 3</b>	3	3	3	3	3	1	1	2	3	3	3	2	3	2	1
<b>Outcome 4</b>	3	0	3	3	3	1	1	2	3	1	3	2	2	2	2
<b>Average</b>	<b>2.5</b>	<b>0.75</b>	<b>2</b>	<b>1.75</b>	<b>2.25</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2.25</b>	<b>1.25</b>	<b>2.75</b>	<b>1.75</b>	<b>2</b>	<b>2.25</b>	<b>1.5</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
<b>I</b>	Fundamentals of Project Management	4	1, 2	1, 4
	Project Processes and the Project Life Cycle	4	1, 2	2, 4
	Project Integration Management	3	2, 3, 4	3, 4
	Project Scope Management	3	2, 3, 4	1, 2
	Project Schedule Management	3	3, 4	3, 4
<b>II</b>	Project Cost Management	2	3, 4	2, 4
	Project Quality Management	2	3, 4	2, 4
	Project Resource Management	2	3, 4	2, 4
	Project Communications Management	2	3, 4	2, 4
	Project Risk Management	2	3, 4	2, 4
<b>III</b>	Working with MS Project	6	4	-
	Project Procurement Management	3	4	-
	Project Stakeholder Management	2	4	-
<b>IV</b>	Introduction to Agile Project Management	2	4	3, 4
	Challenges for Agile Teams	2	4	3, 4
	Project Management Team Leadership	3	4	3, 4
	<b>Total Contact Hours</b>	<b>45</b>		

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
Level 1	Remember	50%	30%	30%	40%	40%
	Understand					
Level 2	Apply	30%	40%	40%	40%	40%
	Analyse					
Level 3	Evaluate	20%	30%	30%	20%	20%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Fundamentals of Project Management, Joseph Heagney, 5th Edition, AMACOM.
2. Project Management for Business and Technology - Principles and Practice, John M. Nicholas, 2nd Edition, Pearson Education.
3. Project Management, Samuel J.M., Jack R.M., Scott M.S., Margaret M.S., Gopalan M.R., Wiley India.
4. Erik w. Larson, Clifford f. Gray. (2018). Project Management: The Managerial Process, Seventh Edition. McGraw-Hill publication

## Other Resources

1. <https://www.coursera.org/courses?query=project%20management>

### Research Study-II

<b>Course Code</b>	BBA 215	<b>Course Category</b>	RDIP	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				0	0	3	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain how to do research.
2. Teach how to publish a paper and the nuances involved in it.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Explain how to formulate hypotheses.	1	60%	75%
<b>Outcome 2</b>	Describe how to collect data and test them.	1	85%	95%
<b>Outcome 3</b>	Illustrate the data analysis process.	4	60%	60%
<b>Outcome 4</b>	Write a research paper.	6	40%	40%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	2	3	3	1	1	1	3	2	1	1	2	1	3
<b>Outcome 2</b>	2	2	3	3	1	1	3	3	2	1	2	3	3	2
<b>Outcome 3</b>	2	3	3	3	1	1	1	2	1	1	2	3	2	1
<b>Outcome 4</b>	3	1	2	2	1	1	2	3	3	2	3	3	3	2
<b>Average</b>	<b>2.25</b>	<b>2</b>	<b>2.75</b>	<b>2.75</b>	<b>1</b>	<b>1</b>	<b>1.75</b>	<b>2.75</b>	<b>2</b>	<b>1.25</b>	<b>2</b>	<b>2.75</b>	<b>2.25</b>	<b>2</b>



### Course Unitization Plan-Theory

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Development of proposal	30	1	1-2
	Importance of Research			
	Identifying topics in Marketing, Finance, OB/HR			
Unit 2	Data Collection	30	2,3, 4	1-2
	Searching on various e-databases			
	Summarizing the Literature and Identifying Gaps			
Unit 3	Complete Paper	30		
Total Contact Hours			90	

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (30%)		End Semester Exam (70%)
		CLA-1 (15%)	CLA 2 (15%)	
Level 1	Remember	40%	40%	30%
	Understand			
Level 2	Apply	40%	40%	40%
	Analyse			
Level 3	Evaluate	20%	20%	30%
	Create			
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Malhotra and Dash, Multivariate Analysis, Pearson Learning
2. Numerous datasets and articles

### Other Resources

1. <https://www.coursera.org/courses?query=research>

### Employability and Practitioner Skills - I

<b>Course Code</b>	SEC 113	<b>Course Category</b>	SEC	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				1	0	1	2
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Enhance technical expertise relevant to the chosen profession or industry.
2. Foster problem-solving abilities and critical thinking.
3. Cultivate adaptability, teamwork, and a strong work ethic for success in the workplace.
4. Develop effective communication and interpersonal skills.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Connect technical knowledge with practical scenarios and simulations.	3	75	70
<b>Outcome 2</b>	Use effective communication strategies in written and oral communication tasks.	3	65	60
<b>Outcome 3</b>	Illustrate the characteristics of effective teamwork.	4	70	60
<b>Outcome 4</b>	Develop communication plans tailored to specific professional contexts.	6	70	60

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	2	1	3	2	3	3	3	3	1	2	3	3
<b>Outcome 2</b>	3	2	2	1	3	2	3	3	3	3	1	2	3	3
<b>Outcome 3</b>	3	2	2	1	3	2	3	3	3	3	1	2	3	3
<b>Outcome 4</b>	3	2	3	1	3	2	3	3	3	3	1	3	3	3
<b>Average</b>	<b>3</b>	<b>2</b>	<b>2.25</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2.25</b>	<b>3</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>PERSONALITY DEVELOPMENT</b>	<b>6</b>	2	3
	Grooming and Personal Hygiene	2		
	Body Language	1		
	Know your etiquette	1		
	Confidence building, Teamwork	1		
	6 Pillars of Character	1		
Unit 2	<b>CAREER DEVELOPMENT</b>	<b>5</b>	2,3	1,3
	Create a Career Development Plan	2		
	Identify well defined and articulated short & long-term goals	3		
Unit 3	<b>DEVELOPING 21<sup>ST</sup> CENTURY SKILLS</b>	<b>7</b>	2,3	2,3
	Current Affairs	2		
	Presentation Skills	2		
	Digital Literacy	1		
	Lateral Thinking	1		
	Time Management & Prioritization	1		
Unit 4	<b>DIVERSITY AND INCLUSION</b>	<b>5</b>	4	1
	Behavioural Skills	3		
	POSCH Act and its Significance	2		
Unit 5	<b>CORPORATE READINESS</b>	<b>7</b>	1,4	1
	Getting ready for Internships, Jobs, Higher Studies & Entrepreneurial Ventures	1		
	Resume Building	2		
	CV Evaluation	1		
	Identification of Jobs, online and offline	1		
	Drafting SOPs	1		
	Mock GDs & PIs	1		
<b>Total Contact Hours</b>		<b>30</b>		
<b>Project Hours</b>		<b>15</b>		

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)			
		Mock GD 1	Mock PI 1	Mock GD 2	Mock PI 2
Level 1	Remember				
	Understand				
Level 2	Apply	70%	60%	50%	60%
	Analyse				
Level 3	Evaluate	30%	40%	50%	40%
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Aliu, J., Aigbavboa, C., & Thwala, W. (2021). A 21st century employability skills improvement framework for the construction industry. Routledge.
2. Chaita, M. V. (2016). Developing graduate employability skills: Your pathway to employment. Universal-Publishers.
3. Abbott, T. (2021). Social and personality development. Routledge.

## Other Resources

1. <https://www.learndirect.com/funding-options/free-employability-skills>

### International Business

<b>Course Code</b>	BBA 301	<b>Course Category</b>	Core		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
					2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>				
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>						

#### Course Objectives / Course Learning Rationales (CLRs)

1. Use theoretical frameworks and analytical tools to assess international business environments and opportunities.
2. Illustrate and evaluate strategies for international market entry and expansion.
3. Develop a comprehensive understanding of the complexities and dynamics of international business.
4. Develop practical skills for managing international business operations and navigating global markets.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Discuss entry modes, target markets, and strategic decisions involved in going global, considering factors such as political risks, cultural differences, and institutional support.	1	70%	70%
<b>Outcome 2</b>	Summarize the nature, scope, and key components of international business, including trade, investment, cultural, political, and technological environments.	2	80%	60%
<b>Outcome 3</b>	Use analytical frameworks such as PESTEL analysis, Porter's Diamond model, and SWOT analysis to assess the opportunities and challenges in international markets to develop strategic recommendations.	3	65%	50%
<b>Outcome 4</b>	Demonstrate international operations management, marketing, trade documentation, financing techniques, and institutional support, enabling students to effectively manage international business operations and succeed in global markets.	4	65%	50%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	3	3	1	1	2	2	3	2	3	2	3	1
<b>Outcome 2</b>	3	2	2	3	1	1	2	2	3	2	3	2	3	1
<b>Outcome 3</b>	3	2	2	3	1	1	2	2	3	2	3	2	2	2
<b>Outcome 4</b>	3	2	3	3	1	1	2	2	3	2	3	2	3	2
<b>Average</b>	<b>3</b>	<b>2</b>	<b>2.5</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2.75</b>	<b>1.5</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
<b>Unit 1</b>		<b>7</b>		
	Nature of International Business, Reasons to Study International Business	1	1	2,4
	Strategies for Going International-Deciding Whether to go Global	1	1	2,4
	Deciding which Markets to Enter. Goals of Host Governments, Benefits of Foreign Trade,	1	1	2,4
	Volume of International Trade,	1	1	2,4
	Nature of FDI Problems from FDI	1	1	2,4
	Factors Influencing FDI	2	1	2,4
<b>Unit 2</b>		<b>7</b>		
	Political Environment-Democracy, Totalitarianism Political Risk	1	2	2,3
	Sources of Political Risks, Political Risk Assessment Cultural Environment-	1	2	2,3
	Nature of Culture, Effects of Culture	1	2	2,3
	Elements of Culture, Technological Environment-Nature of Technology,	1	2	2,3
	Management of Technology,	1	2	2,3
	International Technology Transfers and Stages	2	2	2,3
<b>Unit 3</b>		<b>12</b>		
	Institutional Support to International Business	1	3	1,4
	United Nations, World Bank	2	3	1,4
	International Monetary Fund,	2	3	1,4
	International Labour Organisation,	2	3	1,4
	Asian Development Bank,	2	3	1,4
	World Trade Organisation,	2	3	1,4
	Treaties and Conventions	1	3	1,4
<b>Unit 4</b>		<b>9</b>		
	International Operations Management Compared with Domestic Operations Management	2	4	3,4
	International Operations Management Compared with Domestic Operations Management	2	4	3,4
	International Operations Management Compared with Domestic Operations Management	1	4	3,4
	Operations Management - Domestic and International Marketing Compared Major Activities in International Marketing	1	4	3,4
	Operations Management - Domestic and International Marketing Compared Major Activities in International Marketing	3	4	3,4
<b>Unit 5</b>		<b>10</b>		
	Trade Documents in International Trade-Letter of Credit (L/C)	2	4	1, 4
	Bill of Lading (B/L)	2	4	1, 4
	Commercial Invoice, Insurance Certificate	2	4	1, 4
	Insurance Certificate	2	4	1, 4
Consular Invoice Financing Techniques in Foreign Trade Export Financing and Institutional	2	4	1, 4	
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	75%		70%		60%		55%		55%	
	Understand										
Level 2	Apply	25%		30%		40%		45%		45%	
	Analyse										
Level 3	Evaluate										
	Create										
<b>Total</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>	

## Recommended Resources

1. Recommended Resources
2. K Aswathappa, International Business, Tata McGraw Hill 2017
3. Ricky W. Griffin, Michael Pustay International Business: A Managerial Perspective, 9th Edition Pearson
4. International Business | 13th Edition by Charles W.L. Hill
5. International Business by Gupta C.B.

## Other Resources

1. <https://www.coursera.org/courses?query=international%20business>

### Corporate and Financial Laws

<b>Course Code</b>	BBA 302	<b>Course Category</b>	Core				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Develop a good understanding of the legal principles and frameworks that govern corporate and financial activities.
2. Interpret the regulatory environment and compliance requirements for corporations and financial institutions.
3. Study the regulations related to financial instruments, including the issuance and trading of stocks and bonds.
4. Explore the principles and practices of corporate governance, including the roles and responsibilities of directors, shareholders and executives

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Define key financial and corporate legal concepts.	1	50%	60%
<b>Outcome 2</b>	Explain the principles of corporate governance and financial regulation.	2	60%	70%
<b>Outcome 3</b>	Use legal principles to analyze and solve hypothetical case scenarios related to corporate and financial issues.	3	60%	65%
<b>Outcome 4</b>	Grade the impact of regulatory changes on corporate practices and financial markets	5	50%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	3	3	1	1	2	2	3	2	3	2	3	1
<b>Outcome 2</b>	3	2	2	3	1	1	2	2	3	2	3	2	3	1
<b>Outcome 3</b>	3	2	2	3	1	1	2	2	3	2	3	2	2	2
<b>Outcome 4</b>	3	2	3	3	1	1	2	2	3	2	3	2	3	2
<b>Average</b>	<b>3</b>	<b>2</b>	<b>2.5</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2.75</b>	<b>1.5</b>

## Course Unitization Plan

Unit No.	Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Introduction to Company Law</b>	<b>8</b>	1	1,2
	Definition and characteristics of a company	2		
	Historical perspective of company law in India	2		
	Evolution of the Companies Act, 2013	2		
	Regulatory bodies and authorities	2		
Unit 2	<b>Incorporation and Types of Companies</b>	<b>12</b>	1,2	1,2
	Incorporation process under the Companies Act, 2013	3		
	Types of companies: Private, Public, One Person Company (OPC)	3		
	Memorandum of Association (MoA) and Articles of Association (AoA) etc.	3		
	Conversion of companies	3		
Unit 3	<b>Corporate Restructuring and Insolvency</b>	<b>9</b>	2,3	1,2
	Mergers, acquisitions, and demergers	3		
	Corporate restructuring and reorganization	3		
	Insolvency and bankruptcy under the Insolvency and Bankruptcy Code (IBC)	3		
Unit 4	<b>Introduction to Securities Law and Capital Markets</b>	<b>8</b>	2,3,4	1,2
	Overview of financial law and its importance in regulating financial markets.	2		
	Regulation of securities	2		
	Securities and Exchange Board of India (SEBI)	2		
	Listing requirements and delisting	2		
Unit 5	<b>Industry Law</b>	<b>8</b>	3,4	1,2
	IT Act, 2000	2		
	SEBI Act, 1992	2		
	FEMA Act, 1999	2		
<b>Total Contact Hours</b>		<b>45</b>		

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1	Mid-1	CLA-2	CLA-3	
Level 1	Remember	80%	50%	50%	30%	60%
	Understand					
Level 2	Apply	20%	50%	50%	70%	40%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>

## Recommended Resources

1. N.D. Kapoor (2013), Elements of Mercantile Law, New Delhi: Sultan Chand & Co.
2. Corporate Laws as amended by Companies (Amdt.) Act, 2019 by Taxmann Publication

## Other Resources

1. <https://www.coursera.org/courses?query=business%20law>



### Research Study III

<b>Course Code</b>	BBA 303	<b>Course Category</b>	<b>RDIP</b>				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							0	0	3	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Learn how to do research.
2. Learn how to publish a paper and the nuances involved in it.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Identify a journal	1	60%	75%
<b>Outcome 2</b>	Review and format according to journal requirements	2	85%	95%
<b>Outcome 3</b>	Identify and revise the paper after comments	3	60%	60%
<b>Outcome 4</b>	Justify resubmitting to another journal	5	40%	40%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	3	3	1	1	2	3	1	1	3	2	1	3
<b>Outcome 2</b>	2	2	3	1	3	1	2	2	1	1	2	3	3	2
<b>Outcome 3</b>	3	3	3	3	1	1	2	3	2	2	3	3	2	1
<b>Outcome 4</b>	3	2	3	3	2	1	2	3	2	3	3	3	3	2
<b>Average</b>	<b>2.75</b>	<b>2.25</b>	<b>3</b>	<b>2.5</b>	<b>1.75</b>	<b>1</b>	<b>2</b>	<b>2.75</b>	<b>1.5</b>	<b>1.75</b>	<b>2.75</b>	<b>2.75</b>	<b>2.25</b>	<b>2</b>

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)			End Semester Exam (40%)
		CLA-1 (10%)	CLA 2 (15%)	CLA-3 (25%)	
Level 1	Remember			50%	
	Understand				
Level 2	Apply	75%	75%	25%	50%
	Analyse				
Level 3	Evaluate	25%	25%	25%	50%
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### **Recommended Resources**

1. Malhotra and Dash, Multivariate Analysis, Pearson Learning
2. Numerous datasets and articles

### **Other Resources**

1. EBSCO e-database, Scopus database, Google Scholar and other databases available in the University

**Summer Internship**

<b>Course Code</b>	BBA 304	<b>Course Category</b>	RDIP		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
					0	0	4	4
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>				
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>						

**Course Objectives / Course Learning Rationales (CLRs)**

1. To familiarize the students with the organization's working process and environment.
2. To familiarize the students with real working problems of the organizations.
3. To train students on applying the classroom theories in the organization projects.
4. To train the students to provide required solutions to the organization projects.

**Course Outcomes / Course Learning Outcomes (CLOs)**

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Describe organization's working culture.	1	75%	70%
<b>Outcome 2</b>	Illustrate work meetings and communicate within an organization.	4	75%	70%
<b>Outcome 3</b>	Use learned classroom tools on industrial projects.	3	75%	70%
<b>Outcome 4</b>	Develop solutions to the industrial projects.	6	75%	70%

**Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)**

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	3	3	1	3	1	1	3	1	1	3	2	1	3
<b>Outcome 2</b>	3	3	2	1	3	1	1	3	1	1	2	3	2	3
<b>Outcome 3</b>	3	3	3	2	3	1	1	3	1	1	3	3	3	3
<b>Outcome 4</b>	3	3	3	3	1	1	1	3	3	1	3	3	3	3
<b>Average</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>

**Course Unitization Plan**

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
1	Students should select an organization and work as an intern for 8 weeks.	0		
<b>Total Contact Hours</b>		<b>00</b>		

**Learning Assessment**

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (30%)		Mid-1 (20%)		CLA-2 (20%)		Mid-2 (15%)		Th	Prac
		Th	Prac	Th	Prac	Th	Prac	Th	Prac		
Level 1	Remember	---	80%	---	----	---	30%	---	----	----	20%
	Understand										
Level 2	Apply	----	20%	----	----	----	70%	---	---	---	30%
	Analyse										
Level 3	Evaluate	---	---	----	----	---	---	---	---	---	50%
	Create										
<b>Total</b>		---	<b>100%</b>	---	----	---	<b>100%</b>	--	---	---	<b>100%</b>

**Recommended Resources****Other Resources**

### CO-CURRICULAR ACTIVITIES

<b>Course Code</b>	VAC 103	<b>Course Category</b>	VAC				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							0	0	2	2
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	SA	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Develop essential skills, including leadership, communication, and teamwork, among students.
2. Offer opportunities for students to apply academic concepts in practical, real-world scenarios.
3. Promote self-exploration, confidence-building, and social responsibility.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Demonstrate confidence in leading group activities, communicate clearly, and collaborate effectively with diverse teams.	2	80%	75%
<b>Outcome 2</b>	Apply theories to practical tasks by solving problems and adapting concepts to real-life situations through cocurricular activities	2	80%	70%
<b>Outcome 3</b>	Develop new experiences with an open approach through guided reflection to assess personal growth, skills, and learning for holistic development.	3	80%	70%

#### Learning Assessment

<b>Bloom's Level of Cognitive Task</b>		<b>Continuous Learning Assessments 100%</b>			
		<b>CLA-1 25%</b>	<b>CLA-2 25%</b>	<b>CLA-3 25%</b>	<b>CLA-4 25%</b>
<b>Level 1</b>	Remember				
	Understand				
<b>Level 2</b>	Apply	15%	15%	15%	15%
	Analyse				
<b>Level 3</b>	Evaluate	10%	10%	10%	10%
	Create				
<b>Total</b>		<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

### COMMUNITY SERVICE AND SOCIAL RESPONSIBILITY

<b>Course Code</b>	VAC 104	<b>Course Category</b>	VAC		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
					0	0	2	2
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>				
<b>Course Offering Department</b>	CEL	<b>Professional / Licensing Standards</b>						

#### Course Objectives / Course Learning Rationales (CLRs)

1. Encourage initiatives that address local needs, foster self-sufficiency, and promote environmental sustainability within the community.
2. Equip participants with a deeper understanding of social issues and a sense of responsibility towards marginalized communities.
3. Inspire active participation in community service programs and foster a culture of giving back among individuals and organizations.
4. Develop and implement programs that contribute to skill development, economic empowerment, and equal opportunities for underprivileged sections of society.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Develop effective strategies for identifying and addressing community needs.	3	80%	80%
<b>Outcome 2</b>	Demonstrate empathy and cultural sensitivity when engaging with diverse community groups.	4	80%	75%
<b>Outcome 3</b>	Implement sustainable solutions and evaluate their impact on social well-being.	5	90%	85%
<b>Outcome 4</b>	Collaborate effectively within teams to design and lead community service projects.	6	90%	80%

#### Learning Assessment

<b>Bloom's Level of Cognitive Task</b>		<b>Continuous Learning Assessments 50%</b>				<b>End Semester Exam 50%</b>
		<b>CLA-1 20%</b>	<b>Mid-1 20%</b>	<b>CLA-2 20%</b>	<b>CLA-3 20%</b>	
<b>Level 1</b>	Remember	10%	10%			20%
	Understand					
<b>Level 2</b>	Apply		10%	10%		20%
	Analyse					
<b>Level 3</b>	Evaluate				10%	10%
	Create					
<b>Total</b>		<b>10%</b>	<b>20%</b>	<b>10%</b>	<b>10%</b>	<b>50%</b>

### Employability and Practitioner Skills II

<b>Course Code</b>	SEC 116	<b>Course Category</b>	SEC	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				1	0	1	2
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Design and implement advanced training modules to deepen expertise in specialized areas.
2. Integrate leadership development programs to empower students with necessary skills so that they can excel in managerial roles.
3. Facilitate innovation workshops and projects that encourage students to apply creative thinking and problem-solving in real-world scenarios.
4. Provide guidance on strategic career planning, helping students to set long-term goals, and develop a roadmap for continuous professional growth.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Use theoretical knowledge as well as functional knowledge for practical application	3	70%	60%
<b>Outcome 2</b>	Develop leadership skills to grow in the corporate ladder	4	75%	65%
<b>Outcome 3</b>	Develop functional skills	4	70%	65%
<b>Outcome 4</b>	Plan career growth and long-term sustainability	5	75%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	3	3	1	3	2	1	3	1	1	3			
<b>Outcome 2</b>	3	3	2	1	3	2	1	3	1	1	3			
<b>Outcome 3</b>	3	3	3	2	3	2	2	3	1	1	3			
<b>Outcome 4</b>	3	3	3	3	1	3	3	3	3	1	3			
<b>Average</b>	<b>3</b>	<b>3</b>	<b>2.75</b>	<b>2.25</b>	<b>2.5</b>	<b>2.25</b>	<b>1.75</b>	<b>3</b>	<b>1.5</b>	<b>1</b>	<b>3</b>			

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>PROFESSIONALISM</b>	<b>6</b>	2	3
	Small Talk			
	Non-Verbal Communication			
	Research about Company and LinkedIn profile of Industry Professionals			
	Peer Learning			
Unit 2	<b>ALUMNI INTERVENTIONS</b>	<b>5</b>	2,3	1,3
	Role specific interventions			
	Mentoring			
	Live projects			
	Career Guidance			
	Interview process support			
	Negotiation skills			
	Personal branding			
Adapting to industry trends				
Unit 3	<b>FUTURE READY COMPETENCE</b>	<b>7</b>	2,3	2,3
	Critical thinking			
	Creativity			
	Collaboration			
	Problem solving			
	Global awareness			
	Cultural Competence			
	Technology Proficiency			
Digital Literacy				
Unit 4	<b>DIVERSITY EMPOWERMENT</b>	<b>5</b>	4	1
	Leadership Intersectionality			
	Building inclusive workplace culture			
	Collaborative learning			
Unit 5	<b>CORPORATE READINESS</b>	<b>7</b>	1,4	1
	Executive Presence			
	Business Etiquette			
	Decision making under uncertainty			
	Effective decision making			
	Presence of mind			
Logical thinking				
<b>Total Contact Hours</b>			<b>30</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)			
		Mock GD 1	Mock PI 1	Mock GD 2	Mock PI 2
Level 1	Remember				
	Understand				
Level 2	Apply	70%	60%	50%	60%
	Analyse				
Level 3	Evaluate	30%	40%	50%	40%
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



### **Recommended Resources**

1. Kochenderfer, M. J. (2015). Decision making under uncertainty: theory and application. MIT press.
2. Katzenbach, J. R., Eisenhardt, K. M., & Gratton, L. (2013).
3. Jon R. Katzenbach and Douglas K. Smith, HBR's 10 Must Reads on Teams (with featured article" The Discipline of Teams, ), Harvard Business Press
4. Haldar, U. K., & Pareek, U. N. (2010), Leadership and team building ,Oxford University Press

### **Other Resources**

1. Careers skills App. (n.d.). <https://app.career-skills.eu/en/mooc>

### Corporate Governance and ESG Reporting Standards

Course Code	BBA 305	Course Category	Core				L	T	P	C
							2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	Management	Professional / Licensing Standards								

#### Course Objectives / Course Learning Rationales (CLRs)

1. Identify the classical and contemporary ideas about Corporate Governance.
2. Extract the adverse effects that unethical choices could exert on environment and society.
3. Use ethical principles in the process of leadership and decision-making.
4. Use regulatory requirements to develop appropriate board and committee functions and structure.
5. Discover components of environmental, Social and governance (ESG) issues to mitigate the business risk.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe the influence of Corporate Governance theories on the development of Corporate Governance solutions.	1	65%	60%
<b>Outcome 2</b>	Connect and contrast the role of stakeholders and corporate managers in business decision making.	4	60%	55%
<b>Outcome 3</b>	Illustrate environmental, social, and economic responsibility of an organization	4	60%	55%
<b>Outcome 4</b>	Judge the given contemporary issues related to Corporate Governance and discuss the necessity for more effective Corporate Governance solutions.	5	70%	65%
<b>Outcome 5</b>	Defend the issues arising out of ethical dilemma in the work environment.	5	65%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	3	3	2	1	2	3	2	2	3	3	1	2	1
<b>Outcome 2</b>	2	3	3	2	1	2	3	2	2	3	3	1	2	1
<b>Outcome 3</b>	2	3	3	2	1	2	3	2	2	3	3	1	2	1
<b>Outcome 4</b>	2	3	3	2	1	2	3	2	2	3	3	1	2	1
<b>Outcome 5</b>	2	3	3	2	1	2	3	2	2	3	3	1	2	1
<b>Average</b>	2	3	3	2	1	2	3	2	2	3	3	1	2	1

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit I	<b>Business ethics</b> - Meaning and definition - ethical problems and dilemmas in business.	6	4	1,3
	<b>Business ethics</b> - Ethical principles in business – Utilitarianism - weighing social cost and benefits - Rights and duties, Justice and fairness, ethics of care, Integrating utility, rights, justice and caring - alternative to moral principles: virtue ethics.	6	4,5	1,3
Unit II	<b>Corporate governance</b> - concept – theories of corporate governance, corporate governance standards - Features of good governance	4	1	2,4
	<b>Corporate governance</b> - Role of regulators to improve corporate governance - accounting standards and corporate governance - corporate disclosure.	4	1,2,3	2,4
	<b>Relevance of the Board</b> - Quality, Composition and role of Board, Outside Directors on the board (independent, nominee), Executive and Non-Executive directors.	4	2,3	2
	<b>Role of the Board</b> - SEBI clause 49 - directors and financial institutions in enhancing corporate governance, Critical issues in governance of board directors - CEO Duality.	4	3	2
Unit III	<b>Ethics and Corporate Governance</b> - Corporate Frauds – Great Scams - Fraud Control Mechanism.	4	3	1,2
	Greenwashing	2	3	1,2
Unit IV	<b>ESG framework &amp; disclosures</b> – Critically evaluate a firm’s sustainability for corporations.	6	3,4	1,2,3
	<b>ESG reporting standards</b> - Critically evaluate the methodologies underlying ESG– analyse the CSR and ESG reports.	5	2,5	1,2,3
<b>Total Contact Hours</b>		<b>45</b>		

## Learning Assessment

Bloom’s Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	50%	-	40%	-	40%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	50%	-	50%	-	50%	-	50%	-
	Analyse										
Level 3	Evaluate	10%	-	10%	-	10%	-	20%	-	20%	-
	Create										
<b>Total</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>	

## Recommended Resources

1. Bhanumurthy ,K. V, Ethics and Social Responsibility of Business, Pearson Education India.
2. Fernando ,A.C, Muraleedharan, K. P, Satheesh, E.K, Corporate Governance- Principles, Policies and Practices, Third Edition, 2017, Pearson
3. Manuel, G ,Velasquez , Business ethics- concepts and cases ,Pearson.
4. Fernando, A.C. , Corporate Governance ,Pearson Education.
5. Gopalswamy, N, Corporate governance a new paradigm ,A H Wheeler Publishing Co Ltd.
6. Fernando A.C , Business Ethics, Pearson Education.
7. ESG reports of companies.
8. Newspaper articles and other reports.

## Other Resources

1. Online@IIMA. (2022, November 23). Course - Online@IIMA. [https://online.iima.ac.in/course/course-v1:IIMA+FRCG-BL03+2024\\_04/](https://online.iima.ac.in/course/course-v1:IIMA+FRCG-BL03+2024_04/)

### Integrated Case Studies in Management

<b>Course Code</b>	BBA 306	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				1	2	0	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain students about analytical and reflective decisions.
2. Encourage higher-order thinking ability.
3. Use previously acquired knowledge and skill and develop ability to work in groups
4. Devise creative problem-solving approach.
5. Allow students to develop realistic solutions to complex problems by taking cognizance of different perspectives and being open-minded.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Articulate critical and analytical skills	3	70%	60%
<b>Outcome 2</b>	Discover new ways of thinking by exploring possibilities and options in the process of decision-making	3	65%	80%
<b>Outcome 3</b>	Relate arguments, view-points and perspectives while presenting solutions	4	60%	80%
<b>Outcome 4</b>	Connect and contrast all the factors affecting the business situation involving various stakeholders.	4	60%	70%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	3	3	2	2		2	1	3	2	3	2	3	1
<b>Outcome 2</b>	3	3	2	3	2		3	3	3	2	2	2	3	1
<b>Outcome 3</b>	3	3	2	3	2	3	3	2	3	2	2	2	3	1
<b>Outcome 4</b>	3	3	2	3		3	3	1	2	3	2	2	3	1
<b>Average</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>

### Course Unitization Plan

Harvard case studies will be shared with the students and administered by the faculty in the classroom.

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction to case method of learning using PACADI (Problem, Alternatives, Criteria, Analysis, Decision, Implementation) framework	5	1, 2, 3, 4	
	How to analyse a case study	4	1, 2, 3, 4	
	Harvard case study – 10 cases	30	1, 2, 3, 4	
	Concluding remarks	6	1, 2, 3, 4	
	<b>Total Contact Hours</b>		<b>45</b>	

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (80%)		End Semester Exam (20%)	
		CLA-1 to 10 (80%)		Th	Project
		Th	Project		
Level 1	Remember				
	Understand				
Level 2	Apply		40%		50%
	Analyse				
Level 3	Evaluate		60%		50%
	Create				
<b>Total</b>			<b>100%</b>		<b>100%</b>

### Recommended Resources

1. Harvard case studies

### Other Resources

1. Best Case Study Courses Online with Certificates [2024] | Coursera. (n.d.). Coursera. <https://www.coursera.org/courses?query=case%20study>

### Global Business Strategy

<b>Course Code</b>	BBA 307	<b>Course Category</b>	Core	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To describe the basic idea of strategic management and related environmental factors affecting businesses.
2. To summarize the types of strategies and choices available.
3. To discover the factors important for successful strategy implementation.
4. To develop the ideas for evaluation and control purpose

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Identify the key concepts related to strategic management and related environment	1	70%	60%
<b>Outcome 2</b>	Extract the types of strategies available to an organization	2	60%	55%
<b>Outcome 3</b>	Use the concepts to determine successful implementation	3	60%	55%
<b>Outcome 4</b>	Devise the suitable evaluation and control strategy	4	70%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	3	2	1	1	1	2	2	1	2	3	1	3
<b>Outcome 2</b>	3	2	2	3	1	1	2	2	2	2	2	3	2	3
<b>Outcome 3</b>	3	3	2	3	1	1	1	3	2	3	3	3	3	3
<b>Outcome 4</b>	3	3	2	2	1	1	2	3	3	3	3	3	3	3
<b>Average</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>

**Course Unitization Plan**

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
<b>Unit 1</b>	<b>CONCEPT OF STRATEGY</b>	<b>9</b>		
	Defining strategy, Levels at which strategy operates, Strategic Decision Making and Approaches to Strategic Decision making,	3	1, 2	1,2, 3,4
	Essence of strategic thinking, replacing planning with strategic thinking, strategic management process	3	1, 2	1,2, 3,4
	Mission and Purpose, Objectives and Goals, Strategic Business Units	3	1,2	1,2, 3,4
<b>Unit 2</b>	<b>ENVIRONMENT ANALYSIS AND DIAGNOSIS</b>	<b>9</b>		
	Concept of Environment and its components,	3	1,2, 3	1,2, 3,4
	Environment scanning and appraisal, organizational appraisal,	3	1,2, 3	1,2, 3,4
	Strategic advantage analysis and diagnosis, SWOT analysis	3		1,2, 3,4
<b>Unit 3</b>	<b>STRATEGY FORMULATION AND CHOICE OF ALTERNATIVES</b>	<b>11</b>		
	<b>A) GRAND STRATEGIES</b> Stability, growth, retrenchment & combination strategies- Modernization, Diversification, Integration, Merger,	2	1, 2, 3	1,2, 3,4
	Take-over and Joint Venture strategies, Turnaround – divestment and Liquidation strategies. Strategies for competing in globalizing markets.	3	1,2, 3	1,2, 3,4
	<b>B) PROCESS OF STRATEGIC CHOICE</b> Process of strategic choice – Gap analysis. Industry analysis, competitor analysis – Porter’s Five forces – Model of competition – SWOT analysis- Synergy and Dysergy	3	1, 2, 3	1,2, 3,4
	Mckinsey’s 7’s framework; GE-9 Cell Model, Bostan’s Consultancy Model. Distinctive competitiveness; Factors affecting Strategic choice.	3	1,2, 3	1,2, 3,4
<b>Unit 4</b>	<b>STRATEGY IMPLEMENTATION</b>	<b>11</b>		
	<b>INTER-RELATIONSHIP BETWEEN FORMULATION AND IMPLEMENTATION</b> Issues in strategy implementation, Resource Allocation, Budgets, Behavioural Issues – Leadership styles-Charismatic, Transformational, visionary	3	2, 3, 4	1,2, 3,4
	Cross-cultural & ethical leadership, corporate culture and values power Social Responsibilities – Ethics, Building capable organization.	3	2, 3, 4	1,2, 3,4
	<b>FUNCTIONAL ISSUES</b> Financial, Marketing, Operations and Personnel Plans and policies. Strategy and Structure: Organization structure,	3	2, 3, 4	1,2, 3,4
	Structural Considerations, Structure for strategies, Organizational design and change, Matching structure, and strategy.	2	2, 3, 4	1,2, 3,4
<b>Unit 5</b>	<b>STRATEGY EVALUATION</b>	<b>5</b>		
	Importance, Overview of strategic evaluation, strategic control,	3	1, 2, 3, 4	1,2, 3,4
	Techniques of strategic evaluation and control, Operational Control.	2	1, 2, 3, 4	1,2, 3,4
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (15%)		Mid-1 (15%)		CLA-2 (10%)		CLA-3 (10%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	40%		50%		60%		40%		60%	
	Understand										
Level 2	Apply	60%		50%		40%		60%		40%	
	Analyse										
Level 3	Evaluate										
	Create										
<b>Total</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>	

## Recommended Resources

1. Kazmi ,Azhar ,Business Policy, S.Chand&Co, New Delhi.
2. Kachru, Upendra ,Strategic Management: Concepts & Cases , Excel Books.
3. Ramaswamy V.S, Namakumari,S, strategic Planning: Formulation of Corporate strategy , Macmillan Publishing House Ltd.
4. Shivastava R.M, Management Policy & Strategic Management , Himalaya Publishing House, Mumbai

## Other Resources

1. Global Strategy II: Doing Business in the Global Economy. (2020, September 29). Coursera. <https://www.coursera.org/learn/global-strategy-two>



### Guest Lecture Series

<b>Course Code</b>	BBA 308	<b>Course Category</b>	Core	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				0	0	3	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

- Objective 1: To expose the students to the latest industry trends in management like Blockchain, NFT, Metaverse and so on.
- Objective 2: To impart relevant practical day to day functional skills to the students. These may include. copywriting, creating artworks, R, Python, and any other functional skills that SEAMS decides are useful to students at that point of time.
- Objective 3: To expose students to practices in fast-growing industries like Edtech, Fintech

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Expose the students to the latest industry trends in management	2	75%	70%
<b>Outcome 2</b>	Impart relevant practical day to day functional skills to the students	3	80%	75%
<b>Outcome 3</b>	Expose students to practices in fast-growing industries like Edtech, Fintech	4	90%	80%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	3	3	2	3	-	-	3	3	2	3	3	2	3
<b>Outcome 2</b>	3	3	3	3	3	-	2	3	3	2	3	3	2	3
<b>Outcome 3</b>	2	3	3	3	3	-	-	3	3	2	2	3	2	3
<b>Average</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>

### Guest talks areas:

The guest talks will cover the latest trends in Marketing, Analytics, Finance, Operations, and HR.

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)							
		Report 1 (25%)		Report 2 (25%)		Report 3 (25%)		Report 4 (25%)	
		Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	60%		40%		60%		40%	
	Understand								
Level 2	Apply	40%		40%		40%		40%	
	Analyse								
Level 3	Evaluate			20%				20%	
	Create								
<b>Total</b>		100%		100%		100%		100%	

### Recommended Resources

1. Dr. A Lakshmana Rao, Assistant Professor, Dept. of Commerce, SRM University – AP
2. Dr. Aparna Choudhary, Assistant Professor, Dept. of Management, SRM University – AP
3. Dr. Shailender Singh, Associate Professor, Dept. of Commerce, SRM University – AP
4. Dr. R. Sathya Raju, Prof. Emeritus, Dept. of Commerce and Management Studies, Andhra University
5. Dr. K. Padmasree, Professor and Dean, School of Business Studies, Central University of Karnataka

### Capstone Project

<b>Course Code</b>	BBA 309	<b>Course Category</b>	RDIP	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				0	0	2	2
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Illustrate a business problem using information systems application
2. Use systems analysis to a complex project
3. Use complex data to recommend strategic decision making
4. Design business intelligence solutions

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Interpret real-life business data	2	75%	75%
<b>Outcome 2</b>	Solve real-life complex business problems	3	90%	85%
<b>Outcome 3</b>	Connect and use modern analytics tools and gain insight from the data	4	85%	85%
<b>Outcome 4</b>	Design business intelligence solutions	6	85%	80%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	2	2	1	3	-	-	-	-	-	2	-	2	2
<b>Outcome 2</b>	2	3	3	3	2	-	-	-	-	-	2	-	3	2
<b>Outcome 3</b>	2	3	2	2	3	-	-	-	-	-	2	-	2	2
<b>Outcome 4</b>	2	3	3	3	2	-	-	-	-	-	3	-	3	2
<b>Average</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	-	-	-	-	-	<b>2</b>	-	<b>3</b>	<b>2</b>

### Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>PowerBI</b>	8	1,2,3,4	-
	Solve a real-life industry problem using PowerBI			
Unit 2	<b>Tableau</b>	6	1,2,3,4	-
	Solve a real-life industry problem using Tableau			
Unit 3	<b>Classification</b>	8	1,2,3,4	-
	Apply analytics knowledge and perform classification task on a real-time data set			
Unit 4	<b>Regression</b>	4	1,2,3,4	-
	Apply analytics knowledge and perform regression task on a real-time data set			
Unit 5	<b>Excel</b>	10	1,2,3,4	1
	Solve a real-life industry problem using Excel			
<b>Total Contact Hours</b>		<b>36</b>		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		Experiments (20%)	Record / Observation Note (10%)	Viva + Model (20%)	
Level 1	Remember	25%	60%	80%	10%
	Understand				
Level 2	Apply	75%	40%	20%	80%
	Analyse				
Level 3	Evaluate	-	-	-	10%
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Best Capstone Courses Online with Certificates [2024] | Coursera. (n.d.). Coursera. <https://www.coursera.org/courses?query=capstone>

### Operations Research

<b>Course Code</b>	BBA 401	<b>Course Category</b>	Core				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>						
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>								

#### Course Objectives / Course Learning Rationales (CLRs)

1. To describe the fundamentals of operations research.
2. To summarise problem formulation method.
3. To interpret various operations research tools and techniques.
4. To articulate the students with application of operations research tools and techniques in real life problems.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Define basic concepts of operations research.	1	80%	70%
<b>Outcome 2</b>	Illustrating various methods and applications of operations research.	1	70%	60%
<b>Outcome 3</b>	Use operations research tools and techniques to solve business problems.	3	65%	50%
<b>Outcome 4</b>	Relate various operations research methods to gain decision making skills.	4	65%	50%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	2	2	2	1	1	2	1	1	3	2	2	1
<b>Outcome 2</b>	3	3	2	3	3	1	1	2	1	1	3	2	2	1
<b>Outcome 3</b>	3	3	3	3	3	1	1	3	2	1	3	3	3	2
<b>Outcome 4</b>	3	3	3	3	3	1	1	3	2	1	3	3	3	2
<b>Average</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>

### Course Unitization Plan- Theory

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>QUANTITATIVE TECHNIQUES</b>			
	Quantitative techniques introduction - Methodology and Mathematical Models in OR	2	1	1,2
	Linear programming problem formulation	5	3	
	Solution approach - Graphical and Simplex method using Excel Solver	5	3, 4	
Unit 2	<b>TRANSPORTATION, ASSIGNMENT AND NETWORK MODELS</b>			
	Transportation models, Assignment models	1	1	1,2
	Network models (Maximum Flow, Minimum Cost and Shortest Path)	5	3, 4	
Unit 3	<b>QUEUING THEORY</b>			
	Applications of Queuing Theory, Elements of a Queuing Model	1	1	1,2
	Operating Characteristics, M/M/1 queueing models, Assumptions and Limitations of Queuing Models.	2	2	
Unit 4	<b>GAME THEORY</b>			
	Introduction to game theory, Basic definitions and terminology	2	1	1,2
	Two-person zero-sum game, Pure and Mixed Strategy Games, Saddle Point.	3	4	
	Solving pure strategy games using Maximin-Minimax principle, Dominance principle and Graphical Method for solving Mixed Strategy Games.	2	4	
Unit 5	<b>SIMULATION</b>			
	Understanding Simulation in managerial problems	1	1	1,2
	Understanding Monte Carlo Simulation and Discrete Event	1	1	
<b>Total Contact Hours</b>			<b>30</b>	

### Course Unitization Plan- LAB

Exp No.	Experiment Name	Required Contact Hours	CLOs Addressed	References Used
1	Linear Programming	12	4	1,2
2	Network Optimization Programming	8	4	1,2
3	Game Theory Programming	10	4	1,2
<b>Total Contact Hours</b>			<b>30</b>	

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)					End Semester Exam (50%)
		CLA-1 (10%)	CLA-2 (5%)	CLA-3 (5%)	Mid-term (10%)	Practical Internals (20%)	
Level 1	Remember	60%	40%	40%	40%	20%	20%
	Understand						
Level 2	Apply	40%	60%	60%	60%	80%	80%
	Analyse						
Level 3	Evaluate						
	Create						
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Recommended Resources

- Hillier , F.S& Lieberman, G.J. Introduction to Operations Research: Concepts and Cases"
- Ninth (or latest) Edition, McGraw Hill.
- Taha Hamdy An Introduction to Operations Research, 10th Edition , 2011, Pearson prentice Hall

### Other Resources

- Best Operations Management Courses Online with Certificates [2024] | Coursera. (n.d.). Coursera. <https://www.coursera.org/courses?query=operations%20management>

### Dissertation-I

<b>Course Code</b>	BBA 402	<b>Course Category</b>	RDIP	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				0	0	6	6
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To illustrate research skills in planning, executing and reporting research.
2. To enhance independent learning and critical thinking.
3. To develop critical and in-depth knowledge in a particular domain area.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Use concepts and theories learnt earlier in the previous academic semesters	3	80%	70%
<b>Outcome 2</b>	Solve given real life problem	3	60%	50%
<b>Outcome 3</b>	Expertise in management research using statistical tools and techniques	4	70%	50%
<b>Outcome 4</b>	Develop team spirit and time management	4	60%	55%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	0	2	0	2	0	3	0	3	0		2	2	2
<b>Outcome 2</b>	3	2	3	2	2	0	3	0	3	0	2	3	3	3
<b>Outcome 3</b>	2	2	2	2	2	0	3	0	3	2	3	2	2	2
<b>Outcome 4</b>	2	0	0	0	0	0	0	3	3	3	3	2	2	2
<b>Average</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>

### Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Topic identification & finalisation of the title	1.5	1,2	
	Reading research papers & articles and summarising	1.5	1,2,3	
	Literature review & gap identification	1.5	3	
	Research Design & sample identification	1.5	2,3	
	Formulation of hypothesis	1.5	3,4	
Unit 2	Preparing & administering questionnaire	1.5	<b>2,4</b>	
	Data collection & validation	1.5	3,4	
	Data analysis	1.5	3	
	Findings and conclusion	1.5	2,3	
Unit 3	Report writing and Submission of Thesis	1.5	1,2,3,4	
<b>Total Contact Hours</b>			<b>15</b>	

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (30%)	End Semester Exam (70%)
		CLA-1 (30%)	
Level 1	Remember		
	Understand		
Level 2	Apply	50%	50%
	Analyse		
Level 3	Evaluate	50%	50%
	Create		
<b>Total</b>		<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Williams, K., & Reid, M. (2023). Planning your dissertation. Bloomsbury Publishing.
2. Germano, W. (2014). From dissertation to book. University of Chicago Press

### Other Resources

1. Grad Coach. (2024, July 7). Dissertation & Thesis writing Courses - Grad coach. <https://gradcoach.com/online-courses/>



### Dissertation-II

<b>Course Code</b>	BBA 404	<b>Course Category</b>	RDIP	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				0	0	16	16
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To describe advanced research skills in the domain area of specialisation.
2. To enhance independent learning and critical thinking.
3. To develop critical and in-depth knowledge in a particular domain area.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Summarize research concepts and contexts clearly and effectively both in writing and orally.	2	70%	80%
<b>Outcome 2</b>	Engage in systematic delivery and critical review of appropriate and relevant information sources.	2	70%	80%
<b>Outcome 3</b>	Use advanced statistical tools and techniques in research work.	3	60%	70%
<b>Outcome 4</b>	Devise and engage in an independent and sustained critical investigation and evaluation of a chosen research topic relevant to the domain area	4	60%	80%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	3	2	2	2	2	3	1	3	3	3	2	3	2
<b>Outcome 2</b>	3	3	3	2	2	-	2	2	3	-	2	3	3	3
<b>Outcome 3</b>	2	2	3	2	3	-	2	2	2	2	3	3	2	2
<b>Outcome 4</b>	3	3	3	3	3	-	3	3	3	3	3	2	3	2
<b>Average</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>

### Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
<b>Unit 1</b>	Topic identification & finalisation of the title	8	1,2	
	Reading research papers & articles and summarising	15	1,2,3	
	Literature review & gap identification	6	3	
	Research Design & sample identification	6	2,3	
	Formulation of hypothesis	6	3,4	
<b>Unit 2</b>	Preparing & administering questionnaire	9	<b>2,4</b>	
	Data collection & validation	10	3,4	
	Data analysis using statistical tools and techniques	10	3	
	Findings and conclusion	10	2,3	
<b>Unit 3</b>	Report writing and Submission of Thesis	10	1,2,3,4	
<b>Total Contact Hours</b>			<b>90</b>	

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (40%)		End Semester Exam (60%)
		CLA-1 (20%)	CLA-2 (20%)	
Level 1	Remember	50%	50%	50%
	Understand			
Level 2	Apply	50%	50%	50%
	Analyse			
Level 3	Evaluate			
	Create			
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Maine, H. S. (2024). Dissertations on early law and custom; chiefly selected from lectures delivered at Oxford. BoD–Books on Demand.

### Other Resources

1. The Essentials of Thesis Writing | Online course | Alison. (n.d.). <https://alison.com/course/the-essentials-of-thesis-writing>

### Corporate Finance

Course Code	BBA F01	Course Category		L	T	P	C
				2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To illustrate the students to interpret the project proposals by applying the capital budgeting techniques.
2. To identify the working capital requirements of the company and the sources of working capital.
3. To explain the students to plan the cash, receivables, and inventory management requirements of the company.
4. To explain the students to interpret the company's capital structure and dividend decisions

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Explain the various theories related to dividend policies of the firms.	1	60%	75%
<b>Outcome 2</b>	Classify the project proposals by applying the capital budgeting techniques.	2	80%	75%
<b>Outcome 3</b>	Summarize the working capital requirements of a firm.	2	50%	60%
<b>Outcome 4</b>	Relate the role of financing decisions, cash, receivables, and inventory management policy of the firm.	4	70%	65%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	3	3	2	2	-	-	2	-	2	3	3	2	3
<b>Outcome 2</b>	3	3	3	3	2	-	2	2	2	2	3	3	2	3
<b>Outcome 3</b>	2	3	3	3	-	-	-	2	2	2	2	3	2	3
<b>Outcome 4</b>	3	3	3	3	2	-	2	2	3	3	3	3	2	3
<b>Average</b>	<b>2.75</b>	<b>3</b>	<b>3</b>	<b>2.75</b>	<b>1.5</b>	<b>-</b>	<b>1</b>	<b>2</b>	<b>1.75</b>	<b>2.75</b>	<b>2.75</b>	<b>3</b>	<b>2</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Syllabus Topics	Required Learning Hours	CLOs Addressed	References Used
Unit No. 1	<b>Introduction:</b> Overview and scope of financial management. Functions of finance	8	1	1
Unit No. 2	<b>Risk, return and valuation:</b> Interest rates Risk and returns. Bond & Equity pricing (basics)	10	1	1
Unit No. 3	<b>Long term financing:</b> Techniques for project risk analysis Internal Rate of Return, Modified IRR, Profitably Index Method, Capital Rationing	10	1,2	1
Unit No. 4	<b>Short term financing:</b> Determination of Working Capital Determining Financing Mix of Working Capital Management of Cash Receivables Management Inventory Management	12	1,2,3	1
Unit No. 5	<b>Capital structure and dividend policy:</b> Capital Structure theories & approaches. Dividend Policy Decision & models	5	2,3	1

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (75%)											End Semester Exam (25%)		
		CLA-1 (15%)		CLA-2 (10%)		CLA-3 (10%)		Participation (10%)		Mini Project (15%)		Project Presentation & Viva Voce (15%)			
		Th	Pr	Th	Pr	Th	Pr	Th	Pr	Th	Pr	Th			P
Level 1	Remember	30%	30%	20%	20%	30%	30%	20%	20%		100%		100%	20%	20%
	Understand														
Level 2	Apply	20%	20%	30%	30%	20%	20%	30%	30%					30%	30%
	Analyse														
Level 3	Evaluate														
	Create														
<b>Total</b>		<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>		<b>100%</b>	<b>50%</b>	<b>50%</b>

## Recommended Resources

1. Michael C. Ehrhardt & Eugene F. Brigham, A focussed approach- Corporate Finance, Edition, Thomson South-Western publication

## Other Resources

1. Best Corporate Finance Courses Online with Certificates [2024] | Coursera. (n.d.). Coursera. <https://www.coursera.org/courses?query=corporate%20finance>

### Digital Finance

Course Code	BBA F02	Course Category		L	T	P	C
				2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To define the concept of digital finance and fintech.
2. To describe the importance of technologies in digital finance.
3. To interpret the role of FinTech in digital banking and financial services.
4. To interpret the regulation in FinTech.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe the concepts of digital finance and fintech.	2	75%	80%
<b>Outcome 2</b>	Articulate the application of various technologies in digital finance.	3	70%	75%
<b>Outcome 3</b>	Use the financial regulatory technique in FinTech.	3	70%	60%
<b>Outcome 4</b>	Illustrate FinTech in digital banking and financial services.	4	60%	55%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	2	3	2	1	1	2	2	1	1	2	3	3	3
<b>Outcome 2</b>	3	2	2	2	1	1	2	2	2	2	2	3	2	3
<b>Outcome 3</b>	3	3	3	2	1	1	2	3	2	3	3	3	2	3
<b>Outcome 4</b>	3	3	2	2	1	1	2	2	2	2	3	3	3	3
<b>Average</b>	<b>2.75</b>	<b>2.5</b>	<b>2.5</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2.25</b>	<b>1.75</b>	<b>2</b>	<b>2.5</b>	<b>3</b>	<b>2.5</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Introduction to digital finance, Fintech</b>	<b>9</b>		
	Evolution, Innovations in Digital Finance	5	1	2
	Digital disruptions in digital finance	4	1	2
Unit 2	<b>Technologies in Digital Finance</b>	<b>9</b>		
	Block chain, Crypto currencies	5	2	2, 1
	Robo Advisors, IoT, cloud computing	4	2	2, 1
Unit 3	<b>FinTech in Financial Services, Digital Banking</b>	<b>9</b>		
	FinTech in Banks, Insurance, Real Estate, digital payments	5	3	2, 3
	Digital financial transactions, online banking, mobile banking, digital only banking	4	3	2, 3
Unit 4	<b>Regulations in digital finance</b>	<b>9</b>		
	Regtech, Cybersecurity	5	4	2
	Ethics and Risks in digital finance	4	4	2
Unit 5	<b>Project Work</b>	<b>9</b>		
	Research on digital Finance/FinTech	5	3,4	2
	Report submission and presentation	4	3,4	2
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	40%	60%	60%	50%	50%
	Understand					
Level 2	Apply	60%	40%	40%	50%	50%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Baxter Hines, Digital Finance: Security Tokens and Unlocking the Real Potential of Blockchain, Wiley.
2. Sanjay Phadke, Fintech Future: The Digital DNA Of Finance, SAGE.
3. Perry Beaumont, Digital Finance, Routledge

## Other Resources

1. Digital transformation in financial services. (n.d.). Coursera. <https://www.coursera.org/specializations/digital-transformation-financial-services>

### Securities and Portfolio Management

Course Code	BBA F03	Course Category		L	T	P	C
				2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To Describe the concepts of investments
2. To Explain about fixed income securities
3. To illustrate about creating a portfolio
4. To interpret the investment management strategies

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Compare and contrast the investment alternatives.	2	70%	60%
<b>Outcome 2</b>	Articulate returns from fixed income securities.	3	80%	70%
<b>Outcome 3</b>	categorize the risks involved in portfolios	4	80%	80%
<b>Outcome 4</b>	Appraise the portfolio management strategies.	5	70%	70%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)											PSO 1	PSO 2	PSO 3
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning			
<b>Outcome 1</b>	2	2	3	2	1	1	2	2	1	1	2	3	3	3
<b>Outcome 2</b>	3	2	2	2	1	1	2	2	2	2	2	3	2	3
<b>Outcome 3</b>	3	3	3	2	1	1	2	3	2	3	3	3	2	3
<b>Outcome 4</b>	3	3	2	2	1	1	2	2	2	2	3	3	3	3
<b>Average</b>	<b>2.75</b>	<b>2.5</b>	<b>2.5</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2.25</b>	<b>1.75</b>	<b>2.5</b>	<b>2.5</b>	<b>3</b>	<b>2.5</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Introduction to Investments</b>			
	Introduction, Investment Process,	3	1	1
	Criteria for Investment,	2	1	1
	Alternatives of investments	1	1	1
Unit 2	<b>Fixed Income securities</b>			
	Time value of money	3	2	1
	Bond pricing, Bond yields.	3	2	1
	Macaulay Duration and Modified Duration	4		
Unit 3	<b>Modern Portfolio Theory</b>			
	Diversification and Portfolio Risks,	3	3	2
	CAPM	4	3	2
	Multifactor models,	3	3	2
Unit 4	<b>Portfolio Management</b>			
	Portfolio Management Process,	4	3	2
	Portfolio Strategy	2	3	2
	Markowitz portfolio model	4	3	2
Unit 5	<b>Investment Management</b>			
	Active vs passive investment management,	1	4	2
	Entry / Exit load, Net Asset	2	4	2
	Mutual Funds	2	4	2
<b>Total Contact Hours</b>				

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		CLA-1 (10%)	CLA-2 (20%)	CLA-3 (20%)	
Level 1	Remember	40%	40%	40%	40%
	Understand				
Level 2	Apply	40%	40%	40%	40%
	Analyse				
Level 3	Evaluate	20%	20%	20%	20%
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Fischer, D.E. & Jordan, R.J. Security Analysis and Portfolio Management. Pearson Education.
2. Chandra, Prasanna, Investment Analysis and Portfolio Management. Tata McGraw Hill Education Private Limited.

## Other Resources

1. Security Analysis & Portfolio Management - course. (n.d.)[https://onlinecourses.nptel.ac.in/noc21\\_mg99/preview](https://onlinecourses.nptel.ac.in/noc21_mg99/preview)



### Corporate and Retail Banking

<b>Course Code</b>	BBA F06	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To define the retail and corporate banking industry and digital banking
2. To describe the retail banking products and marketing of retail banking products.
3. To illustrate the issues of corporate and retail banking.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe retail and corporate banking industry.	1	70%	60%
<b>Outcome 2</b>	summarize retail banking products and marketing of retail banking products.	2	75%	65%
<b>Outcome 3</b>	Articulate the issues of corporate and retail banking.	3	65%	55%
<b>Outcome 4</b>	Illustrate the digital banking.	4	60%	50%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	3	1	1	2		1	1		1		3	1	1
<b>Outcome 2</b>	2	3	2	2	2		1	1		3		3	3	2
<b>Outcome 3</b>	2	3	3	2	2		1	1		3		3	2	2
<b>Outcome 4</b>	2	3	2	3	2		1	1		2		3	2	3
<b>Average</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>		<b>1</b>	<b>1</b>		<b>2.25</b>		<b>3</b>	<b>2</b>	<b>2</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
	<b>Introduction</b>			
Unit 1	History and definition, Role within the bank operations, Applicability of Retailing concepts distinction between Retail and Corporate / Wholesale Banking.	7	1	1, 2, 3
	<b>Retail Products</b>			
Unit 2	Retail Products Overview, The approval process for retail loans, and credit scoring, Important Asset Products such as Home Loans, Auto / Vehicle Loans, Educational Loans, Credit / Debit Cards, Other Products / Remittances / Funds Transfer.	9	2	1, 2, 3
	<b>Marketing/selling of retail products.</b>			
Unit 3	Retail Strategies, Delivery Channels, Selling Process in Retail Products-Direct Selling Agents, Customer Relationship Management, Regulations and compliance, Technology for Retail Banking.	8	2	1, 2, 3
	<b>Issues of Retail Banking</b>			
Unit 4	Securitisation, mortgage-based securities, Trends in retailing – New products like Insurance, Demat services, online / Phone Banking, Property services, Investment advisory / Wealth management, Reverse Mortgage – Growth of e-banking, Cross-selling opportunities, Recovery of Retail Loans – Defaults, Rescheduling, recovery process, SARAFAESI Act, DRT Act, use of Lok Adalat forum. Recovery Agents – RBI guidelines.	10	3	1, 2, 3
	<b>Digital Banking</b>			
Unit 5	Digital Banking Products, Cards, EMV technology, ATMs, Cash Deposit machines, Cash Recyclers, Mobile Banking, Internet Banking, POS terminals, Branchless Banking, Payment Systems, <u>Marketing</u> of Digital Banking Products, New Developments.	11	4	1, 2, 3
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	60%	40%	60%	40%	40%
	Understand					
Level 2	Apply	40%	60%	40%	60%	60%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Khan, M. Y. (2011). Indian Financial System. <http://ci.nii.ac.jp/ncid/BA54814009>
2. Indian Institute of Banking & Finance, Retail Banking, Mumbai.
3. Fundamentals of Retail Banking – Himalaya Publishing House. (n.d.).

## Other Resources

1. Investment banking: M&A and initial public offerings. (2022, September 12). Coursera.
2. <https://www.coursera.org/learn/investment-banking-mergers-acquisitions-ipo>

### Management Accounting

<b>Course Code</b>	BBA F07	<b>Course Category</b>				
			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
			2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>		
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>				

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain basic concepts, importance & functions of Management Accounting.
2. Identify the material, labour and other direct costs
3. Describe three important methods of charging direct material costs to production.
4. Describe the nature and purpose of budgeting and budgetary control and outline its behavioural consequences.
5. Use contribution analysis in managerial decision making and assess its usefulness in problem solving.
6. Incorporate costs and financial data into specific decision-making situations.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Explain the significance of basic concepts, importance & functions of Management Accounting.	2	65%	70%
<b>Outcome 2</b>	Evaluate the nature of costs and calculate prime costs in a business situation.	5	60%	65%
<b>Outcome 3</b>	List the steps involved in operating budgetary control system and prepare fixed and flexible budgets.	1	55%	60%
<b>Outcome 4</b>	Prepare a Master budget and demonstrate an understanding of the relationship between the components.	3	50%	55%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>												
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2
<b>Outcome 1</b>	3	2	2	3	1			2	2	3	3	1	1
<b>Outcome 2</b>	2	3	3	3			1	2	3	2	3	3	1
<b>Outcome 3</b>	3	3	3	3	2		2	2	1	2	3	3	1
<b>Outcome 4</b>	3	3	3	3	1		3	2	3	2	3	3	2
<b>Average</b>	3	3	3	3	2			2	2	2	3	3	2

### Course Unitization Plan- Theory

Unit No.	Unit Name	Required Contact Hours	COs Addressed	References Used
<b>Unit 1</b>	Introduction to the course	1	1	1,2
	Management Accounting Introduction, Nature and purpose	2	1	1,2
	Main functions & Behavioural considerations	1	1	1,2
<b>Unit 2</b>	Classification of costs	1	1,2	1,2
	Direct Materials, methods of charging direct material costs to production	2	1,2	1,2
	Direct Labour and other Direct Costs	1	1,2	1,2
	Indirect Costs	2	1,2	1,2
<b>Unit 3</b>	Production and non-production overheads	2	1,2	1,2
	Budgeting – Budgets and Budgetary controls	1	3	1,2
<b>Unit 4</b>	Procedures & Functional budgets	2	3,4	2
	Contribution Analysis- CVP analysis	3	2,5	1,2
<b>Unit 5</b>	Fixed and Flexible budget	2	3,4	1,2
	Special Decisions – incremental analysis	2	2,5	1,2
	Make or buy decision, Sell or further process decision	2	5	3
	Closure or shut down decision, Product Mix decision	2	5	3
	Special order decisions	2	5	3
	Pricing Decision	2	5	
	<b>Total Contact Hours</b>		<b>30</b>	

### Course Unitization Plan- Practical

No.	Unit Name	Required Contact Hours	COs Addressed	References Used
<b>Unit 1</b>	Assignment on Management Accounting - introduction	2	1	
<b>Unit 2</b>	Practical problems on classification of costs	4	1,2	
<b>Unit 3</b>	Preparation of Functional Budgets	4	3,4	
	Harvard case	2	1,2,3,4,5	
<b>Unit 4</b>	CVP Analysis – Practical problems	2	2,5	
	Fixed and Flexible Budgets analysis	4	3,4	
<b>Unit 5</b>	Special Decisions – Practical Problems	10	5	
	Harvard case	2	1,2,3,4,5	
	<b>Total Contact Hours</b>		<b>30</b>	

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)
		CLA-1 (10%)		CLA -2 (10%)		CLA- 3 (10%)		CLA-4 (20%)		
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	
Level 1	Remember	20%	30%	-	-	10%	-	-	-	20%
	Understand									-
Level 2	Apply	10%	40%	-	-	40%	20%	-	-	50%
	Analyse									-
Level 3	Evaluate	-	-	50%	50%	10%	20%	-	-	30%
	Create									-
<b>Total</b>		<b>30%</b>	<b>70%</b>	<b>50%</b>	<b>50%</b>	<b>60%</b>	<b>40%</b>	<b>100%</b>		<b>100%</b>

### Recommended Resources

- Accounting for non-accounting students, John R. Dyson, 10th Edition, FT Prentice Hall.
- Introduction to Management Accounting, Charles T. Horngren, Gary L. Sundem, Dave Burgstahler and Jeff O. Schatzberg, 16th Edition, Pearson Publications
- Harvard Business Press published "Preparing a Budget" (ISBN- 13: 978-1-4221-3648-5) – HBSP reference 12347-PDF-ENG.

### Other Resources

- Relevant videos from Coursera - Management Accounting Fundamentals, Luann J. Lynch, Almand R. Coleman Professor of Business Administration, University of Virgi

### Direct Taxes

Course Code	BBA F08	Course Category		L	T	P	C
				2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To describe the direct taxes.
2. To discover the tax on income from salary and house properties.
3. To articulate the tax on profit and gains from business and profession.
4. To illustrate tax on capital gain and income from other sources.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Interpret direct taxes.	2	70%	60%
<b>Outcome 2</b>	Articulate tax on income from salary and house properties.	3	75%	65%
<b>Outcome 3</b>	Categories the tax on profit and gains from business and profession.	4	65%	55%
<b>Outcome 4</b>	Illustrate tax on capital gain and income from other sources.	4	60%	50%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)											PSO 1	PSO 2	PSO 3
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning			
<b>Outcome 1</b>	2	3	1	1	2	0	1	1	0	1		3	1	1
<b>Outcome 2</b>	2	3	2	2	2	0	1	1	0	3		3	3	2
<b>Outcome 3</b>	2	3	3	2	2	0	1	1	0	3		3	2	2
<b>Outcome 4</b>	2	3	2	3	2	0	1	1	0	2		3	2	3
<b>Average</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2.25</b>		<b>3</b>	<b>2</b>	<b>2</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Introduction</b>			
	Direct Taxes –Features and History of Income Tax in India –Definitions and Basic Concepts of Income Tax- Definitions: Assessee – Deemed Assessee – Assessee-in-default – Assessment Year – Previous Year - Person – Agricultural Income – Heads of Income – Gross Total Income – Total Income — Incomes Exempt from Tax-Residential Status and Scope of Total Income: Meaning of Residential Status – Conditions applicable to an Individual Assessee – Incidence of Tax – Types of Incomes.	8	1	1, 2, 3, 4
Unit 2	<b>Income from Salary</b>			
	Definition of ‘Salary’ – Characteristics of Salary – Computation of Salary Income: Salary u/s 17(1) –Annual Accretion – Allowances – Perquisites – Profits in lieu of Salary – Deductions u/s. 16 -Problems on computation of Income from Salary-Deductions pertaining to individual Assessee.	8	2	1, 2, 3, 4
Unit 3	<b>Income from House Property</b>			
	Chargeability of ‘House Property’ – Exempted House Property incomes– Annual Value – determination of Annual Value for Let-out House and Self-occupied House – Deductions u/s.24 – Problems on computation of Income from House Property.	9	2	1, 2, 3, 4
Unit 4	<b>Profit and Gains of Business and Profession</b>			
	Definition of ‘Business and Profession’ – Procedure for computation of Income from Business – Revenue and Capital nature of Incomes and expenses – Allowable Expenses u/s. 30 to 37 – Expenses expressly disallowed – Deemed Profits. Depreciation: Meaning – Conditions for charge of depreciation – Problems on computation of Income from Business. Income from Profession: Rules– procedure – problems on computation of Income from Profession.	10	3	1, 2, 3, 4
Unit 5	<b>Capital Gains and Income from Other Sources</b>			
	Introduction - Meaning – Scope of charge – Basis of charge – Short term and Long term Capital Assets – Transfer of Capital Asset – Deemed transfer – Determination of Cost of Acquisition – Procedure for computation of Long-term and Short-term Capital Gains/Losses – Exemptions in respect of certain Capital Gains u/s. 54,54B,54EC and 54F only, General Incomes u/s. 56(1) – Specific Incomes u/s. 56(2) – Dividends u/s. 2(22) – Winnings from lotteries Puzzles, crown world puzzles, Races – Interest on Securities – Gifts received by an Individual – Casual Income – Family Pension – Rent received on let out of Furniture- Plant and Machinery with/without Building – Deductions u/s. 57.	10	4	1, 2, 3, 4
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom’s Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	60%	50%	60%	40%	40%
	Understand					
Level 2	Apply	40%	50%	40%	60%	60%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Gaur ,V.P. & Narang D.B, Income Tax Law and Practice,Kalyani Publishers.
2. Singhanian ,Vinod K. &.Singhanian, Kapil, Direct Taxes Law & Practice:,Taxmann
3. Lal , B.B.,, Income Tax, Pearson Education.
4. Saha, R.G. Taxation ,Himalaya Publishing House Pvt. Ltd.

## Other Resources

1. Direct Tax - Laws and Practice - course. (n.d.)[https://onlinecourses.swayam2.ac.in/cec21\\_cm02/preview](https://onlinecourses.swayam2.ac.in/cec21_cm02/preview)

### Financial Planning and Wealth Management

<b>Course Code</b>	BBA F09	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To describe the importance of Wealth Management.
2. To illustrate the features of different wealth management instruments.
3. To devise a plan for wealth Management for client
4. To appraise implementation of plans

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe the concepts of wealth management	1	60%	75%
<b>Outcome 2</b>	Compare and contrast pros and cons of wealth management instruments.	2	70%	75%
<b>Outcome 3</b>	Devise appropriate strategy/plans for given scenarios.	4	60%	70%
<b>Outcome 4</b>	Illustrate the implementation of strategies.	4	50%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	2	3	2	1	1	2	2	1	1	2	3	3	3
<b>Outcome 2</b>	3	2	2	2	1	1	2	2	2	2	2	3	2	3
<b>Outcome 3</b>	3	3	3	2	1	1	2	3	2	3	3	3	2	3
<b>Outcome 4</b>	3	3	2	2	1	1	2	2	2	2	3	3	3	3
<b>Average</b>	2.75	2.5	2.5	2	1	1	2	2	1.75	1	2.5	3	2.5	3

## Course Unitization Plan

Unit No.	Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Basics of Fin. Planning & Wealth management	6		
	Introduction of Wealth Management	1	1	1,2
	Uses of Financial planning.	2		
	Life cycle	1		
	Wealth management cycle.	1		
	Role of Financial planner	1		
Client Goals & constraints, Client education:	9			
Unit 2	Client Profiling	2	1,2	1,2
	Goal setting & Prioritization	2		
	Sources of Risk	3		
	Market Timing Fallacy	2		
	Asset Classes:	12		
Unit 3	Equity asset Class	3	2,3	1,2
	Debt Asset Class	3		
	Gold as asset	3		
	Real assets as asset Class	3		
	Role of insurance in WM and taxation	14		
Unit 4	Tax slabs	1	2,3,4	1,2
	Features of instruments U/S 80( C ), 80(D), 80(E) .	4		
	Tax liabilities, Assessment	4		
	Practical problems	5		
	Retirement Planning & Wealth mana. Strategies.	4		
Unit 5	Retirement Planning	2	3,4	1,2
	Estate planning.	2		
	<b>Total Contact Hours</b>	<b>45</b>		

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (15%)	CLA 2 (10%)	CLA-3 (10%)	Mid Term (15%)	
Level 1	Remember	75%	75%	60%	70%	65%
	Understand					
Level 2	Apply	25%	25%	40%	30%	35%
	Analyse					
Level 3	Evaluate	-	-	-	-	-
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Shankaran Sunder, Wealth Engine ,Vision Publication
2. Financial Planning & Wealth Management , IIBF
3. ET Intelligence

## Other Resources

1. ET Intelligence Best Financial Planning Courses Online with Certificates [2024] | Coursera. (n.d.). Coursera. <https://coursera.org/courses?query=financial%20planning>



### Financial Risk and Derivatives Management

<b>Course Code</b>	BBA F10	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To Explain the importance of financial risk.
2. To describe the features of different derivatives instruments.
3. To illustrate the practical usage of derivatives.
4. To devise Risk management mechanism

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Define the basic concepts of derivatives.	1	65%	75%
<b>Outcome 2</b>	Illustrate the pros and cons of derivative instruments.	1	70%	75%
<b>Outcome 3</b>	Plan suitable strategies with derivatives.	4	60%	75%
<b>Outcome 4</b>	Connect the results of strategies with various price levels of market.	4	60%	65%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	2	3	2	1	1	2	2	1	1	2	3	3	3
<b>Outcome 2</b>	3	2	2	2	1	1	2	2	2	2	2	3	2	3
<b>Outcome 3</b>	3	3	3	2	1	1	2	3	2	3	3	3	2	3
<b>Outcome 4</b>	3	3	2	2	1	1	2	2	2	2	3	3	3	3
<b>Average</b>	3	2	2	2	1	1	2	2	2	1	2	3	2	3

### Course Unitization Plan

Unit No.	Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction to Financial Risk	12	1,2	1,2
	Introduction to Financial Risk and types	2		
	Role of Fin. Risk in Institutions	2		
	Financial Markets & Products	3		
	Valuation and models	5		
Unit 2	Forwards and Futures	10	1,2	1,2
	Introduction to Forwards, features & settlement process	2		
	Introduction to futures, features and settlement process	2		
	Different futures traded in Indian Market	2		
	Practical problems & Hedge concept using futures	4		
Unit 3	Financial Options	15	2,3,4	1,2
	Introduction to options contract,	3		
	Types of options	2		
	Practical Problems related to options	4		
	Determinants of option pricing, Black & Shole model	3		
	Hedge by using options	3		
Unit 4	Financial Swaps	6	3,4	1,2
	Introduction of swaps	2		
	Types of swaps and practical usage	2		
	Practical problems	2		
Unit 5	Risk Management	2	3,4	1,2
	Risk Management techniques used by Clearing House	2		
<b>Total Contact Hours</b>			<b>45</b>	

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (15%)	CLA 2 (10%)	CLA-3 (10%)	Mid (15%)	
Level 1	Remember	60%	50%	20%	50%	60%
	Understand					
Level 2	Apply	40%	50%	80%	50%	40%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Hull,C , John ,Financial Derivatives ,Pearson Education Ltd.
2. National Institute of Securities Market, Equity Derivatives

### Other Resources

1. www.nseindia.com
2. Garp.com

### Financial Modelling

<b>Course Code</b>	BBA FA4	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To define the importance and the concepts of financial modelling.
2. To identify the financial functions available in MS Excel to build financial models.
3. To use MS Excel in Accounting and Portfolio formation.
4. To articulate the financial model building process

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe the basics of financial modelling for decision-making.	1	70%	70%
<b>Outcome 2</b>	Identify the appropriate MS Excel tools for financial analysis.	1	80%	70%
<b>Outcome 3</b>	Use the MS Excel tools in accounting and portfolio selection.	3	80%	80%
<b>Outcome 4</b>	Discover the appropriate MS Excel functions and Macros to build financial models.	3	75%	70%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	0	0	0	0	0	0	0	2	0	2	3	3	3
<b>Outcome 2</b>	3	3	3	0	0	2	0	0	2	0	2	3	3	3
<b>Outcome 3</b>	3	3	3	0	0	0	0	0	2	0	2	3	3	3
<b>Outcome 4</b>	3	3	3	2	3	0	0	0	2	0	2	3	3	3
<b>Average</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>UNDERSTANDING THE BASIC FEATURES OF EXCEL</b>	<b>12</b>		
	Introduction to modelling, introduction to excel	3	1	1
	Understanding advanced features of excel database functions in excel, creating charts using forms and control toolbox	3	1	1
	Understanding finance functions present in excel,	3	1	1
	Creating dynamic models	3	1	1
Unit 2	<b>SENSITIVITY ANALYSIS USING EXCEL</b>	<b>10</b>		
	Scenario manager, other sensitivity analysis features	3	2	1
	simulation using excel different statistical distributions used in simulation generating random numbers that follow a particular distribution	4	2	1
	Building models in finance using simulation	3	2	1
Unit 3	<b>EXCEL IN ACCOUNTING</b>	<b>14</b>		1
	Preparing common size statements directly from trial balance, forecasting financial statements using excel	4	3	1
	Analysing financial statements by using spreadsheet model, excel in project appraisal	3	3	1
	Determining project viability. Risk analysis in project appraisal, simulation in project appraisal	3	3	1
	Excel in valuation, determination of value drivers, discontinued cash flow valuation, risk analysis in valuation	4	3	1
Unit 4	<b>EXCEL IN PORTFOLIO THEORY</b>	<b>12</b>		1
	Determining efficient portfolio, creating dynamic portfolios	3	3	1
	Portfolio insurance, fixed income portfolio management using excel	3	3	1
	Excel in derivatives black and schols model in excel, Greeks in excel	3	3	1
	Real options valuation, building a mega model	3	3	1
Unit 5	<b>UNDERSTANDING SUBROUTINES AND FUNCTIONS AND BUILDING SIMPLE FINANCIAL MODELS USING SUBROUTINES AND FUNCTION</b>	<b>12</b>		1
	Recording and editing macros, subroutines and functions	3	4	1
	Decision rules, message box and input box	3	4	1
	Debugging, designing advanced financial models using visual basic application user forms	3	4	1
	Other advanced features, actual model building	3	4	1
<b>Total Contact Hours</b>			<b>60</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	50%	40%	50%	40%	35%
	Understand					
Level 2	Apply	50%	60%	50%	60%	65%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Special Edition Using Microsoft Excel 2000 by Blattner, Ulrich, Cook, and Dyck (QUE Macmillan).

## Other Resources

1. Business and financial modeling. (n.d.-b). Coursera. <https://www.coursera.org/specializations/wharton-business-financial-modeling>

### Digital Marketing

<b>Course Code</b>	BBA M01	<b>Course Category</b>				
			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
			2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>		
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>				

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain the student with an overall view of the Digital Marketing space.
2. Summarise students with the techniques that can be used for marketing in the digital/internet world.
3. Articulate competency in students to develop Marketing Strategy using various tools available to manage consumers and content on the internet.
4. Teach future managers in forming digital marketing plans to manage the digital marketing performance efficiently.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Use digital marketing knowledge to given marketing campaign scenarios to develop a comprehensive digital marketing strategy.	3	75%	60%
<b>Outcome 2</b>	Use digital marketing techniques to given scenarios within the internet / digital marketing space.	3	60%	50%
<b>Outcome 3</b>	Develop a comprehensive digital marketing strategy.	6	70%	55%
<b>Outcome 4</b>	Design digital marketing plan to manage a digital marketing performance efficiently.	6	60%	50%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	3	2	2	1	0	0	0	2	0	3	2	3
<b>Outcome 2</b>	3	3	3	3	3	2	0	0	0	3	0	3	3	2
<b>Outcome 3</b>	3	3	3	3	3	2	0	0	0	2	0	2	3	2
<b>Outcome 4</b>	3	3	3	3	3	2	0	0	0	3	0	3	3	3
<b>Average</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>The Technological Society:</b> Introduction to internet and WWW technology including security. Introduction to digital marketing and e-commerce: Business models, Business Models on the Web.	4	1	1, 2, 3
	Public policy: social, legal, ethical, political issues for e-commerce. Mobile e-commerce, Killer apps for strategic goals. Retailing (e-tailing), Disintermediation, Channel conflict.	4	1,2	1, 2
	Pricing Strategies in fluid e-retail markets - Services online: Online content & digital media, B2B e-commerce, Global opportunities and issues	4	1,2	1, 2
Unit 2	<b>Marketing in the Age of Fragmentation:</b> Mapping Digital Marketing Media, The Long Tail, The Economics of the Attention Economy, Goldhaber's Attention Economy.	4	1,2,3	1, 2
	Know your customer - Buyer behaviour, segmentation, targeting. The customer experience - Web design	4	1,2	1, 2
	Customer service, Quality of the online experience. Characteristics of E Marketing: Addressability, Interactivity, Accessibility, Connectivity, Control.	4	1,2	1, 2
Unit 3	<b>Digital Marketing Tools:</b> Overview, the website, branding, banner ads, affiliate marketing. Paid search, search engine optimization (SEO), comparison shopping engines.	4	1,3	1, 2, 3
	Email, RSS, podcasting, Blogs, Viral, Wikis, CRM. Auctions, Portals. Online Branding: When they talk back... Communication and Branding in the Networked Economy.	4	1,3	1, 2, 3
	Search Engine Marketing, Online Communities and Innovation Communities, Mass Collaboration and Crowd- sourcing: How does the Internet help Innovate? Social networks, Value Creation through Social Networking.	4	1,2,3	1, 2, 3
Unit 4	<b>Web analytics &amp; marketing metrics:</b> Marketing research. The New Rules of Customer Intelligence: Laboratory Marketing and Customer Branding.	2	2,3	1, 3
	Understanding Digital Analytics, Acquisition, Engagement and Conversion, Measuring Social Impact	2	2,3	1, 3
	Multi-Touch Analytics, Mobile Analytics, The Future of Digital Analytics: Big Data.	2	2,3	1, 3
Unit 5	<b>Project on web marketing:</b> Each student shall undertake a project on web marketing and submit it as a document (Word or PDF) or PowerPoint and also have to present the presentation	3	2,3,4	1, 2, 3
<b>Total Contact Hours</b>		<b>45</b>		

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		CLA-1 (15%)	CLA-2 (15%)	CLA-3 (20%)	
Level 1	Remember	60%	60%	20%	60%
	Understand				
Level 2	Apply	40%	40%	80%	40%
	Analyse				
Level 3	Evaluate	100%	100%	100%	100%
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Kotler, P., Kartajaya, H., & Setiawan, I. (2017). Marketing 4.0: Moving from Traditional to Digital. John Wiley & Sons, Inc., Cop.
2. Ryan, D., & Jones, C. (2009). Understanding digital marketing : marketing strategies for engaging the digital generation. Kogan Page.
3. Gupta, S. (n.d.). Digital Marketing. In Google Books. McGraw Hill Education. Retrieved July 10, 2024, from [https://books.google.co.in/books/about/Digital\\_Marketing.html?id=w8lcDwAAQBAJ&redir\\_esc=y](https://books.google.co.in/books/about/Digital_Marketing.html?id=w8lcDwAAQBAJ&redir_esc=y)
4. Digital Marketing. (2024). Swayam2.Ac.in. [https://onlinecourses.swayam2.ac.in/cec24\\_mg02/preview](https://onlinecourses.swayam2.ac.in/cec24_mg02/preview)

### Brand Management

Course Code	BBA M02	Course Category		L	T	P	C
				2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Identify the various concepts of brand management.
2. Summarize an understanding of the major paradigms of brand building.
3. Articulate the relevant theories and concepts to various practices of brand building
4. Discover the reasons for the success or/and failure of major brands

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Identify the concepts of brand management.	1	70%	60%
<b>Outcome 2</b>	Interpret the paradigms of brand building.	2	60%	50%
<b>Outcome 3</b>	Relate theories and concepts to the practices of brand building.	3	60%	50%
<b>Outcome 4</b>	Develop the reasons for the success or/and failure of brands.	6	70%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	1	1	1	1	2	1	3	1	1	3	1	2
<b>Outcome 2</b>	3	2	2	2	1	1	2	1	3	2	1	3	2	3
<b>Outcome 3</b>	3	2	3	3	1	1	2	1	3	2	2	3	3	3
<b>Outcome 4</b>	3	3	3	3	1	2	3	1	3	3	2	3	3	3
<b>Average</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Introduction to brand management</b>	<b>8</b>		
	What is a brand? Why do brands matter?	2	1,2	1, 2
	Branding challenges and opportunities	3	1,2	1, 2
	Brand equity concept	3	1,2	1, 2
Unit 2	<b>Brand Equity Models:</b>	<b>6</b>		
	Brand Asset Valuation	2	2,3	1, 2
	Aaker Model	2	2,3	1, 2
	Brand Resonance	2	2,3	1, 2
Unit 3	<b>Identifying and Establishing Brand Positioning and Values:</b>	<b>10</b>		
	Customer based Brand equity, Brand knowledge, Sources of brand equity - Brand Awareness	4	3,4	1, 2
	Brand Image, The Four steps of brand building, creating customer value	3	3,4	1, 2
	Identifying and establishing brand positioning, Positioning guidelines	3	3,4	1, 2
Unit 4	<b>Planning and Implementing Brand Marketing Programs:</b>	<b>10</b>		
	Choosing brand elements to build brand equity, Options and tactics for Brand	3	2,3,4	1,2
	New perspectives on marketing, integrating marketing communication to build brand equity	4	2,3,4	1, 2
	Conceptualizing the leveraging process, Co- branding	3	2,3,4	1, 2
Unit 5	<b>Measuring and Interpreting Brand Performance:</b>	<b>11</b>		
	The brand value chain, Capturing customer mindset through quantitative research techniques	3	3,4	1,2
	Growing and Sustaining Brand Equity: Brand architecture, Brand hierarchy, Designing brand strategy	4	3,4	1, 2
	New products, Brand extensions- advantage and disadvantage, Reinforcing brands, Revitalizing brands.	4	3,4	1, 2
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		CLA-1 (20%)	CLA-2 (15%)	CLA-3 (15%)	
Level 1	Remember	40%	50%	40%	50%
	Understand				
Level 2	Apply	50%	40%	50%	40%
	Analyse				
Level 3	Evaluate	10%	10%	10%	10%
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Keller, K. L., & Swaminathan, V. (2019). Strategic Brand Management: Building, measuring, and Managing Brand Equity, Global Edition. Pearson UK.
2. Kapferer, J. (2004). The new strategic brand management: Creating and Sustaining Brand Equity Long Term. Kogan Page Publishers.
3. Nptel, online courses and certification, Learn for free. (n.d.). Archive.nptel.ac.in. Retrieved July 10, 2024, from <https://archive.nptel.ac.in>



### Sales and Distribution Management

<b>Course Code</b>	BBA M03	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Describe knowledge on basics of sales management.
2. Identify the concept of recruitment of sales force.
3. Summarize knowledge on developing sales programs.
4. Contrast and connect channels and channel conflict management

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Explain sales and personal selling.	1	80	95
<b>Outcome 2</b>	Summarize recruitment of salesforce.	2	70	65
<b>Outcome 3</b>	Illustrate the development of sales programs.	4	70	50
<b>Outcome 4</b>	Devise skills in channel management.	4	70	55

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	1	2	2	1		1	2	1	2	3	2	1	1
<b>Outcome 2</b>	2	1	2	2	1		1	2	1	2	3	2	1	1
<b>Outcome 3</b>	2	1	2	2	1		1	2	1	2	3	2	1	1
<b>Outcome 4</b>	2	1	2	2	1		1	2	1	2	3	2	1	1
<b>Average</b>	2	1	2	2	1		1	2	1	2	3	2	1	1

### Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Unit 1</b>			
	Conceptual understanding of Sales Management	3	1	1,2
	Importance of sales force management in the Indian context	3	1	1,2
	Personal selling process	3	1	1,2
Unit 2	<b>Unit 2</b>			
	Forecasting Sales and Developing Sales Budgets	3	2	1,2
	Designing and organizing Sales Territories	3	2	1,2
	Sales organisation.	3	2	1,2
Unit 3	<b>Unit 3</b>			
	Profiling and recruiting salespeople	3	3	1,2
	Planning, executing and evaluation of sales training programs	3	3	1,2
	Motivating a sales force and Sales force compensation	3	3	1,2
Unit 4	<b>Unit 4</b>			
	Channel Design	3	4	1,2
	Channel Migration	3	4	1,2
	Emergent Channels	3	4	1,2
Unit 5	<b>Unit 5</b>			
	Power & Conflict in Channel Management	3	4	1,2
	Social & Ethical concerns in SDM	3	4	1,2
	Marketing channel Policies & legal issue	3	4	1,2
<b>Total Contact Hours</b>			<b>45</b>	

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
Level 1	Remember	60%	40%	40%	30%	20%
	Understand					
Level 2	Apply	40%	60%	60%	70%	80%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Ingram, T. N., LaForge, R. W., Schwepker, C. H., & Williams, M. R. (2015). Sales management: Analysis and Decision Making. Routledge.
2. Rathee, R. R. (2023). SALES AND DISTRIBUTION MANAGEMENT.
3. Product And Brand Management. (2023). Nptel.ac.in. [https://onlinecourses.nptel.ac.in/noc23\\_mg110/preview](https://onlinecourses.nptel.ac.in/noc23_mg110/preview)

### Services Marketing

<b>Course Code</b>	BBA M04	<b>Course Category</b>				
			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
			2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>		
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>				

#### Course Objectives / Course Learning Rationales (CLRs)

1. Describe knowledge on basics of marketing services.
2. Summarize knowledge on key topics on services marketing like service quality.
3. Devise ideas/plans to respond in situations of service failures.
4. Devise the strategy of positioning the service offering.
5. Understand the challenges in marketing of services.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Explain the concept of services marketing.	2	85%	90%
<b>Outcome 2</b>	Discuss the on key topics in service process and service quality.	2	85%	90%
<b>Outcome 3</b>	Interpret knowledge in understanding the dimensions of service marketing.	2	75%	65%
<b>Outcome 4</b>	Identify the strategies to position service offerings.	3	75%	65%
<b>Outcome 5</b>	Describe the various situations of service failures.	6	85%	95%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	0	0	0	2	0	0	0	0	0	1	3	1	3
<b>Outcome 2</b>	3	0	0	0	2	0	1	1	0	0	2	3	2	3
<b>Outcome 3</b>	3	3	3	3	3	0	2	2	3	1	3	3	3	3
<b>Outcome 4</b>	3	3	2	3	3	0	2	3	3	3	2	3	3	3
<b>Outcome 5</b>	3	0	0	0	3	0	0	0	0	0	1	3	3	3
<b>Average</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>INTRODUCTION</b>			1,2,3
	Definition, Characteristics	4	1	1,2,3
	Classification of Service Marketing	3	1	1,2,3
	Factors Leading to a Service Economy	2	1	1,2,3
Unit 2	<b>UNDERSTANDING THE SERVICE</b>			1,2,3
	The Service Consumer Decision Process	4	2	1,2,3
	Components of Customer Expectations	3	2	1,2,3
	Service Quality Dimensions	2	2	1,2,3
Unit 3	<b>MANAGING SERVICE ENCOUNTERS</b>			
	Managing Service Encounters for Satisfactory Outcomes	4	3	1,2,3
	Service Failure, Service Recovery	3	3	1,2,3
	Customer Retention and Benefits.	2	3	1,2,3
Unit 4	<b>POSITIONING</b>			
	Market Segmentation in the Marketing of Services	4	4	1,2,3
	Positioning of Services-How to Create a positioning Strategy	3	4	1,2,3
	Developing and maintaining Demand and Capacity.	2	4	1,2,3
Unit 5	<b>CHALLENGES</b>			
	Marketing Planning for Services	4	5	1,2,3
	Developing and Managing the Customer Service Function	3	5	1,2,3
	Developing and Maintaining Quality of Services	2	5	1,2,3
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
Level 1	Remember	60%	40%	40%	30%	20%
	Understand					
Level 2	Apply	20%	30%	30%	35%	40%
	Analyse					
Level 3	Evaluate	20%	30%	30%	35%	40%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Rajendra Nargundkar, Romi Sainy. (2018). Digital Marketing: Cases from India. Notion Press.
2. Wirtz, J., & Lovelock, C. (2022). Services Marketing: People, Technology, Strategy (Ninth Edition). World Scientific.
3. R Srinivasan. (2014). Services marketing : the Indian context. Delhi Phi Learning Private Limited.
4. Recommended Online Resources Services Marketing: A Practical Approach. (2021). Nptel.ac.in. [https://onlinecourses.nptel.ac.in/noc21\\_mg18/preview](https://onlinecourses.nptel.ac.in/noc21_mg18/preview)

### Consumer Behaviour

<b>Course Code</b>	BBA M06	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain insights on consumer behaviour through individual determinants of consumers.
2. Explain introduction to consumerism and benefits of consumerism.
3. Interpret the behaviour pattern in Business-to-Business situation.
4. Contrast and connect to structure better decisions in the field of marketing management as well as to become better customers themselves.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Interpret the relevance of consumer behaviour in the realm of contemporary business and marketing.	2	70%	55%
<b>Outcome 2</b>	Interpret the theories and concepts to the practices of Consumer Behaviour.	2	60%	50%
<b>Outcome 3</b>	Devise the buying patterns in both the consumer and the organizational markets and analyse their applicability in the given buying situations.	4	60%	50%
<b>Outcome 4</b>	Prioritize decision making in the field of marketing management under given constraints.	5	70%	55%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	1	1	2	1	1	3	0	0	1	0	3	2	2
<b>Outcome 2</b>	3	3	3	3	2	1	2	0	0	2	0	3	3	3
<b>Outcome 3</b>	3	2	2	1	1	2	2	0	0	2	0	3	2	3
<b>Outcome 4</b>	3	3	3	3	2	1	3	0	0	3	0	3	3	3
<b>Average</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction to Consumer behaviour Nature and importance of consumer behaviour	3	1	1, 2
	Individual perspective of consumer behaviour, learning perception, learning principles, Learning theories	3	1,3	1, 2
	Motivation, Attitude, Personality	4	1,3	1, 2
Unit 2	Social and ethical perspective of consumer behaviour Family influence	3	1,3	1, 2
	Social, cultural influence, Developmental influence	4	1,3,4	1, 2
	Diffusion of Innovation: Adoption process, Diffusion process	3	1,3,4	1, 2
Unit 3	Model of consumer behaviour: Nicosia, Howard & Sheth,	3	1,3	1, 2
	Model of consumer behaviour : Engel-Kollat Blackwell	3	1,3	1, 2
Unit 4	Consumer decision process Problem recognition,	3	1,2,3,4	1, 2
	Information Search Process and evaluation	4	1,2,3,4	1, 2
	Purchase process, Post purchase behaviour	3	1,2,3,4	1, 2
Unit 5	Consumer research Method of consumer research	3	1,2,3,4	1, 2
	Technique of consumer research, Reliability and validity	3	1,2,4	1, 2
	Current trend and development in consumer behaviour.	3	1,2,4	1, 2
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	60%	40%	60%	40%	40%
	Understand					
Level 2	Apply	40%	40%	40%	40%	40%
	Analyse					
Level 3	Evaluate		20%		20%	20%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Recommended Resources
2. Loudon, D. L., & Della Bitta, A. J. (1993). Consumer behavior: Concepts and Applications. McGraw-Hill Companies.
3. G, L. (2019). Consumer Behavior, Global Edition. Pearson Education Limited.
4. NPTEL :: Management - NOC:Consumer Behaviour. (n.d.). Archive.nptel.ac.in. Retrieved July 10, 2024, from <https://archive.nptel.ac.in/courses/110/105/110105074/>

### Retail Marketing

<b>Course Code</b>	BBA M05	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain the basic concepts, theories and techniques of retail and supply chain management.
2. Identify the process of designing a supply chain.
3. Discuss the trends in retailing.
4. Contrast various factors involved in managing a supply chain

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Define the concepts, theories and techniques of retail and supply chain management.	1	80	95
<b>Outcome 2</b>	Identify the process of supply chain management.	3	70	65
<b>Outcome 3</b>	Explain the recent trends in the process of retailing	3	70	50
<b>Outcome 4</b>	Illustrate the factors affecting supply chain.	6	70	55

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	2	3	2	1	1	2	2	1	1	2	3	3	3
<b>Outcome 2</b>	3	2	2	2	1	1	2	2	2	2	2	3	2	3
<b>Outcome 3</b>	3	3	3	2	1	1	2	3	2	3	3	3	2	3
<b>Outcome 4</b>	3	3	2	2	1	1	2	2	2	2	3	3	3	3
<b>Average</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Unit 1</b>			
	Meaning and significance of Retailing	3	1	1,2
	retail management decision process	3	1	1,2
	product Retailing vs. service retailing, retailing environment	3	1	1,2
Unit 2	<b>Unit 2</b>			
	Segmentation, targeting, differentiation	3	2	1,2
	product assortment and services decision	3	2	1,2
	price and promotion decision, place decision	3	2	1,2
Unit 3	<b>Unit 3</b>			
	New retail forms, retail life-cycles, and retail convergence	3	3	1,2
	E-tailing- role of technology in retail marketing decisions	3	3	1,2
	Future of electronic retailing, green retailing	3	3	1,2
Unit 4	<b>Unit 4</b>			
	supply chain management – Historical perspective, importance, objectives, decision phases	3	4	1,2
	supply chain strategies	3	4	1,2
	coordination in supply chain, sustainable supply chain.	3	4	1,2
Unit 5	<b>Unit 5</b>			
	Network design in supply chain, role, factor influencing network designing	3	4	1,2
	models of facility location and capacity allocation	3	4	1,2
	designing options for distribution network, global supply chain network.	3	4	1,2
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
Level 1	Remember	60%	40%	40%	30%	20%
	Understand					
Level 2	Apply	20%	30%	30%	35%	40%
	Analyse					
Level 3	Evaluate	20%	30%	30%	35%	40%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Levy, M., & Weitz, B. (2011). Loose-Leaf for Retailing Management. McGraw-Hill/Irwin.
2. Berman, B. R., & Evans, J. R. (2013). Retail Management. Pearson Higher Ed.
3. Recommended Online Resources Retail Management. (2022). Nptel.ac.in. [https://onlinecourses.nptel.ac.in/noc22\\_mg51/preview](https://onlinecourses.nptel.ac.in/noc22_mg51/preview)



### Integrated Marketing Communication

<b>Course Code</b>	BBA M07	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain the basic idea of marketing communication.
2. Interpret the role of segmentation, targeting and positioning in IMC.
3. Interpret the different media for communication.
4. Discuss the process of execution of IMC.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Identify the key concepts related to integrated marketing communication.	1	75%	60%
<b>Outcome 2</b>	Relate the significance of STP in the process of IMC.	3	70%	60%
<b>Outcome 3</b>	Sketch the role of PR and other media used for IMC.	3	75%	60%
<b>Outcome 4</b>	Examine the steps involved in the process of execution of IMC plan.	4	70%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	2	1	2	3	3	3	3	2	2	2	3	3
<b>Outcome 2</b>	3	2	2	2	2	2	3	3	3	2	2	2	3	3
<b>Outcome 3</b>	3	2	2	2	2	2	3	3	3	2	2	2	3	3
<b>Outcome 4</b>	3	2	2	1	2	2	3	3	3	2	2	2	3	3
<b>Average</b>	3	2	2	1	2	2	3	3	3	2	2	2	3	3

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
<b>Unit 1</b>	<b>CONCEPT OF INTEGRATED MARKETING COMMUNICATION</b>	<b>7</b>		
	Introduction to IMC	2	1,2	1,2,3
	Integrated Marketing Communications Functions	2	1,2	1,2,3
	Components of IMC	3	1,2	1,2,3
<b>Unit 2</b>	<b>ADVERTISING &amp; COMMUNICATION</b>	<b>10</b>		
	Advertising and communication development	5	2,3	1,2,3
	Roles of Segmentation, Targeting, and Positioning in Advertising and Promotions planning	5	2,3	1,2,3
<b>Unit 3</b>	<b>PR &amp; OTHER MEDIA</b>	<b>9</b>		
	Public Relations, Print media	3	1,2,3	1,2,3
	Online, mobile, and social media, Radio	3	1,2,3	1,2,3
	Outdoor, support, ambient campaign	3		
<b>Unit 4</b>	<b>SALES PROMOTION</b>	<b>7</b>		
	Sales and consumer promotion	3	3,4	1,2,3
	Cause marketing, social campaigns	4	3,4	1,2,3
<b>Unit 5</b>	<b>EXECUTION OF IMC</b>	<b>12</b>		
	Creative Strategy- Creative Concept and Messages, Message Execution	4	2,3,4	1,2,3
	Appeal styles, Print, Broadcast, and Out-of-Home Media	4	2,3,4	1,2,3
	Internet, Interactivity, and e-Commerce Media	4	2,3,4	1,2,3
<b>Total Contact Hours</b>		<b>45</b>	2,3,4	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		CLA-1 (20%)	CLA-2 (15%)	CLA-3 (15%)	
Level 1	Remember	40%	50%	40%	60%
	Understand				
Level 2	Apply	60%	50%	60%	40%
	Analyse				
Level 3	Evaluate				
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Belch, G. E., & Belch, M. A. (1995). Introduction to advertising and promotion : an integrated marketing communications perspective. Irwin.
2. Baack, K. (2021). Integrated Advertising, Promotion, And Marketing Communications, Global Edition. Pearson Education Limited.
3. Shimp, T. A. (2010). Advertising, promotion, and other aspects of integrated marketing communications. South-Western Cengage Learning.
4. Recommended Online Resources DIGIMAT earning Management Platform @ A C L, Chennai. (n.d.). Acl.digimat.in. Retrieved July 10, 2024, from <http://acl.digimat>

### Rural Marketing

<b>Course Code</b>	BBA M08	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Describe a comprehensive understanding of rural marketing.
2. Help students infer the distribution strategies for rural markets.
3. Identify the factors to design effective rural marketing strategies.
4. Explain the channels for distribution in the rural marketing environment.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Identify the understanding of the unique features of the rural marketing.	1	75%	60%
<b>Outcome 2</b>	Articulate a comprehensive analysis of the rural marketing environment.	3	60%	50%
<b>Outcome 3</b>	Relate effective rural marketing strategies.	4	70%	55%
<b>Outcome 4</b>	Develop distribution strategies for the rural market.	6	60%	50%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>											PSO 1	PSO 2	PSO 3
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning			
<b>Outcome 1</b>	3	3	2	2	0	2	0	0	0	0	0	3	2	3
<b>Outcome 2</b>	3	3	2	2	0	2	0	0	0	0	0	3	3	2
<b>Outcome 3</b>	3	3	2	2	0	2	0	0	0	0	0	2	3	2
<b>Outcome 4</b>	3	3	2	2	0	2	0	0	0	0	0	3	3	3
<b>Average</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Rural Marketing an Overview:</b> Evolution of Rural Marketing - Rural Marketing Mix	4	1	1, 2
	Rural Economy - Profiles of Urban & Rural customers and Differences in their Characteristics.	4	1	1, 2
	Rural Environment - Rural Market Strategies with special reference to Segmentation, Targeting and Positioning.	4	1	1, 2
Unit 2	<b>Rural Marketing Mix:</b> 4P's Vs 4A's: Acceptability, Affordability, Availability and Awareness.	4	2,3	1, 2
	Rural Product classification - Rural Product design	4	2,3	1, 2
	Rural Services - Rural Packaging	4	2,3	1, 2
Unit 3	<b>Pricing:</b> Pricing strategy in rural marketin	3	3	1, 2
	Concept, Significance, Objectives	3	3	1, 2
	Policy and strategy	3	3	1, 2
Unit 4	<b>Distribution Channel:</b> Distributional Channel in Rural Market – Channels of distribution	3	4	1, 2
	Rural Retailing - Challenges in rural distribution	3	4	1, 2
	Distributional model for FMCG, Durable and Fake products	3	4	1, 2
Unit 5	<b>Rural supermarkets, Rural non-farm products marketing</b>	3	4	1, 2
<b>Total Contact Hours</b>		<b>45</b>		

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		CLA-1 (15%)	CLA-2 (15%)	CLA-3 (20%)	
Level 1	Remember	60%	60%	20%	60%
	Understand				
Level 2	Apply	30%	30%	80%	40%
	Analyse				
Level 3	Evaluate	10%	10%		
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Kashyap, P. (2016). Rural Marketing, 3/e. Pearson Education India.
2. Verma, S. B., Thryambakam, P., & Narayan, M. (2014). Rural Marketing. Scientific Publishers.
3. Vikash. (2022, April 14). What is Rural Marketing? Definition, Scope, Feature, Importance, Characteristics. Geektonight. <https://www.geektonight.com/rural-marketing/>



## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>INTRODUCTION TO TRAINING</b>	9	1,2	1,3
	Rationale for Training, Culture and Other Contexts	3	1	
	Training Process, Training Needs Assessment, Components of Training Needs Analysis	3	1,2	
	Sources of Data for Training Needs Analysis, Needs Assessment Process, Competency Models, Scope of Needs Assessment.	3	1	
Unit 2	<b>LEARNING THEORIES</b>	9	2,3	
	Principles of Learning, Learning Theories	3	2	
	Learning Process, Instructional Emphasis for Learning Outcomes	3	2,3	
	Considerations for Designing Effective Training Programs, Conditions for Effective Learning, Learning Cycle, Learning Curve.	3	2	
Unit 3	<b>DESIGN OF TRAINING PROGRAM</b>	9	2,3,	1,2
	Principles of Training Design, Training Design Process	3	2	
	Outlining Programmed Sequences and Themes, Approaches to Programmed Design	3	2,3	
	Implementation of Training Program – Training Delivery Competencies, Trainers and Training Styles, Trainers Role, Trainers Skills, Post training Support for Improved Performance at Work.	3	2	
Unit 4	<b>TRAINING METHODS</b>	9	2,3,4	3,4
	Training Methods Compared with Objectives: Training Aids	3	2	
	Training Evaluation – Stages of Evaluation	3	2	
	Different Evaluation Models, Donald Kirkpatrick’s Evaluation Model, Determining Return on Investment, Measuring Human Capital and Training Activity.	3	3,4	
Unit 5	<b>THE FUTURE OF TRAINING AND DEVELOPMENT</b>	9	3,4	2,4
	Use of new Technologies for Training Delivery	3	2	
	Emphasis on Speed in Design, Focus on Content and Use of Multiple Delivery Methods	4	2,3,4	
	Use of Training Partnerships and Outsourcing Training.	2	2,3	
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom’s Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (30%)	CLA-2 (10%)	
Level 1	Remember				
	Understand				
Level 2	Apply	80%	50%	40%	60%
	Analyse				
Level 3	Evaluate	20%	50%	60%	40%
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

- Noe, R. (2008). Employee Training & Development.
- Lynton, R. P., & Udai Narain Pareek. (2000). Training for organizational transformation. Sage Publications.
- B, T. (1985). Management Development and Training Handbook.
- Deb, T. (2014). Training and Development.
- NOC | Training and Development. (n.d.). Archive.nptel.ac.in. Retrieved July 10, 2024, from <https://archive.nptel.ac.in/noc/courses/noc22/SEM1/noc22-hs63>

### Leadership, Diversity and Team Management

<b>Course Code</b>	BBA H02	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Explain leadership theories and styles
2. Relate the impact of diversity on organizational dynamics
3. Teach leadership and team management practices in diverse contexts
4. Develop team management skills

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Identify and describe various leadership theories and styles	1	75%	65%
<b>Outcome 2</b>	Use knowledge of diversity principles to analyze and propose strategies for managing diverse teams	3	65%	60%
<b>Outcome 3</b>	Judge team management skills through the analysis of case studies	5	70%	60%
<b>Outcome 4</b>	Develop and synthesize comprehensive plans for applying leadership and team management practices in diverse organizational contexts	6	70%	65%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	2	3	2	1	1	2	2	1	1	2	3	3	3
<b>Outcome 2</b>	3	2	2	2	1	1	2	2	2	2	2	3	2	3
<b>Outcome 3</b>	3	3	3	2	1	1	2	3	2	3	3	3	2	3
<b>Outcome 4</b>	3	3	2	2	1	1	2	2	2	2	3	3	3	3
<b>Average</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Foundations of Leadership</b>	<b>10</b>		
	Introduction to Leadership Definition, Importance, and Historical Overview Leadership vs. Management Distinction	2	2	1
	Major Leadership Theories, Trait, Behavioural, Contingency, and Transformational Theories	2	2,3	1
	Critiques and Evolution of Leadership Theories, Leadership Styles	3	3	1
	Authoritarian, Democratic, Laissez-Faire Styles	2	2	1
	Case Studies and Role-Playing: Applying Leadership Styles	1	2	1
Unit 2	<b>Managing Diversity in Teams</b>	<b>10</b>		
	Introduction to Diversity, Types, Benefits, and Challenges of Diversity, The Business Case for Diversity	4	2,3	2
	Diversity and Organizational Culture, Influence of Diversity on Organizational Culture, Strategies for Fostering Inclusive Organizational Culture	4	2,3	2
	Strategies for Managing Diversity, Inclusion Best Practices Case Studies: Successful Diversity Management	2	3,4	2
Unit 3	<b>Team Management Skills</b>	<b>10</b>		
	Team Management Fundamentals, Roles, Responsibilities, and Communication in Teams, Team Building Activities and Exercises	4	3	3
	Conflict Resolution and Positive Team Culture, Conflict Resolution Techniques	4	3,4	3
	Building and Sustaining a Positive Team Culture, Group Project Planning, Initiation and Planning for Group Projects	2	3	3
Unit 4	<b>Application in Diverse Contexts</b>	<b>10</b>		
	Case Studies on Leadership and Team Management	4	3,4	1, 3
	Applying Leadership and Team Management Practices in Various Contexts	4	2,3	1,3
	Analyzing Case Studies, Group Project Implementation, Execution and Monitoring of Group Projects	2	3	1
Unit 5	<b>Leadership and Team Management in Global Contexts</b>	<b>5</b>		
	Global Leadership Challenges, Cultural Intelligence and its Role in Global Leadership, Challenges and Opportunities in Leading Global Teams	1	3,4	1,2,3
	Diversity in Global Teams Managing Cultural Diversity in International Teams	2	3	2,3
	Case Studies: Effective Global Team Leadership Reflection and Future Trends	1	2,3	3
	Future Trends in Leadership, Diversity, and Team Management	1	3, 4	1, 2,3
	<b>Total Contact Hours</b>		<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (10%)	CLA-3 (10%)	
Level 1	Remember	20%	40%	10%	10%	20%
	Understand					
Level 2	Apply	30%		40%	40%	20%
	Analyse					
Level 3	Evaluate	50%	60%	50%	50%	60%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

- Yukl, G. A. (2013). Leadership in organizations (8th ed.). Pearson.
- Ferdman, B. M., & Deane, B. (2016). Diversity at work the practice of inclusion. San Francisco, California Wiley.
- Woodcock, M. (2017). Team Development Manual. Routledge.
- NOC | Leadership and Team Effectiveness. (n.d.). Archive.nptel.ac.in. Retrieved July 10, 2024, from <https://archive.nptel.ac.in/noc/courses/noc22/SEM1/noc22-mg39/>



### Performance Management

<b>Course Code</b>	BBA H03	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Interpret the foundations of performance management System
2. Teach the performance management process
3. Connect performance management to strategic planning
4. Devise and prioritize performance management system

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Identify and describe the foundational elements of a Performance Management System.	2	75%	60%
<b>Outcome 2</b>	Use the stages of the performance management process to practical scenarios.	3	65%	55%
<b>Outcome 3</b>	The relationship between performance management and strategic planning, identifying how the two influence each other.	4	70%	60%
<b>Outcome 4</b>	Critically assess the main features of performance review discussion, objectives, and the process of performance review and development.	5	65%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	1	1	2	1	1	1	1	2	2	2	2	2	2
<b>Outcome 2</b>	2	2	2	2	2	1	2	2	3	3	2	2	3	2
<b>Outcome 3</b>	2	3	3	3	3	2	2	3	3	2	2	3	3	2
<b>Outcome 4</b>	2	3	3	3	3	2	2	3	2	3	3	3	3	3
<b>Average</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Performance Management (PM) System</b>	<b>9</b>		
	Concept of a System, Understanding Performance in organizational context	3	1,2	1,2
	Conceptual Framework of Performance Management, Role of PM in employee development	3	1	1
	Performance Management System, Disadvantages/Dangers of Poorly Implemented PM Systems	3	2	2
Unit 2	<b>Performance Management Process</b>	<b>10</b>		
	Performance Planning, Performance Execution, Performance Assessment	5	1,2	2
	Performance Review, Performance Renewal	5	2,3	1
Unit 3	<b>Performance Management and Strategic Planning</b>	<b>10</b>		
	Process of Linking Performance Management to the Strategic Plan	5	3	2
	Performance management skills, Increasing self-awareness	5	2	1
Unit 4	<b>System Implementation</b>	<b>8</b>		
	Defining Performance and Choosing a Measurement Approach, Measuring Results and Behaviours	2	2,3	1
	Performance Measurement Metrics, Performance measurement through Balanced Scorecard	2	3,4	1,2
	Performance Analysis, Appraisal forms, Model of rater motivation	2	3,4	1,2
	Performance Review Discussion, Objectives, Main features of PRD, Process of PRD	2	3,4	2
Unit 5	<b>Performance Communication</b>	<b>8</b>		
	Counselling, mentoring, coaching, Performance Management audits	3	2	1, 2
	Ethical and legal issues in Performance Management, New Horizons in performance management, decline of bell curve and emergence of continuous feedback	3	2,3	2
	Use of performance management data for HR decision making	2	3,4	2
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Question Difficulty	Bloom's Level of Cognitive Task	Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (10%)	CLA-3 (10%)	
Level 1	Remember	20%	40%	30%	40%	20%
	Understand					
Level 2	Apply	60%	40%	20%	40%	60%
	Analyse					
Level 3	Evaluate	20%	20%	50%	20%	20%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Aguinis, H. (2012). Performance management. Pearson.
2. Bhattacharyya. (2011). Performance Management Systems and Strategies: Pearson Education India.

## Other Resources

1. Fletcher, C., & Williams, R. (2016). Appraisal. Routledge.
2. Supplemental Material for Performance Appraisal and Performance Management: 100 Years of Progress? (2017). Journal of Applied Psychology. <https://doi.org/10.1037/apl0000085.supp>
3. Armstrong, M. (2017). Armstrong's handbook of performance management : an evidence-based guide to delivering high performance. Kogan Page.
4. Bacal, R. (2012). Performance Management 2/E. McGraw Hill Professional.
5. Kaplan, R. S., & Norton, D. P. (1996). The Balanced Scorecard Translating Strategy into Action. Boston Harvard Business Review Press.
6. Locke, E. A., & Latham, G. P. (2013). New Developments in Goal Setting and Task Performance. Routledge.

## Articles

1. Aggarwal, M., & Thakur, S. (2018). Performance management and employee engagement: A Review. *Indian Journal of Industrial Relations*, 54(3), 441-458.
2. Bacal, R. (2017). *Performance Management* (2nd ed.). McGraw-Hill Education.
3. DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology*, 102(3), 421-433.
4. Fletcher, C. (2001). Performance appraisal and management: The developing research agenda. *Journal of Occupational and Organizational Psychology*, 74(4), 473-487.
5. Kaplan, R. S., & Norton, D. P. (1992). The balanced scorecard—measures that drive performance. *Harvard Business Review*, 70(1), 71-79.\*
6. Murlis, H., & Murlis, S. (2005). *Every Manager's Guide to Performance Appraisal*. Profile Books.
7. Pulakos, E. D. (2009). *Performance Management: A New Approach for Driving Business Results*. SIOP White Paper Series.
8. Rasmussen, T., Ulrich, D., & Becker, B. (2015). Learning from practice: how HR analytics avoids being a management fad. *Organizational Dynamics*, 44(3), 236-242.
9. Spreitzer, G. M., & Porath, C. L. (2012). Creating sustainable performance. *Harvard Business Review*, 90(1-2), 92-99.
10. Werner, J. M., & DeSimone, R. L. (2012). *Human Resource Development*. Cengage Learning.
11. *nptel.ac*. (n.d.). *Onlinecourses.nptel.ac*. Retrieved July 10, 2024, from <https://onlinecourses.nptel.ac>

### Human Resource Planning

Course Code	BBA H04	Course Category		L	T	P	C
				2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Identify factors influencing HR planning decisions.
2. Interpret human resource planning and its significance.
3. Relate methods to forecast HR needs and develop workforce strategies.
4. Teach the effectiveness of HR planning initiatives

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Explain the importance of human resource planning in organizational management.	2	75%	60%
<b>Outcome 2</b>	Use forecasting methods to predict HR needs and develop workforce strategies.	3	65%	55%
<b>Outcome 3</b>	Contrast internal and external factors influencing HR planning decisions.	4	70%	60%
<b>Outcome 4</b>	Judge the effectiveness of HR planning initiatives in achieving organizational objectives.	5	65%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	1	1	1	1	0	1	1	2	2	2	2	2	2
<b>Outcome 2</b>	1	2	2	2	2	1	2	2	3	3	2	2	3	2
<b>Outcome 3</b>	1	3	3	3	1	0	2	3	3	2	2	3	3	2
<b>Outcome 4</b>	1	3	3	3	3	1	1	3	2	3	3	3	3	3
<b>Average</b>	1	3	3	3	3	1	2	3	3	2	2	3	3	2

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Introduction to Human Resource Planning</b>	<b>9</b>		
	Definition and significance of human resource planning. Understanding internal and external factors influencing HR planning.	3	1,2	1,2
	Case studies illustrating the importance of HR planning in organizational success.	3	1	1
Unit 2	<b>Environmental Analysis for HR Planning</b>	<b>3</b>	<b>2</b>	<b>2</b>
	Conducting SWOT and PESTLE analyses for HR planning. Identifying opportunities and threats in the organizational environment.	<b>10</b>		
	Application of environmental analysis to HR strategy development.	5	1,2	2
Unit 3	<b>Forecasting HR Needs</b>	<b>5</b>	<b>2,3</b>	<b>1</b>
	Quantitative and qualitative methods for forecasting HR demand.	<b>10</b>		
	Analysing workforce trends and projections.	5	3	2
	Case studies on predicting HR needs in various industries.	5	2	1
Unit 4	<b>Workforce Planning and Development</b>	<b>8</b>		
	Recruitment, selection, and retention strategies for meeting HR needs.	2	2,3	1
	Employee training and development programs for skill enhancement.	2	3,4	1,2
	Succession planning and talent management practices.	2	3,4	1,2
Unit 5	<b>Monitoring and Evaluating HR Planning</b>	<b>2</b>	<b>3,4</b>	<b>2</b>
	Establishing KPIs and metrics to assess HR planning effectiveness.	<b>8</b>		
	Continuous monitoring and adjustment of HR strategies.	4	2	1, 2
	Evaluation of HR planning outcomes and their impact on organizational performance.	4	2,3	2
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (10%)	CLA-3 (10%)	
Level 1	Remember	20%	40%	30%	40%	20%
	Understand					
Level 2	Apply	60%	40%	20%	40%	60%
	Analyse					
Level 3	Evaluate	20%	20%	50%	20%	20%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

- Schuler, R. S. (2017). Human resource management: Global perspectives (6th ed.). New York, NY: McGraw-Hill Education.
- Wright, P. M., McMahan, G. C., & McMahan, G. C. (2016). Human resource management: Gaining a competitive advantage (11th ed.). New York, NY: McGraw-Hill Education.

## Other Resources

- Guest, D. E., & Conway, T. J. (2017). Human resource management: A strategic approach (6th ed.). New York, NY: McGraw-Hill Education.
- Boudreau, J. W., & Ramstad, J. M. (2017). Human resource management: A strategic approach (6th ed.). New York, NY: McGraw-Hill Education.
- Pfeffer, J. (2017). Human resource management: Gaining a competitive advantage (11th ed.). New York, NY: McGraw-Hill Education

4. (2019). Nptel.ac.in. <https://onlinecourses-archive.nptel.ac.in/>

### Talent Acquisition and Retention

<b>Course Code</b>	BBA H05	<b>Course Category</b>				
			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
			2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>		
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>				

#### Course Objectives / Course Learning Rationales (CLRs)

- Describe the importance of a clear vision, mission, and goals in guiding organizational strategies, with a focus on business and HR strategies.
- Relate various staffing models, legal compliance requirements, and the role of workforce planning in aligning human resources with organizational goals.
- Devise the dynamics of employee turnover, analyze the challenges posed by the "Great Resignation" era, and formulate key retention strategies and best practices to enhance employee engagement and loyalty.
- Prioritize skills in conducting job analysis, design effective reward systems, and implementing external recruitment strategies to attract and acquire the right talent for an organization.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Interpret the pivotal role played by a well-defined vision, mission, and goals in shaping organizational strategies, specifically in the realms of business and human resources.	2	70%	60%
<b>Outcome 2</b>	Relate and apply the staffing models in given real life cases.	3	60%	55%
<b>Outcome 3</b>	Devise in conducting job analysis, crafting impactful reward systems, and executing external recruitment strategies, aligning with the application level.	4	60%	55%
<b>Outcome 4</b>	Develop advanced retention strategies and best practices to foster heightened employee engagement	6	70%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	3	2	3	1	2	2	1	1	2	3	3	2
<b>Outcome 2</b>	3	2	2	2	3	1	2	2	2	2	2	3	3	2
<b>Outcome 3</b>	3	3	3	2	3	1	2	3	2	3	3	3	3	2
<b>Outcome 4</b>	3	3	2	2	3	1	2	2	2	2	3	3	3	2
<b>Average</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
	<b>UNIT 1</b>	9		
<b>UNIT 1</b>	Purpose of an organization: Vision, Mission and Goals of organization	3	1	1,2,6
	Business Strategies, HR strategies	3	1,2	2
	Talent management strategies	3	1	1,2
	<b>Unit 2</b>	9		
<b>Unit 2</b>	Staffing Models	3	1,2	1
	Legal Compliance, Workforce Planning	6	1	1,2,7
	<b>Unit 3</b>	9		
<b>Unit 3</b>	Job Analysis & Rewards, Conducting a Job Analysis	6	3	3,4
	External recruitmen	3	3,4	3,5
	<b>Unit 4</b>	9		
<b>Unit 4</b>	Attracting & Retaining Talent External Selection I, External Selection II, Selection Interview Measurement	3	4	3
	Selection Decision Making	6	4	3
	<b>Unit 5</b>	9		
<b>Unit 5</b>	Employee turnover, Great resignation er	3	3,4	4
	Drivers of talent retention and turnover, why employees stay, key retention strategies and best practices	6	4	3,4
<b>Total Contact Hours</b>		45		

## Learning Assessment

Bloom's Level of Cognitive Task	Continuous Learning Assessments (50%)				End Semester Exam (50%)	
	CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	CLA-3 (15%)		
Level 1	Remember	30%	40%	30%	60%	40%
	Understand					
Level 2	Apply	40%	20%	30%	20%	40%
	Analyse					
Level 3	Evaluate	30%	20%	40%	20%	20%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Mohapatra, M. & Dhir, S. (2021) Talent Management: A Contemporary Perspective, Sage Publications
2. Sahay, P. (2015) A Strategic Approach to Talent Acquisition, Createspace Independent Pub
3. Anthony, V. & Wong, P. (2021). Hunting Excellence: The Art and Science of Acquiring the Right Talent, iUniverse publisher
4. Turner, D.A. (2019). Bet on Talent: How to Create a Remarkable Culture That Wins the Hearts of Customers, Baker Publishing Group
5. Cure, T. (2021). Hire to Win: Manager's Practical Guide for Attracting and Interviewing Top Talent, Bravo Publishing
6. Maylett, T. & Wride, M. (2017). The Employee Experience: How to Attract Talent, Retain Top Performers, and Drive Results, Wiley publication.
7. Woods, A., Tharakan, S. & Brown, J. (2021). Hiring for Diversity: The Guide to Building an Inclusive and Equitable Organization, Wiley publications.
8. Nptel, online courses and certification, Learn for free. (n.d.). <https://archive.nptel.ac.in/>



### Compensation Management

Course Code	BBA H06	Course Category		L	T	P	C
				2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Classify the fundamental principles of compensation management.
2. Learn to use various methods for designing and implementing compensation structures.
3. Teach the impact of compensation strategies on employee motivation and retention.
4. Teach compensation management techniques to address organizational needs and challenges

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Explain the fundamental principles of compensation management	1	70%	55%
<b>Outcome 2</b>	Use various methods for designing and implementing compensation structures	3	60%	50%
<b>Outcome 3</b>	Contrast the relationship between compensation strategies and employee motivation and retention	4	60%	50%
<b>Outcome 4</b>	Judge the effectiveness of compensation management techniques in addressing organizational needs and challenges	5	70%	55%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	2	1	2	2	1	2	2	2	3	3	2	1	2
<b>Outcome 2</b>	3	2	2	3	2	0	2	2	2	2	2	2	2	1
<b>Outcome 3</b>	3	2	2	3	2	1	0	2	1	2	3	2	2	2
<b>Outcome 4</b>	3	2	2	3	2	0	2	2	2	2	2	2	1	2
<b>Average</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction	10		
	Types of compensation, conceptual framework of compensation management	3	1,3	1
	Theories of wages Compensations Philosophies	2	2,3	1
	Strategic Compensation Planning: Developing a total compensation strategy – Job evaluation systems	2	2,3	2
	The compensation structure – Wage and salary surveys, the wage curve, pay grades and rate ranges, preparing salary matrix	3	4,5	1,2
Unit 2	Variable Pay	10		
	Strategic reasons for incentive plans, administering incentive plans, individual and team incentive plans	3	3,4	2
	Managing Employee Benefits Nature and types of benefits	3	2,3	1
	Employee benefits programs	2	3,4	2
	Designing a benefits package	2	3	1
Unit 3	Wage Administration	8		
	Principles of wage and salary administration	4	2,3	1,2
	Methods of wage determination in India; internal and external equity in compensation systems	4	3,4	2
Unit 4	Wage administration in India: wage policy in India	8		
	Wage boards: structure, scope and functions	4	4,5	2
	Pay Commissions	4	3	1
Unit 5	International Compensation	9		
	Global convergence of compensation practices	3	2,3	1
	Pay for performance for global employees - practices in different industries	3	2,3	1,2
	Executive compensation	3	3,4	1
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	CLA-3 (15%)	
Level 1	Remember	20%	20%	20%	20%	20%
	Understand					
Level 2	Apply	40%	20%	20%	20%	40%
	Analyse					
Level 3	Evaluate	20%	60%	60%	60%	40%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Martocchio, J. J. (2015). Strategic Compensation: A Human Resource Management Approach (8th ed.). Boston, MA: Pearson.
2. Weitz, D. A., & Bradley, D. F. (2009). Compensation: Effective reward management. Washington, DC: APA.

## Other Resources

1. Milkovich, Newman & Gerhart, Compensation, TMH, 2011, 10th Edition.
2. Richard I. Henderson, Compensation Management in a Knowledge-Based World, Pearson Education, 2009, 10th Edition.
3. B D Singh, Compensation And Reward Management, Excel Books, 2008 .
4. Tapomoy Deb, Compensation Management, Text and Cases, Excel Books, 2009, 1st Edition.

### Human Resource Development

<b>Course Code</b>	BBA H07	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Interpret the Foundations of Human Resource Development (HRD)
2. Devise the Strategic HRD Environment
3. Connect HRD in Organizational Context
4. Invent HRD in Diverse Work Environments

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Explain the functions and significance of HRD in organizational settings.	1	70%	60%
<b>Outcome 2</b>	Use the theoretical foundations of HRD to real-world scenarios.	3	65%	55%
<b>Outcome 3</b>	Use the principles of HRD in depth through a critical analysis of case studies.	4	75%	65%
<b>Outcome 4</b>	Reframe the impact of historical roots on the current state of HRD practices.	5	70%	60%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	1	1	2	1	1	1	1	2	2	2	2	2	2
<b>Outcome 2</b>	2	2	2	2	2	1	2	2	3	3	2	2	3	2
<b>Outcome 3</b>	2	3	3	3	3	0	2	3	3	2	2	3	3	2
<b>Outcome 4</b>	2	3	3	3	3	0	2	3	2	3	3	3	3	3
<b>Average</b>	2	3	3	3	3	1	2	3	3	2	2	3	3	2

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
<b>Unit 1</b>	<b>Concept of HRD</b>	<b>10</b>		
	Meaning, Function	2	1	1
	Significance & Challenges of HRM	1	1,2	2
	Approaches to HRD	2	2	1,2
	HRM and HRD similarities and differences	1	1,2	1
	Features of HRD; Objectives of HRD	1	2	1
	Historical Gross Roots of HRD; HRD Subsystems	1	2	2
	Principles of HRD Systems – Theoretical foundations of HRD – Benefits of HRD - Case Study Analysis	2	2,3,4	2
<b>Unit 2</b>	<b>The Human Resource Environment</b>	<b>10</b>		
	Strategic HRM and HRD	2	2	1
	Managing HR Challenging Times	2	2,3	2
	HRD Score Card Developed by TVRSL, India	2	2,3	2
	Evidence Based HR and HR Audit	2	3,4	1,2
	Workforce Utilization and Employment Practices, Case Study Analysis	2	3,4	1
<b>Unit 3</b>	<b>HRD in Organizational Context</b>	<b>8</b>		
	Talent Management and Human Capital	2	2,3	2
	Knowledge Management and Human Capital	1	2,3	2
	HRD perspectives in Training and Development	1	3,4	1
	Career Planning and Development	1	3,4	2
	QWL – Organizational Development	1	2,3	1,2
	Case Study Analysis	2	4	2
<b>Unit 4</b>	<b>HRD in Indian Industry in General</b>	<b>8</b>		
	Role of Government in HRD	2	2	1
	Global HRD	1	2,3	2
	Diversity of Work Force	1	2,3	1,2
	HRD programs for diverse employees	2	3,4	2
	Expatriate & Repatriate support and development	1	3,4	2
	Future of HRD – Case Study Analysis	1	3,4	1
<b>Unit 5</b>	<b>Research in HRD</b>	<b>9</b>		
	HRD overview in Govt. and Private systems	4	2,3,4	1
	HRD for health, and HRD in service industries (Banking and Hospital etc.)	4	3,4	1,2
	Case Study Analysis	1	3,4	1
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (10%)	CLA-3 (10%)	
Level 1	Remember	40%	60%	20%	40%	30%
	Understand					
Level 2	Apply	50%	30%	60%	40%	50%
	Analyse					
Level 3	Evaluate	10%	10%	20%	20%	20%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

- Short, D. C. (2017). Human Resource Development: A Concise Introduction. Routledge.
- Gibb, S. (2017). Human Resource Development: Learning & Training for Individuals & Organizations. Sage Publications.
- McLean, G. N. (2018). "Organization Development: Principles, Processes, Performance." Berrett-Koehler Publishers
- Harrison, R., & Kessels, J. (2017). "Human Resource Development in a Complex World." Routledge.
- Lee, M. J., & Sogunro, O. A. (2019). "Principles of Human Resource Development." Routledge.
- Swanson, R. A., & Holton III, E. F. (2017). "Foundations of Human Resource Development." Berrett-Koehler
- Gilley, J. W., & Maycunich, A. (2015). "Principles of Human Resource Development." CRC Press

## **Other Resources**

1. Swayam - NPTEL. (n.d.-b). <https://onlinecourses.nptel.ac.in/>

## **Articles**

1. Kuchinke, K. P., Ardichvili, A., & Eversole, M. H. (2018). "A systematic review of HRD conceptual frameworks: A decade in the making." *Advances in Developing Human Resources*, 20(3), 291-309.
2. Joniak-Lüthi, A., & Bopp, C. (2017). "Towards a shared understanding of HRD: Theoretical perspectives on the development of a research agenda." *Human Resource Development International*, 20(4), 287-303.
3. Gibb, S., & Fink, J. (2019). "Human resource development in the gig economy." *Human Resource Development International*, 22(4), 311-325.
4. Watson, M. B., & Bryan, L. L. (2015). "Competing Values framework: A reflective guide for human resource development professionals." *Human Resource Development International*, 18(1), 21-38.
5. Rasli, A., & Ismail, I. (2017). "Human resource development, innovation and knowledge economy in Malaysia: A review." *Journal of Global Entrepreneurship Research*, 7(1), 1-12.

### Human Resource Analytics

<b>Course Code</b>	BBA H08	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Interpret the process for linking employee data to critical business outcomes.
2. Teach analytics to determine where to cut and where to invest as a HR strategy.
3. Devise strengths and identify any needs for improvement in the human resources function.
4. Articulate Balance Score Card, HRD Score Card – Accounting and Financial Statements and utilize the same.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Explain the basic concepts, tools, and techniques of work study	2	90%	85%
<b>Outcome 2</b>	Classify the human resources requirements quantitatively	2	75%	75%
<b>Outcome 3</b>	Use the tools and techniques of qualitative measurement of HR requirements	3	85%	85%
<b>Outcome 4</b>	Devise the knowledge necessary for preparing the manpower plan of a business enterprise and subsequent plans of actions	4	85%	80%
<b>Outcome 5</b>	Design analytics tools for HR planning techniques.	6	80%	80%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	2	2	1	3	0	0	0	0	0	2	0	2	2
<b>Outcome 2</b>	2	3	3	3	2	0	0	0	0	0	2	0	3	2
<b>Outcome 3</b>	2	3	2	2	3	0	0	0	0	0	2	0	2	2
<b>Outcome 4</b>	2	3	3	3	2	0	0	0	0	0	3	0	3	2
<b>Outcome 5</b>	2	3	3	3	3	0	0	0	0	0	3	0	3	2
<b>Average</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>2</b>

**Course Unitization Plan- Theory**

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>HR Metrics</b>	8	1,2	1,2
	HR Metrics, Objectives, measurement, Types of data, Types of data analysis, Role of data in HR, ROI on HR practices, Data Visualization			
	Score card; Linking HR score card with Balanced Score Card			
	Financial Impact of HR Initiatives: Employee health, wellness and welfare, Employee Attitude and Engagement, Work-Life Programs, Staffing utility, HRD Initiatives.			
	Workforce Planning matrix: Payoff from enhanced selection, Talent Investment Analysis, Hidden cost of absenteeism, High cost of employee separation			
Unit 2	<b>HR Audit</b>	6	5	1
	HR Audit, contemporary practices in HR Audit: Interviews, Observation, HRD Audit Instruments, Questionnaires, HRD Score Card, Writing the HRD Audit Report, Designing and Using HRD Audit for Business Improvements.			
	HR Accounting and Linkage with budgeted financial norms; HRD Climate Audit and measurement			
Unit 3	<b>Performance Assessment</b>	8	3	1
	Definition, Traditional and Modern Methods			
	Extensive uses of Software like People software, Payroll software's, SAP etc.			
Unit 4	<b>Software Applications for HR Functions</b>	4	4	1
	Online Performance assessment			
	Preparing and linking KPI with business targets that are cascaded from the Budget; HR Dashboards: Importance, Types, Creation of Dashboards, Linking HR to business			
Unit 5	<b>Analytical Tools for HR</b>	10	1,2,3	1
	Descriptive and Prescriptive analytical tool usage in HR Function, LAMP framework, Analytical foundation of HR measurement; Basic applied statistics: Descriptive and Inferential Statistics, Central Tendency, Measures of Variability, Hypotheses Testing, Correlation			
	Controlling attrition through analytical tools and practices			
<b>Total Contact Hours</b>		<b>36</b>		

**Course Unitization Plan- Practical**

Exp No.	Experiment Name	Required Contact Hours	CLOs Addressed	References Used
	Simulation	5	2,3	2
	Case-study and Presentation	4	1,3,4,5	1,2
<b>Total Contact Hours</b>		<b>9</b>		

**Learning Assessment- Theory (80% of Final Grade)**

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	70%	70%	80%	80%	65%
	Understand					
Level 2	Apply	30%	30%	20%	20%	35%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Learning Assessment- Practical (20% of Final Grade)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		Experiments (20%)	Record / Observation Note (10%)	Viva + Model (20%)	
Level 1	Remember	25%	60%	40%	10%
	Understand				
Level 2	Apply	45%	20%	40%	80%
	Analyse				
Level 3	Evaluate	30%	20%	20%	10%
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Beyond HR: The new science of human capital. Boston, MASS: Boudreau, J. W., & Ramstad, P. M. (2007). Harvard Business School Press.
2. HRD Score Card 2500” by Dr. T. V. Rao, Published by: Response Books, Sage Publications, 2008
3. Cascio, W. F., & Boudreau, J. W. (2008). Investing in people: Financial impact of human resource initiatives. Upper Saddle River, NJ: FT Press
4. Cascio, W., & Boudreau, J. (2011). Investing in people: Financial impact of human resource initiatives (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc. FT Press. Fitz-enz, J. (2010). The new HR analytics: Predicting the economic value of your company's human capital investments. New York: AMACOM.
5. Robert S. Kaplan and David P Norton (2010). The Balanced Scorecard: Translating Strategy into Action

### Other Resources

1. Swayam - NPTEL. (n.d.). <https://onlinecourses.nptel.ac.in/>



### Conflict and Negotiation

<b>Course Code</b>	BBA H09	<b>Course Category</b>				
			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
			2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>		
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>				

#### Course Objectives / Course Learning Rationales (CLRs)

1. Analyze the multifaceted origins of conflict across various contexts, tracing historical, social, and psychological factors contributing to its emergence.
2. Evaluate diverse perspectives on conflict resolution methodologies, examining their effectiveness and limitations in addressing different types and intensities of conflict scenarios.
3. Recognize conflict assessment tools, communication strategies, and negotiation techniques to facilitate constructive resolution and mitigate escalation in real-world conflict situations.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Identify historical events and societal structures to identify patterns and root causes of conflicts, demonstrating an understanding of how historical, social, and psychological factors contribute to conflict emergence.	1	80%	75%
<b>Outcome 2</b>	Use conflict assessment tools to accurately diagnose conflict situations, demonstrating the ability to identify key stakeholders, underlying interests, and potential points of contention.	3	70%	60%
<b>Outcome 3</b>	Compare and contrast various conflict resolution methodologies, such as mediation, arbitration, and negotiation, to assess their efficacy and applicability in different conflict scenarios, considering factors such as power dynamics and cultural contexts.	4	80%	75%
<b>Outcome 4</b>	Design effective communication strategies and negotiation techniques to de-escalate conflicts and promote constructive dialogue among parties with divergent interests and perspectives, demonstrating proficiency in conflict resolution skills.	6	60%	55%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	2	2	3	1	3	3	3	3	3	3	1	2
<b>Outcome 2</b>	3	3	3	3	3	2	3	3	3	3	3	3	3	2
<b>Outcome 3</b>	3	3	3	3	3	1	3	3	3	3	3	3	2	2
<b>Outcome 4</b>	3	3	3	3	3	2	3	3	3	3	3	3	3	2
<b>Average</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>UNIT 1</b>	9	1,2	1,3
	Introduction - Origins of Conflict	3	1	
	Perspectives on Conflict, reasons for conflict	3	1,2	
	The nature and types of conflict, Goals, and Dispute Prevention.	3	1	
Unit 2	<b>UNIT 2</b>	9	2,3	1,3
	Conflict Assessment	3	2	
	Communication, perception, and cognitive biases	3	2,3	
	Third-Party Interventions, Styles and Tactics, Pre-negotiation Essentials	3	2	
Unit 3	<b>UNIT 3</b>	9	2,3,	1,2
	Conflict Escalation – The Dynamic Conflict Model – The Retaliatory Cycles	3	2	
	Dispute Resolution & Complaint Handling System	3	2,3	
	Conciliation and Investigation	3	2	
Unit 4	<b>UNIT 4</b>	9	2,3,4	3,4
	Managing Exceptionally Difficult People	3	2	
	The Role of Emotions, Logical Argument Mapping (LAM)	3	2	
	Vaaland’s Improvement Model, and Conflict Dynamic Profile	3	3,4	
Unit 5	<b>UNIT 5</b>	9	3,4	2,5, 6
	Mediation, Arbitration, and Negotiation.	3	2	
	Dealing with Negotiation Breakdowns, Communication in Negotiation	4	2,3,4	
	Social Context of Negotiation, Negotiation in Groups, Distributive-Integrative-Mixed Bargaining Measuring Conflict-Handling Ability and Feedback	2	2,3	
<b>Total Contact Hours</b>		<b>45</b>		

## Learning Assessment

Bloom’s Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (30%)	CLA-2 (10%)	CLA-3	
Level 1	Remember	80%	30%	40%		40%
	Understand					
Level 2	Apply	20%	60%	50%		50%
	Analyse					
Level 3	Evaluate	0	10%	10%		10%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>		<b>100%</b>

## Recommended Resources

1. Conflict Management: A Communications Skill Approach, by Engel wood Cliffs
2. Managing Conflict in Organizations, by M. Afzalur Rahim.
3. William W. Wilmot & Joyce L. Hocker, Interpersonal Conflict, 6th Edition
4. (McGraw-Hill, 2001).
5. Bercovitch, Jacob, et.al. 2009. The Sage Handbook of Conflict Resolution. New
6. Delhi: Sage Publication.
7. J. T. Dunlop, A. M. Zack, Mediation and Arbitration of Employment Disputes(Jossey-Bass, 1997).
8. Swayam. (n.d.). <https://onlinecourses.swayam2.ac.in/>

### Cross-Cultural Management

<b>Course Code</b>	BBA H10	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Infer and understand the meaning and nature of Culture
2. Describe knowledge of types of culture
3. Categorize the dimensions of cultural differentiation
4. Articulate future managers with National Cultures and Acclimatization

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Explain the concepts of culture in business context	1	75%	60%
<b>Outcome 2</b>	Classify the types of culture	2	60%	50%
<b>Outcome 3</b>	Infer dimensions of Cultural differentiation	2	70%	55%
<b>Outcome 4</b>	Illustrate national cultures at work	4	60%	50%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	3	2	0	1	2	1	2	2	3	3	2	3
<b>Outcome 2</b>	3	3	3	3	0	1	2	1	2	3	3	3	3	2
<b>Outcome 3</b>	3	3	3	3	0	1	2	1	2	2	3	2	3	2
<b>Outcome 4</b>	3	3	3	3	0	1	2	1	2	3	3	3	3	3
<b>Average</b>	3	3	3	3	0	1	0	1	2	3	3	3	3	3

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>INTRODUCTION TO CROSS-CULTURAL MANAGEMENT</b> Introduction to Culture Importance of culture, etc A Systemic View of Culture Culture as a system roots of cultural identity Building blocks of culture.	9	1	1, 2, 3,4,5,6,
Unit 2	<b>UNDERSTANDING CULTURE</b> Key Concepts Key concepts in understanding culture Edward T Hall's framework; High and low context cultures Monochromic and polychromic cultures.	9	2	1, 2, 3,4,5,6,
Unit 3	<b>DIMENSIONS OF CULTURAL DIFFERENTIATION</b> Geert Hofstede's Model, Geert Hofstede, Cluckhohn Mapping the culture, Clyde Clickhohn's Cultural Orientation Framework	9	3	1, 2, 3,4,5,6,
	Cultural Differences in Management/Business Practices,			
	Implications for management practices, Strategy, organizational forms, leadership, motivation, team-working,			
Unit 4	<b>NATIONAL CULTURES</b> Studies of National Cultures,Group Presentations of National Cultures,National Cultures with reference to management and Business practices	9	4	1, 2, 3,4,5,6,
Unit 5	Adjusting to the New Culture, Understanding and managing the culture shock; stages of cultural adjustment; Course Review and Conclusion Clarifications if any, Summarization of course.	9	4	1, 2, 3,4,5,6,
<b>Total Contact Hours</b>		<b>45</b>		

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	60%	40%	60%	40%	40%
	Understand					
Level 2	Apply	40%	60%	40%	60%	60%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

- Betina Szkudlarek, Dan V. Caprar, Joyce S. Osland, Laurence Romani (2020),The SAGE Handbook of Contemporary Cross-Cultural Management, SAGE Publications.
- Adler, A. (2010). Understanding human nature. Mansfield Center, CT: Martino Publishing.
- Barmeyer, C, Franklin, P (2016) Intercultural Management: A Case-based Approach to Achieving Complementarity and Synergy. New York: Palgrave Macmillan.
- Bhagat, RS, Steers, R (2009) Cambridge Handbook of Culture, Organizations, and Work. Cambridge: University Press.
- Browaays, MJ, Price, R (2008) Understanding Cross Cultural Management. Edinburgh: Pearson education.
- Marie-Joëlle Browaays, Roger Price (2019). Understanding Cross-cultural Management, Pearson.
- What is cross-cultural management and its importance? (no date) TimesPro. Available at: <https://timespro.com/blog/what-is-cross-cultural-management-and-its-importance> (Accessed: 10 July 2024).

### Introduction to R and Python

<b>Course Code</b>	BBA A01	<b>Course Category</b>				
			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
			2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>		
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>				

#### Course Objectives / Course Learning Rationales (CLRs)

1. Summarize R and Python programming to start a data science career.
2. Use powerful Python libraries, such as Pandas, NumPy, ggplot, matplotlib, and so on.
3. Solve real-world problems with case studies.
4. Contrast data from various sources, illustrate better data visualization plots, and correlate meaningful and in-depth insights from the data

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Summarize the Python Environment and several powerful Python libraries	2	80%	80%
<b>Outcome 2</b>	Interpret R-studio, along with data frames and constructs in R	2	75%	75%
<b>Outcome 3</b>	Use data pre-processing, visualization, and exploratory data analysis techniques using Python	3	85%	85%
<b>Outcome 4</b>	Use data pre-processing, visualization, and exploratory data analysis techniques using R	3	75%	75%
<b>Outcome 5</b>	Solve real-life analytics problems using machine learning models in R or Python	3	70%	70%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	2	1	1	2	3	0	0	2	2	1	1	2	3
<b>Outcome 2</b>	2	3	3	3	3	3	0	0	2	3	3	3	3	3
<b>Outcome 3</b>	2	2	1	1	2	3	0	0	2	2	1	1	2	3
<b>Outcome 4</b>	2	3	3	3	3	3	0	0	2	3	3	3	3	3
<b>Outcome 5</b>	2	3	3	3	3	3	0	0	2	3	3	3	3	3
<b>Average</b>	2	2.6	2.2	2.2	2.6	3	0	0	2	2.6	2.2	2.2	2.6	3

### Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Introduction to Python</b>	1	1	1
	Installation of developer environment- Anaconda and Jupyter			
	Basic Python Programming			
Unit 2	<b>Python Data types and Control structure</b>	3	2	1
	Python list, tuple, dictionary, and sets			
	If-else condition, Python loops, Python functions			
Unit 3	<b>Numpy and Pandas</b>	5	2	1
	Basic of Numpy, structure and control of arrays, array operations			
	Introduction to Pandas, file upload and data analysis, indexing dataframe, merging dataframe and arithmetic operations			
Unit 4	<b>Data Analysis using Python</b>	6	2	1
	Data extraction and pre-processing			
	Data visualization and Exploratory Data analysis			
Unit 5	<b>Introduction to R</b>	3	3	2
	Installation of R-studio			
	Vectors in R			
	Factors in R			
	Introduction to matrices in R			
Unit 6	<b>Dataframes and Constructs in R</b>	3	3	2
	Creating, accessing, and operating dataframes; file upload into dataframe			
	Rational and logical operators in R			
	Loops and Built-in functions			
Unit 7	<b>Data Analysis using R</b>	9	4	2
	Upload Excel files into R, data pre-processing, visualization plots			
	Regression in R			
<b>Total Contact Hours</b>		<b>30</b>		

### Course Unitization Plan- Lab

Exp No.	Experiment Name	Required Contact Hours	CLOs Addressed	References Used
	Solve real-life datasets and case studies using R	7	3,4,5	2
	Solve real-life datasets and case studies using Python	8	1,2	1
<b>Total Contact Hours</b>		<b>15</b>		

### Learning Assessment-Theory(80%)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	70%	70%	60%	60%	50%
	Understand					
Level 2	Apply	30%	30%	40%	40%	50%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Learning Assessment-Lab(20%)**

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		Experiments (20%)	Record / Observation Note (10%)	Viva + Model (20%)	
Level 1	Remember	40%	50%	80%	20%
	Understand				
Level 2	Apply	60%	50%	20%	80%
	Analyse				
Level 3	Evaluate				
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Recommended Resources**

1. An Introduction to Statistical Learning with Applications in Python. Gareth James, Written, Hastie, Tibshirani, Taylor; Springer Publications
2. An Introduction to Statistical Learning with Applications in R. Gareth James, Written, Hastie, Tibshirani, Taylor; Springer Publications
3. Recommended Online Resources: [https://onlinecourses.nptel.ac.in/noc22\\_cs32/preview](https://onlinecourses.nptel.ac.in/noc22_cs32/preview)

### Excel for Managers

<b>Course Code</b>	BBA A02	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Contrast the basics and key features of Excel through hands-on training.
2. Correlate advanced skills in Excel.
3. Distill knowledge on data management and reporting in Excel.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Summarize the basic and intermediate functions in Excel	2	80%	70%
<b>Outcome 2</b>	Interpret data management tools in MS Access	3	70%	70%
<b>Outcome 3</b>	Apply spreadsheet formulas in real-life scenarios	3	75%	65%
<b>Outcome 4</b>	Develop dashboards using advanced functions	5	70%	65%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	1	1	1	1	1	1	2	1	1	2	1	3	2
<b>Outcome 2</b>	3	3	3	2	1		1	2	1	3	2	2	2	2
<b>Outcome 3</b>	3	3	2	3	2			3	2	3	2	1	3	3
<b>Outcome 4</b>	3	3	3	3	2	1	1	3	2	3	3	2	2	3
<b>Average</b>	<b>2</b>	<b>2.5</b>	<b>2</b>	<b>2</b>	<b>2.5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2.5</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2.5</b>	<b>2</b>



**Course Unitization Plan- Theory**

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Introduction to Excel</b>			
	Introduction & Basic functions	1	1	1
	Keyboard Shortcuts – Formatting – Replace & Substitute function	1		
	Data validation – Name Manager - Protecting cells	2		
	Worksheet – Creating Random database - Page layouts.	1		
Unit 2	<b>Data Analysis &amp; Logical functions</b>			
	Sorting – Filtering – Creating tables	1	1,2	1
	Pivot tables and Groups	1		
	Graphs & Financial functions	1		
	IF Function & Nested IF Functions	1		
	And/OR, NOT	1		
Unit 3	<b>Advanced functions</b>			
	Lookup functions – Vlookup, Hlookup	1	2,3	1
	Xlookup, Match, XMatch& Index	2		
	Choose, Offset & Indirect	2		
Unit 4	<b>Database Management</b>			
	Integration with MS Access, Database Basics, tables, queries	2	2,3	1
	Advanced queries, Basic macros, designing forms.	3		
Unit 5	<b>Interactive Dashboard</b>			
	Creating excel dashboards	2	3,4	1
	Dynamic graphs	3		
<b>Total Contact Hours</b>			<b>25</b>	

**Course Unitization Plan-Lab**

Exp No.	Experiment Name	Required Contact Hours	CLOs Addressed	References Used
1	Excel Basics, Case studies with Advanced excel – Lookup functions, Logical functions, Database Management tools with MS Access, charts, financial functions, & creating dashboards	35	1,2,3,4	1
<b>Total Contact Hours</b>			<b>35</b>	

**Learning Assessment-Theory(40%)**

Bloom’s Level of Cognitive Task		Continuous Learning Assessments (50%)		
		CLA-1 (10%)	CLA-2 (15%)	CLA-3 (15%)
Level 1	Remember	80%	80%	80%
	Understand			
Level 2	Apply	20%	20%	20%
	Analyse			
Level 3	Evaluate			
	Create			
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>

**Learning Assessment-Lab(60%)**

Bloom’s Level of Cognitive Task		Assignment 1 (10%)	Assignment 2 (10%)	Project (20%)	End Semester (Project & Viva Voce) (20%)
Level 1	Remember	20%	20%	20%	20%
	Understand				
Level 2	Apply	80%	80%	80%	80%
	Analyse				
Level 3	Evaluate				
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### **Recommended Resources**

1. Murdic, R.G. and Ross J.E., Information System for Modern Management (PHI: New Delhi).
2. Laudon and Laudon, Management Information System (Pearson : New Delhi).
3. Microsoft Excel 2019 Data Analysis and Business Modeling - Wayne Winston
4. Recommended Online Resources: [https://onlinecourses.nptel.ac.in/noc22\\_cs32/preview](https://onlinecourses.nptel.ac.in/noc22_cs32/preview)

### Data Visualization

Course Code	BBA A03	Course Category		L	T	P	C
				2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Contrast the basics and key features of Excel through hands-on training.
2. Integrate advanced skills in Excel for enhanced functionality.
3. Distill knowledge on data management and reporting in Excel.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Summarize the basic and intermediate functions in Excel	2	80%	70%
<b>Outcome 2</b>	Interpret data management tools in MS Access	3	70%	70%
<b>Outcome 3</b>	Apply spreadsheet formulas in real-life scenarios	3	75%	65%
<b>Outcome 4</b>	Develop dashboards using advanced functions	5	70%	65%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	3	2	2	3	1	1	2	2	1	1	2	2	3
<b>Outcome 2</b>	2	3	3	2	3	1	1	2	2	1	2	3	2	3
<b>Outcome 3</b>	2	3	2	2	3	1	1	3	2	1	2	3	2	3
<b>Outcome 4</b>	2	3	3	2	3	1	1	2	2	1	2	3	2	3
<b>Average</b>	<b>2</b>	<b>2.5</b>	<b>2</b>	<b>2</b>	<b>2.5</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>2.5</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2.5</b>	<b>2</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Data Cleaning &amp; Preparation</b>	<b>10</b>	1	1
	Introduction to Data	3		
	Data cleaning: remove missing values, null, blanks	3		
	Data Transformation: Text functions, Number functions, split column, group by Relations: Merge data, Append rows, relations: Left, right, full join Column from example, Conditional Column	4		
Unit 2	<b>Connect Data &amp; Organise Data</b>	<b>8</b>	2	2
	Data Import from different files, class of data	2		
	Creating Groups, Hierarchies	2		
	Data Filtering: Dimension, date, Numerical, custom, etc Data Sorting Creating Sets	4		
Unit 3	<b>Build Common Views</b>	<b>7</b>	3	2
	Time based visualization	1		
	Scatter plot	2		
	Bar, column, histogram	2		
	Pie chart, tree map, doughnut chart	1		
	Bar in bar chart, Bullet chart, Tree maps, highlight the data	1		
Unit 4	<b>Geographical and advance visualization</b>	<b>7</b>	4	3
	Symbol map, density map	1		
	Create calculated fields, measures	2		
	Apply table calculations	2		
	Create relations, join, Union, Blend, analytics in Tableau	2		
Unit 5	<b>Create Dashboards and Stories</b>	<b>13</b>	4	3
	Build dashboard, Interactive dashboard, Refine dashboard, story telling using Data	13		
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)				Viva (10%)
		CLA-1 (20%)	Project-1 (25%)	CLA-2 (20%)	Project-2 (25%)	
Level 1	Remember	40%	40%	40%	30%	40%
	Understand					
Level 2	Apply	60%	60%	60%	70%	60%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Steve Wexler\_ Jeffrey Shaffer\_ Andy Cotgreave - The Big Book of Dashboards\_ Visualizing Your Data Using Real-World Business Scenarios
2. Ryan Sleeper - Innovative Tableau\_ 100 More Tips, Tutorials, and Strategies-O'Reilly Media (2020)
3. Alexander Loth - Visual Analytics with Tableau (2019, Wiley)
4. [https://onlinecourses.nptel.ac.in/noc24\\_mg113/preview](https://onlinecourses.nptel.ac.in/noc24_mg113/preview)

## Other Resources

1. <https://elearning.tableau.com/>

### Supply Chain Analytics

<b>Course Code</b>	BBA A06	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

**Course Objectives / Course Learning Rationales (CLRs)**

1. Describe concepts of data cleaning and preparation.
2. Summarize methods to import and organize data in Tableau.
3. Explain the application of data visualization.
4. Design interactive dashboards and create stories using Tableau

**Course Outcomes / Course Learning Outcomes (CLOs)**

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Describe the intuition behind data cleaning as well as more advanced cleaning	3	80%	80%
<b>Outcome 2</b>	Summarize how to import and organize data	3	80%	80%
<b>Outcome 3</b>	Demonstrate common views using Power BI	4	75%	75%
<b>Outcome 4</b>	Differentiate the process involved and security issues present in data visualization	4	70%	70%
<b>Outcome 5</b>	Forecast demand and to predict and monitor supply and replenishment policies	3	80%	80%

**Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)**

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	2	1	1	2	3	0	0	2	2	1	1	2	3
<b>Outcome 2</b>	2	3	3	3	3	3	0	0	2	3	3	3	3	3
<b>Outcome 3</b>	2	2	1	1	2	3	0	0	2	2	1	1	2	3
<b>Outcome 4</b>	2	3	3	3	3	3	0	0	2	3	3	3	3	3
<b>Outcome 5</b>	2	3	3	3	3	3	0	0	2	3	3	3	3	3
<b>Average</b>	2	2.6	2.2	2.2	2.6	3	0	0	2	2.6	2.2	2.2	2.6	3

### Course Unitization Plan- Theory

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Basics of Supply Chain Management</b>	10	1,2,3	1
	Supply Chain Management –An Overview			
	Supply Chain Analysis-Types of Supply Chains, Advanced Planning			
Unit 2	<b>Concepts of Advanced Planning Systems</b>	15	4,5	1
	Structure of Advanced Planning Systems, Strategic Network Planning, Demand Planning, Master Planning, Demand Fulfilment and ATP			
	Production Planning and Scheduling, Purchasing and Material Requirements Planning, Distribution and Transport Planning, Coordination and Integration, Collaborative Planning			
Unit 3	<b>Implementing Advanced Planning Systems</b>	10	2,3,4,5	1
	The Definition of a Supply Chain Project			
	The Implementation Process			
<b>Total Contact Hours</b>		<b>35</b>		

### Course Unitization Plan-Lab

Exp No.	Experiment Name	Required Contact Hours	CLOs Addressed	References Used
	Case Study	5	3,4,5	2
	Simulation	5	1,2	1
<b>Total Contact Hours</b>		<b>10</b>		

### Learning Assessment-Theory

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	70%	70%	60%	60%	40%
	Understand					
Level 2	Apply	30%	30%	40%	40%	60%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Learning Assessment-Lab

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		Experiments (20%)	Record / Observation Note (10%)	Viva + Model (20%)	
Level 1	Remember	40%	50%	80%	20%
	Understand				
Level 2	Apply	60%	50%	20%	80%
	Analyse				
Level 3	Evaluate				
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Stadler Hartmut and Kilger Christoph (2005), "Supply Chain Management and Advanced Planning: Concepts, Models, Software and Case Studies", Third Edition, Springer, ISBN-3-540-22065-8
2. Recommended Course: [https://onlinecourses.nptel.ac.in/noc23\\_mg71/preview](https://onlinecourses.nptel.ac.in/noc23_mg71/preview)

### HR Analytics

Course Code	BBA A07	Course Category		L	T	P	C
				2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Summarize the process for linking employee data to critical business outcomes.
2. Utilize analytics to determine where to cut and where to invest as an HR strategy.
3. Recognize strengths and identify needs for improvement in the human resources function.
4. Describe Balance Score Card, HRD Score Card – Accounting and Financial Statements and use them effectively.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Explain the basic concepts, tools, and techniques of work study	2	90%	85%
<b>Outcome 2</b>	Assess the human resources requirements quantitatively	3	75%	75%
<b>Outcome 3</b>	Use the tools and techniques of qualitative measurement of HR requirements	2	85%	85%
<b>Outcome 4</b>	Devise the knowledge necessary for preparing the manpower plan of a business enterprise and subsequent plans of actions	2	85%	80%
<b>Outcome 5</b>	Discover analytics tools for HR planning techniques.	3	80%	80%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	2	1	1	2	3	0	0	2	2	1	1	2	3
<b>Outcome 2</b>	2	3	3	3	3	3	0	0	2	3	3	3	3	3
<b>Outcome 3</b>	2	2	1	1	2	3	0	0	2	2	1	1	2	3
<b>Outcome 4</b>	2	3	3	3	3	3	0	0	2	3	3	3	3	3
<b>Outcome 5</b>	2	3	3	3	3	3	0	0	2	3	3	3	3	3
<b>Average</b>	<b>2</b>	<b>2.6</b>	<b>2.2</b>	<b>2.2</b>	<b>2.6</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2.6</b>	<b>2.2</b>	<b>2.2</b>	<b>2.6</b>	<b>3</b>

### Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>HR Metrics</b>	8	1,2	1,2
	HR Metrics, Objectives, measurement, Types of data, Types of data analysis, Role of data in HR, ROI on HR practices, Data Visualization			
	Score card; Linking HR score card with Balanced Score Card			
	Financial Impact of HR Initiatives: Employee health, wellness and welfare, Employee Attitude and Engagement, Work-Life Programs, Staffing utility, HRD Initiatives.			
	Workforce Planning matrix: Payoff from enhanced selection, Talent Investment Analysis, Hidden cost of absenteeism, High cost of employee separation			
Unit 2	<b>HR Audit</b>	6	5	1
	HR Audit, contemporary practices in HR Audit: Interviews, Observation, HRD Audit Instruments, Questionnaires, HRD Score Card, Writing the HRD Audit Report, Designing and Using HRD Audit for Business Improvements.			
	HR Accounting and Linkage with budgeted financial norms; HRD Climate Audit and measurement			
Unit 3	<b>Performance Assessment</b>	8	3	1
	Definition, Traditional and Modern Methods			
	Extensive uses of Software like People software, Payroll software's, SAP etc.			
Unit 4	<b>Software Applications for HR Functions</b>	4	4	1
	Online Performance assessment			
	Preparing and linking KPI with business targets that are cascaded from the Budget; HR Dashboards: Importance, Types, Creation of Dashboards, Linking HR to business			
Unit 5	<b>Analytical Tools for HR</b>	10	1,2,3	1
	Descriptive and Prescriptive analytical tool usage in HR Function, LAMP framework, Analytical foundation of HR measurement; Basic applied statistics: Descriptive and Inferential Statistics, Central Tendency, Measures of Variability, Hypotheses Testing, Correlation			
	Controlling attrition through analytical tools and practices			
<b>Total Contact Hours</b>		<b>36</b>		

### Course Unitization Plan- Lab

Exp No.	Experiment Name	Required Contact Hours	CLOs Addressed	References Used
	Simulation	5	2,3	2
	Case-study and Presentation	4	1,3,4,5	1,2
<b>Total Contact Hours</b>		<b>9</b>		

### Learning Assessment -Theory

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	70%	70%	80%	80%	65%
	Understand					
Level 2	Apply	30%	30%	20%	20%	35%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



## Learning Assessment -Lab

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		Experiments (20%)	Record / Observation Note (10%)	Viva + Model (20%)	
Level 1	Remember	25%	60%	80%	20%
	Understand				
Level 2	Apply	75%	40%	20%	80%
	Analyse				
Level 3	Evaluate				
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Beyond HR: The new science of human capital. Boston, MASS: Boudreau, J. W., & Ramstad, P. M. (2007). Harvard Business School Press.
2. HRD Score Card 2500” by Dr. T. V. Rao, Published by: Response Books, Sage Publications, 2008
3. Cascio, W. F., & Boudreau, J. W. (2008). Investing in people: Financial impact of human resource initiatives. Upper Saddle River, NJ: FT Press
4. Cascio, W., & Boudreau, J. (2011). Investing in people: Financial impact of human resource initiatives (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc. FT Press. Fitz-enz, J. (2010). The new HR analytics: Predicting the economic value of your company's human capital investments. New York: AMACOM.
5. Robert S. Kaplan and David P Norton (2010). The Balanced Scorecard: Translating Strategy into Action
6. Recommended Course: [https://onlinecourses.nptel.ac.in/noc24\\_hs126/preview](https://onlinecourses.nptel.ac.in/noc24_hs126/preview)

### Marketing Analytics

<b>Course Code</b>	BBA A08	<b>Course Category</b>				
			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
			2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>		
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>				

#### Course Objectives / Course Learning Rationales (CLRs)

1. Define of consumers' demographic and behaviour
2. Data connect for making marketing decision
3. Intrepretation of marketing modelling
4. How to use the data for formulating marketing strategies

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Summarize how demographic information influences consumer choices.	1	80	65
<b>Outcome 2</b>	Relate various data analysis techniques to extract meaningful insights from marketing data.	3	75	65
<b>Outcome 3</b>	Relate marketing models to real-world scenarios for predicting consumer behavior.	4	70	60
<b>Outcome 4</b>	Critically judge the impact of data-driven decisions on overall marketing success.	5	80	70

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	3	2	2	3	1	1	2	2	1	1	2	2	3
<b>Outcome 2</b>	2	3	3	2	3	1	1	2	2	1	2	3	2	3
<b>Outcome 3</b>	2	3	2	2	3	1	1	3	2	1	2	3	2	3
<b>Outcome 4</b>	2	3	3	2	3	1	1	2	2	1	2	3	2	3
<b>Average</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Using Excel to Summarize Marketing Data</b>	<b>10</b>	<b>1</b>	<b>1</b>
	Slicing and Dicing Marketing Data with PivotTables	3		
	Analyzing Sales at La Petit Bakery	3		
	Analyzing How Demographics Affect Sale Pulling Data from a PivotTable with the GETPIVOTDATA Function	4		
Unit 2	<b>Using Excel Charts to Summarize Marketing Data</b>	<b>8</b>	<b>2</b>	<b>2</b>
	Combination Charts, Using a PivotChart to Summarize Market Research Surveys	2		
	Summarizing Monthly Sales-Force Rankings, Using Statistical Functions to Summarize Marketing Data	3		
	Using GETPIVOTDATA to Create the End-of-Week Sales Report, Summarizing Data with a Histogram	3		
Unit 3	<b>Forecasting</b>	<b>7</b>	<b>3</b>	<b>2</b>
	Simple Linear Regression and Correlation	2		
	Scatter plot	1		
	Using Multiple Regression to Forecast Sales	1		
	Running a Regression with the Data Analysis Add-In	2		
	Forecasting in the Presence of Special Events	1		
Unit 4	<b>Logistic Regression</b>	<b>7</b>	<b>3</b>	<b>2</b>
	Why Logistic Regression Is Necessary	3		
	Maximum Likelihood Estimate of Logistic Regression Model	3		
	Logistic Regression Model	1		
Unit 5	<b>Create Marketing Dashboards and Stories</b>	<b>13</b>	<b>4</b>	<b>3</b>
	Build dashboard, Interactive dashboard, Refine dashboard, story telling using Data	13		
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)				Viva (10%)
		CLA-1 (20%)	Project-1 (25%)	CLA-2 (20%)	Project-2 (25%)	
Level 1	Remember	40%	40%	20%	30%	20%
	Understand					
Level 2	Apply	40%	40%	40%	30%	40%
	Analyse					
Level 3	Evaluate	20%	20%	40%	40%	40%
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Winston, W. L. (2014). Marketing analytics: Data-driven techniques with Microsoft Excel. John Wiley & Sons.
2. Kumar, V., & van Heerde, H. J. Cutting-Edge Marketing Analytics.
3. Linoff, G. S., & Berry, M. J. (2011). Data mining techniques: for marketing, sales, and customer relationship management. John Wiley & Sons.

## Other Resources

1. Lilien, G. L., Rangaswamy, A., & De Bruyn, A. (2017). Principles of marketing engineering and analytics. DecisionPro.
2. Recommended Courses: [https://onlinecourses.nptel.ac.in/noc20\\_mg30/preview](https://onlinecourses.nptel.ac.in/noc20_mg30/preview)

### Capstone Project using Analytics

Course Code	BBA A12	Course Category		L	T	P	C
				2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Connect a business problem using information systems application
2. Design business intelligence solutions
3. Relate systems analysis to a complex project
4. Correlate complex data to recommend a strategic decision making

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Solve real-life complex business problem	2	90%	85%
<b>Outcome 2</b>	Connect and interpret real-life business data	3	75%	75%
<b>Outcome 3</b>	Solve modern analytics tools and gain insight from data	2	85%	85%
<b>Outcome 4</b>	Design business intelligence solution	2	85%	80%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	2	1	1	2	3	0	0	2	2	1	1	2	3
<b>Outcome 2</b>	2	3	3	3	3	3	0	0	2	3	3	3	3	3
<b>Outcome 3</b>	2	2	1	1	2	3	0	0	2	2	1	1	2	3
<b>Outcome 4</b>	2	3	3	3	3	3	0	0	2	3	3	3	3	3
<b>Average</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

**Course Unitization Plan- Theory**

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>PowerBI</b>	8	1,2,3,4	-
	Solve a real-life industry problem using PowerBI			
Unit 2	<b>Tableau</b>	6	1,2,3,4	-
	Solve a real-life industry problem using Tableau			
Unit 3	<b>Classification</b>	8	1,2,3,4	-
	Apply analytics knowledge and perform classification task on a real-time data set			
Unit 4	<b>Regression</b>	4	1,2,3,4	-
	Apply analytics knowledge and perform regression task on a real-time data set			
Unit 5	<b>Excel</b>	10	1,2,3,4	1
	Solve a real-life industry problem using Excel			
<b>Total Contact Hours</b>		<b>36</b>		

**Learning Assessment**

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)				
		CLA-1 20%	CLA 20%	Project 1 20%	Project 2 20%	Viva 20%
Level 1	Remember	-	-	-	-	40
	Understand					
Level 2	Apply	70	60	70	30	60
	Analyse					
Level 3	Evaluate	30	40	30	70	-
	Create					
<b>Total</b>		<b>100 %</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Recommended Resources**

1. Recommend Courses: [https://onlinecourses.swayam2.ac.in/ntr20\\_ed16/preview](https://onlinecourses.swayam2.ac.in/ntr20_ed16/preview)

### Financial Modelling

<b>Course Code</b>	<b>BBA FA4</b>	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Interpret the importance and the concepts of financial modelling.
2. Identify the financial functions available in MS Excel to build financial models.
3. Explain the use of MS Excel in Accounting and Portfolio formation.
4. Relatethe financial model building process.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Critically discuss the basics of financial modelling for decision-making	1	70%	70%
<b>Outcome 2</b>	Select the appropriate MS Excel tools for financial analysis	2	80%	70%
<b>Outcome 3</b>	Conclude the MS Excel tools in accounting and portfolio selection	3	80%	80%
<b>Outcome 4</b>	Implement the appropriate MS Excel functions and Macros to build financial models	3	75%	70%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	2	2	1	1	2	3	0	0	2	2	1	1	2	3
<b>Outcome 2</b>	2	3	3	3	3	3	0	0	2	3	3	3	3	3
<b>Outcome 3</b>	2	2	1	1	2	3	0	0	2	2	1	1	2	3
<b>Outcome 4</b>	2	3	3	3	3	3	0	0	2	3	3	3	3	3
<b>Average</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

## Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>UNDERSTANDING THE BASIC FEATURES OF EXCEL</b>	<b>12</b>		
	Introduction to modelling, introduction to excel	3	1	1
	Understanding advanced features of excel database functions in excel, creating charts using forms and control toolbox	3	1	1
	Understanding finance functions present in excel,	3	1	1
	Creating dynamic models	3	1	1
Unit 2	<b>SENSITIVITY ANALYSIS USING EXCEL</b>	<b>10</b>		
	Scenario manager, other sensitivity analysis features	3	2	1
	simulation using excel different statistical distributions used in simulation generating random numbers that follow a particular distribution	4	2	1
	Building models in finance using simulation	3	2	1
Unit 3	<b>EXCEL IN ACCOUNTING</b>	<b>14</b>		1
	Preparing common size statements directly from trial balance, forecasting financial statements using excel	4	3	1
	Analysing financial statements by using spreadsheet model, excel in project appraisal	3	3	1
	Determining project viability. Risk analysis in project appraisal, simulation in project appraisal	3	3	1
	Excel in valuation, determination of value drivers, discontinued cash flow valuation, risk analysis in valuation	4	3	1
Unit 4	<b>EXCEL IN PORTFOLIO THEORY</b>	<b>12</b>		1
	Determining efficient portfolio, creating dynamic portfolios	3	3	1
	Portfolio insurance, fixed income portfolio management using excel	3	3	1
	Excel in derivatives black and schols model in excel, Greeks in excel	3	3	1
	Real options valuation, building a mega model	3	3	1
Unit 5	<b>UNDERSTANDING SUBROUTINES AND FUNCTIONS AND BUILDING SIMPLE FINANCIAL MODELS USING SUBROUTINES AND FUNCTION</b>	<b>12</b>		
	Recording and editing macros, subroutines and functions	3	4	1
	Decision rules, message box and input box	3	4	1
	Debugging, designing advanced financial models using visual basic application user forms	3	4	1
	Other advanced features, actual model building	3	4	1
<b>Total Contact Hours</b>			<b>60</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	50%	40%	50%	40%	35%
	Understand					
Level 2	Apply	50%	60%	50%	60%	65%
	Analyse					
Level 3	Evaluate					
	Create					
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Special Edition Using Microsoft Excel 2000 by Blattner, Ulrich, Cook, and Dyck (QUE Macmillan).
2. Recommended Courses: <https://nptel.ac.in/courses/110107073>

### Launching Your Startup

<b>Course Code</b>	BBA E01	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To equip students with the essential skills and foster the ability to transform innovative ideas into viable startups.
2. To develop a foundation of financial literacy, leadership, and decision-making, enabling students to navigate the dynamic landscape of entrepreneurship.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Explain key concepts and terminology related to entrepreneurship and startup launch.	1	90%	80%
<b>Outcome 2</b>	Discover Entrepreneurial Opportunities and Apply ideation techniques to generate startup ideas.	3	80%	80%
<b>Outcome 3</b>	Illustrate the desirability and potential risk of their startup plan	4	70%	70%
<b>Outcome 4</b>	Develop a comprehensive Business Plan for their startup	6	70%	70%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3										1			
<b>Outcome 2</b>	3	3	3	3	2	1		3			3			
<b>Outcome 3</b>	3	2	3	3	2			3			2			
<b>Outcome 4</b>	3	3	3	3	2	1	2	3	3	3	3			
<b>Average</b>	3	2	2.25	2.25	1.5	0.5	0.5	2.25	0.75	0.75	2.25			



## Course Unitization Plan

Module No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
<b>Module 1</b>	<b>Building the Base</b>	<b>15</b>		
	Opportunity Recognition	2	1,2	1,2
	Ideation	4	1,2	1,2
	Value Proposition	3	2,3	1,2
	Team Building	2	1,3	1,2
	Customer Discovery	2	1,3	1,2
	Market Analysis	2	1,3	1,2
<b>Module 2</b>	<b>Preparing for Launch</b>	<b>20</b>		
	Business Model Canvas	1	1,4	1,2
	Customer Relationship	1	1,3,4	1,2
	Channels	2	1,4	1,2
	Key Partners	1	1,4	1,2
	Key Activities	1	1,4	1,2
	Key Resources	1	1,4	1,2
	Revenue Structure	2	1,4	1,2
	Cost Structure	2	1,4	1,2
	Preparing Business Plan	3	1,4	1,2
	Plan Pitching	3	1,4	1,2
<b>Module 3</b>	<b>Launch</b>	<b>10</b>		
	Prototyping	5	1,4	1,2
	Types of Establishments	1	1	1,2
	Legal aspects in Entrepreneurship	3	1	1,2
	Indian Entrepreneurial Ecosystem	1	1	1,2
<b>Total Contact Hours</b>		<b>45</b>		

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%)
Level 1	Remember	100%			
	Understand				
Level 2	Apply	100%		80%	50%
	Analyse				
Level 3	Evaluate			20%	50%
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. Recommended Resources
2. Bruce R. Barringer, R. Duane Ireland. Entrepreneurship Successfully Launching New Ventures, Pearson; 2020
3. Robert D. Hasrich, Dean A. Shepherd, Michael P. Peters, Entrepreneurship, McGraw Hill, 2020

## Other Resources

1. Larry Keeley Brian Quinn Ryan Pikkell. Ten types of innovation -the discipline of building breakthroughs, John Wiley& Sons, Inc; 2013
2. Eric Ries. The lean startup how constant innovation creates radically successful businesses, Penguin Books
3. teachningentrepreneurship.org
4. <https://www.coursera.org/learn/entrepreneurship/home/week/1>
5. <https://www.coursera.org/learn/entrepreneurship-2/home/week/1>
6. <https://www.coursera.org/learn/entrepreneurship-1/home/week/1>

### Family Business Management

<b>Course Code</b>	BBA E02	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. To enable students in managing family business and create strategies for success.
2. To create strategies for success and provide students with the skillset and tools to manage a family business

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Interpret the dynamics of family business, roles & responsibilities	2	90%	80%
<b>Outcome 2</b>	Interpret Communication and Conflict resolution	2	80%	70%
<b>Outcome 3</b>	Use the concepts of Governance and succession planning	3	80%	80%
<b>Outcome 4</b>	Use professionalizing theory in the family businesses.	3	70%	70%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3			1										
<b>Outcome 2</b>	3	3		1	1		3		3	2				
<b>Outcome 3</b>	3	2	2	1				2		2	3			
<b>Outcome 4</b>	3	2	2	1	1		3	2	2	2	3			
<b>Average</b>	3	1.75	1	1	0.5		1.5	1	1.25	1.5	1.5			

## Course Unitization Plan

Module No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Module 1	<b>Understanding the dynamics of Family businesses</b>	<b>10</b>		
	<b>The intersection of family and business</b>		1	1,2
	Characteristics of family business	2	1	1,2
	To explore the impact of family dynamics on business decisions	2	1	1,2
	Identify the strengths and challenges of family involvement in business	2	<b>1</b>	1,2
	<b>Roles and responsibilities:</b>		1	1,2
	Establish clear roles and responsibilities for family members in the business.	1	1	1,2
	Discuss the importance of fair and transparent decision-making processes.	1	1	1,2
	Address potential conflicts related to hierarchy and authority	1	1	1,2
REVIEW OF MODULE 1	1			
Module 2	<b>Governance and Succession Planning</b>	<b>15</b>		
	<b>Creating a Family Business Governance Structure:</b>		2	1,2
	Introduce the concept of governance and its role in family businesses.	2	2	1,2
	Explore different governance models and their applicability.	3	2	1,2
	Establish guidelines for effective decision-making and communication.	2	2	1,2
	<b>Succession Planning:</b>		2	1,2
	The importance of succession planning for family businesses.	3	2	1,2
	To develop a succession plan, considering both family and business needs.	2	2	1,2
	Strategies for managing the transition between generations.	2	2	1,2
REVIEW OF MODULE 2	1		1,2	
Module 3	<b>Professionalizing the Family Business</b>	<b>12</b>		
	<b>Balancing Family and Professionalism:</b>		3	1,2
	To explore the challenges of professionalism within a family business.	2	3	1,2
	To implement policies and practices to enhance professionalism.	2	3	1,2
	To foster a culture of continuous learning and development	1	3	1,2
	<b>Strategic Planning and Innovation:</b>		3	1,2
	To develop strategic plans to ensure the long-term success of the family business.	2	3	1,2
	To encourage innovation and adaptability to stay competitive in the market.	2	3	1,2
	To explore case studies of successful family businesses that have embraced change.	2	3	1,2
REVIEW OF MODULE 3	1	3		
Module 4	<b>Communication and Conflict Resolution</b>	<b>8</b>		
	<b>Effective Communication:</b>		4	1,2
	To highlight the importance of open and transparent communication in family businesses.	1	4	1,2
	Provide communication strategies to address sensitive issues.	1	4	1,2
	Foster a culture of active listening and constructive feedback.	1	4	1,2
	<b>Conflict Resolution Strategies:</b>		4	1,2
	Identify common sources of conflict in family businesses.	1	4	1,2
	Introduce conflict resolution techniques tailored to the unique dynamics of family enterprises.	2	4	1,2
	Facilitate discussions on handling disputes and building consensus.	1	4	1,2
REVIEW OF MODULE 4	1	4		
<b>Total Contact Hours</b>		<b>45</b>		

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)			End Semester Exam (40%)
		CLA-1 (15%)	CLA-2 (15%)	CLA 3 (30%)	
Level 1	Remember	80%	60%	70%	40%
	Understand				
Level 2	Apply	20%	40%	30%	60%
	Analyse				
Level 3	Evaluate				
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### Recommended Resources

1. Family Business Mgmt by Rodrigo Basco July 2023 – American University Of Sharjah. [www.researchgate.net/publication/372661184](http://www.researchgate.net/publication/372661184)
2. Family Business by Dr.Prerna Dec 2021. Publisher : Ignited Minds Jounals, [www.ignited.in](http://www.ignited.in)
3. Family Business @ [www.khatobook.com](http://www.khatobook.com)

### Other Resources

1. Family Business - course. (n.d.). [https://onlinecourses.swayam2.ac.in/imb23\\_mg62/preview](https://onlinecourses.swayam2.ac.in/imb23_mg62/preview)
2. Family Business by Studocu @ [www.studocu.com](http://www.studocu.com)

### Social Entrepreneurship

<b>Course Code</b>	BBA E03	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

- To Equip Students with the Knowledge and Skills to Address Social Challenges through Entrepreneurial Solutions.
- To Foster Practical Experience and Ethical Leadership in Social Entrepreneurship.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Infer the concepts of Social Entrepreneurship and Ethical Dilemmas in Social Entrepreneurship	2	90%	80%
<b>Outcome 2</b>	Interpret concepts of Needs Assessment and Market Research for Social Enterprises	2	80%	80%
<b>Outcome 3</b>	Use concepts of Financial Planning for Social Enterprises	3	70%	70%
<b>Outcome 4</b>	Use Social entrepreneurship principles to Strategies for Scaling Social Enterprises	4	70%	70%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3			1		3								
<b>Outcome 2</b>	3	2	2	3		2	3	2		2	3			
<b>Outcome 3</b>	3	2	2	2		3	3	2		2	3			
<b>Outcome 4</b>	3	3	2	3		3	3	1		2				
<b>Average</b>	3	1.75	1.5	2.25		3.75	3.25	1.25		1.5	1.5			

## Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
<b>UNIT-1</b>	<b>Introduction to Social Entrepreneurship</b>	8		
	Define social entrepreneurship and its importance	1	1	1,2
	Identify key challenges in addressing social issues	1	1	1,2
	Explore historical context and evolution of the field	1	1	1,2
	Analyze root causes of social issues	2	1	1,2
	Explore ethical considerations in social innovation	2	1	1,2
	Understand the importance of sustainability	1	1	1,2
<b>UNIT-2</b>	<b>Developing a Social Enterprise Concept</b>	12		1,2
	Explore methods for recognizing opportunities for social impact	1	1	1,2
	Understand the role of empathy in social entrepreneurship	1	1,2	1,2
	Social Innovation and Systems Thinking	2	1	1,2
	Introduction to the theory of change	1	1	1,2
	Identify target populations and beneficiarie	2	1,2	1,2
	Conduct needs assessments and market research	2	2	1,2
	Define a clear social mission and vision	1	2	1,2
	Business Model Canvas	2	2	1,2
<b>UNIT-3</b>	<b>Managing Social Entrepreneurship</b>	15		1,2
	Role of leadership in driving social change	2	3	1,2
	Building a values-driven organization	2	3	1,2
	Explore legal structures for social enterprises	2	3	1,2
	Introduction to financial planning and budgeting	3	3	1,2
	Develop a marketing plan for social enterprises	3	2	1,2
	Understand the role of storytelling in impact	2	2,3	1,2
	Ethical marketing practices	1	1,2	1,2
<b>UNIT-4</b>	<b>Funding &amp; Scaling of Social Entrepreneurship</b>	10		1,2
	Explore investment options for social enterprises	1	3,4	1,2
	Identify funding sources and strategies	1	3,4	1,2
	Develop a fundraising strategy	2	3,4	1,2
	Identify risks associated with social entrepreneurship	1	3,4	1,2
	Strategies for building resilience	1	3,4	1,2
	Importance of adaptability and learning	1	3,4	1,2
	Pitching for Social Impact	1	3,4	1,2
	Strategies for scaling social enterprises	1	3,4	1,2
	Challenges and pitfalls in scaling	1	3,4	1,2
	<b>Total Hours</b>	45		

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		CLA-1 (15%)	CLA-2 (15%)	CLA 3 (20%)	
Level 1	Remember	80%	60%	70%	40%
	Understand				
Level 2	Apply	20%	40%	30%	60%
	Analyse				
Level 3	Evaluate				
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

1. "Social Entrepreneurship: What Everyone Needs to Know" by David Bornstein and Susan Davis
2. "Social Entrepreneurship: Theory and Practice" by Ryszard Praszkiel and Andrzej Nowak
3. "Lean Impact: How to Innovate for Radically Greater Social Good" by Ann Mei Chang

## Other Resources

1. <https://www.coursera.org/specializations/social-entrepreneurship-cbs>
2. <https://www.coursera.org/learn/wharton-social-entrepreneurship>

### Startup growth and exit strategies

<b>Course Code</b>	BBA E04	<b>Course Category</b>				
			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
			2	0	1	3
<b>Pre-Requisite Course(s)</b>	Launching Your Startup (BBA E01)	<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>		
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>				

#### Course Objectives / Course Learning Rationales (CLRs)

- To equip students with the essential skills and foster the ability to transform innovative ideas into viable startups.
- To develop a foundation of financial literacy, leadership, and decision-making, enabling students to navigate the dynamic landscape of entrepreneurship.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Interpret fundamental concepts in startup growth and exit strategies	2	90%	80%
<b>Outcome 2</b>	Use growth strategies such as lean startup methodologies and growth hacking techniques to real-world startup scenarios.	3	80%	80%
<b>Outcome 3</b>	Corelate the effectiveness of different growth strategies and their impact on startup success	4	70%	70%
<b>Outcome 4</b>	Devise comprehensive growth plans for startups.	4	70%	70%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3										1			
<b>Outcome 2</b>	3	3	3				3				3			
<b>Outcome 3</b>	3	2	3	3			3				2			
<b>Outcome 4</b>	3	3	3	3	2	1	2	3	3	3	3			
<b>Average</b>	<b>3</b>	<b>2</b>	<b>2.25</b>	<b>1.5</b>	<b>0.5</b>	<b>0.25</b>	<b>1</b>	<b>2.25</b>	<b>0.75</b>	<b>0.75</b>	<b>2.25</b>			



## Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Introduction to Startup Growth</b>	2		
	Understanding the importance of growth in startups	1	1	1,2
	Overview of successful growth strategies	0.5	1	1,2
	Challenges and opportunities in startup growth	0.5	1	1,2
Unit 2	<b>Lean Startup Methodology</b>	4		
	Principles of Lean Startup	1	2	1,2,4
	Minimum Viable Product (MVP)	2	2	1,2,4
	Iterative development process	1	2	1,2,4
Unit 3	<b>Growth Hacking Strategies</b>	5		
	Introduction to growth hacking	1	2,3	1,2
	Viral marketing techniques	2	2,3	1,2
	Conversion rate optimization (CRO)	2	2,3	1,2
Unit 4	<b>Scaling Strategies</b>	6		
	Strategies for scaling start-ups	2	2,3	1,2
	Managing rapid growth	2	2,3	1,2
	Balancing growth with sustainability	2	2,3	1,2
Unit 5	<b>Customer Acquisition Channels</b>	3		
	Digital marketing channels	1	3,4	1,2
	Social media advertising	1	3,4	1,2
	Search engine optimization (SEO)	1	3,4	1,2
Unit 6	<b>Product Development for Growth</b>	4		
	Continuous product improvement	2	3	1,2
	Feedback loops and customer iteration	1	3	1,2
	Prioritizing features for growth	1	3	1,2
Unit 7	<b>Strategic Partnerships</b>	3		
	Identifying potential partners	1	3,4	1,2
	Negotiating and establishing partnerships	1	3,4	1,2
	Leveraging partnerships for growth	1	3,4	1,2
Unit 8	<b>Fundraising and Investment</b>	6		
	Pitching to investors	2	3,4	1,2
	Types of funding (VC, angel, etc.)	2	3,4	1,2
	Negotiating term sheets	2	3,4	1,2
Unit 9	<b>Data-Driven Decision Making</b>	4		
	Importance of data in growth	1	2,3,4	1,2
	Analytics tools and techniques	2	2,3,4	1,2
	Using data to optimize growth strategies	1	2,3,4	1,2
Unit 10	<b>International Expansion Strategies</b>	3		
	Entering new markets	1	4	1,2
	Adapting products/services for international markets	1	4	1,2
	Overcoming challenges in international growth	1	4	1,2
Unit 11	<b>Exit Strategies and Future Growth</b>	3		
	Planning for exits	1	4	1,2
	Maximizing valuation	1	4	1,2
	Sustaining growth beyond the startup phase	1	4	1,2
<b>Total Contact Hours</b>		<b>45</b>		

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%)
Level 1	Remember	100%	40%	10%	10%
	Understand				
Level 2	Apply	60%	60%	90%	90%
	Analyse				
Level 3	Evaluate				
	Create				
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### **Recommended Resources**

1. Bruce R. Barringer, R. Duane Ireland. Entrepreneurship Successfully Launching New Ventures, Pearson; 2020
2. Robert D. Hasrich, Dean A. Shepherd, Michael P. Peters, Entrepreneurship, McGraw Hill, 2020

### **Other Resources**

1. <https://www.coursera.org/learn/growth-strategy?specialization=wharton-entrepreneurship>
2. <https://www.coursera.org/learn/wharton-entrepreneurship-financing-profitabilty?specialization=wharton-entrepreneurship>

### Financing and Growth of Family Business

<b>Course Code</b>	BBA E05	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				2	0	1	3
<b>Pre-Requisite Course(s)</b>	Family Business Management (BBA E02)	<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

- To provide students with a comprehensive understanding of the financial dynamics unique to family-owned enterprises.
- To enable students to evaluate various financing options and growth strategies available to family businesses, considering factors such as risk, sustainability, and family dynamics.

#### Course Outcomes / Course Learning Outcomes (CLOs)

	<b>At the end of the course the learner will be able to</b>	<b>Bloom's Level</b>	<b>Expected Proficiency Percentage</b>	<b>Expected Attainment Percentage</b>
<b>Outcome 1</b>	Interpret the financial dynamics of family businesses	2	90%	80%
<b>Outcome 2</b>	Use financial knowledge to formulate growth plans	3	70%	80%
<b>Outcome 3</b>	Articulate different strategies for sustainable growth	3	70%	80%
<b>Outcome 4</b>	Illustrate various financing options for family businesses	4	70%	70%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

<b>CLOs</b>	<b>Program Learning Outcomes (PLO)</b>													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2				2	2							
<b>Outcome 2</b>	3	3	2	2	2		2				3			
<b>Outcome 3</b>	3	2	2	3		3	2	2		2	3			
<b>Outcome 4</b>	3	3	2	3	2		2		2	2	3			
<b>Average</b>	<b>3</b>	<b>2.5</b>	<b>1.5</b>	<b>2</b>	<b>1</b>	<b>1.25</b>	<b>1.5</b>	<b>1</b>		<b>1</b>	<b>2.25</b>			

## Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<b>Introduction</b>	2		
	Unique characteristics and challenges of family businesses for Financing	1	1	1,2
	Unique characteristics and challenges of family business for Growth	1	1	1,2
Unit 2	<b>Financial Dynamics of Family Businesses</b>	6		
	Financial structures specific to family-owned enterprises.	3	2	1,2
	Financial performance indicators and metrics for family businesses.	3	2	1,2
Unit 3	<b>Financing Options for Family Businesses</b>	6		
	Various financing sources available to family businesses.	1	2	1,2
	Internal Financing Strategies	2	2	1,2
	External Financing Strategies	2	2	1,2
	Advantages and disadvantages of different financing options.	1	2	1,2
Unit 4	<b>Capital Structure and Financial Management</b>	8		
	Capital structure and leverage in family businesses.	4	2,3	1,2
	Financial statements and ratios for effective financial management.	4	2,3	1,2
Unit 5	<b>Venture Capital and Private Equity in Family Business</b>	8		
	Role of venture capital and private equity in family business financing.	4	2,3,4	1,2
	Process and criteria for obtaining venture capital and private equity funding.	4	2,3,4	1,2
Unit 6	<b>Growth Strategies for Family Businesses</b>	10		
	Growth opportunities and challenges for family-owned enterprises.	3	4	1,2
	Market Expansion	2	4	1,2
	Product Diversification	2	4	1,2
	Joint Ventures	2	4	1,2
	Sustainable Growth Opportunities	1	4	1,2
Unit 7	<b>Risk Management in Family Businesses</b>	5		
	Identification and mitigation of financial risks	2	3,4	1,2
	contingency planning	2	3,4	1,2
	insurance considerations for family firms.	1	3,4	1,2
<b>Total Contact Hours</b>		<b>45</b>		

## Learning Assessment

Bloom's Level of Cognitive Task	Continuous Learning Assessments (100%)			
	CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%)
Level 1	80%	50%	30%	10%
Remember				
Level 2	20%	50%	70%	90%
Understand				
Level 3				
Apply				
Analyse				
Evaluate				
Create				
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Recommended Resources

- Gersick, K. E., Davis, J. A., Hampton, M. M., and Lansberg, I. (1997). Generation to generation: Life cycles of the family business. Boston: Harvard Business School Press.
- Byrd Megginson, Small Business Management An Entrepreneur's Guidebook 7th ed, McGraw-Hill

## Other Resources

1. [https://www.udemy.com/course/family-business-dynamics/?utm\\_source=adwords&utm\\_medium=udemyads&utm\\_campaign=Search\\_DSA\\_GammaCatchall\\_NonP\\_la.EN\\_cc.INDIA&campaigntype=Search&portfolio=India&language=EN&product=Course&test=&audience=DSA&topic=&priority=Gamma&utm\\_content=deal4584&utm\\_term=.\\_ag\\_166578677881.\\_ad\\_700948726520.\\_kw\\_.de\\_c\\_.dm\\_.pl\\_.ti\\_ds\\_a1456167871416.\\_li\\_9302874.\\_pd\\_.&matchtype=&gad\\_source=1&gclid=CjwKCAjw74e1BhBnEiwAbqOAJKwfxKLK\\_uPj7jkQPd4h-o2QAejKCDA9Oc3An5HoVkuoAdje8VgVxSBoCplsQAvD\\_BwE&couponCode=IND21PM](https://www.udemy.com/course/family-business-dynamics/?utm_source=adwords&utm_medium=udemyads&utm_campaign=Search_DSA_GammaCatchall_NonP_la.EN_cc.INDIA&campaigntype=Search&portfolio=India&language=EN&product=Course&test=&audience=DSA&topic=&priority=Gamma&utm_content=deal4584&utm_term=._ag_166578677881._ad_700948726520._kw_.de_c_.dm_.pl_.ti_ds_a1456167871416._li_9302874._pd_.&matchtype=&gad_source=1&gclid=CjwKCAjw74e1BhBnEiwAbqOAJKwfxKLK_uPj7jkQPd4h-o2QAejKCDA9Oc3An5HoVkuoAdje8VgVxSBoCplsQAvD_BwE&couponCode=IND21PM)

### Corporate Entrepreneurship

Course Code	BBA E06	Course Category		L	T	P	C
				2	0	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Management	Professional / Licensing Standards					

#### Course Objectives / Course Learning Rationales (CLRs)

- To understand the concept of corporate entrepreneurship and its significance in contemporary business environments.
- To develop skills in identifying and evaluating entrepreneurial opportunities within corporate settings

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Explain the fundamental concepts and theories of corporate entrepreneurship, including its definition, characteristics, and historical evolution.	1	90%	80%
<b>Outcome 2</b>	Interpret the relationship between corporate entrepreneurship and organizational innovation,	2	80%	80%
<b>Outcome 3</b>	Use entrepreneurial principles to develop strategies for fostering corporate entrepreneurship within established organizations.	3	70%	70%
<b>Outcome 4</b>	Conclude corporate entrepreneurship challenges and devise actionable plans.	4	70%	70%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3						2							
<b>Outcome 2</b>	2			2			2			2				
<b>Outcome 3</b>	3	3	3	3			2	3		3	3			
<b>Outcome 4</b>	3	3	3	3			2	3	2	3	3			
<b>Average</b>	<b>2.75</b>	<b>1.5</b>	<b>1.5</b>	<b>2</b>			<b>2</b>	<b>1.5</b>	<b>0.5</b>	<b>1.5</b>	<b>2</b>			

## Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction to Corporate Entrepreneurship	6		
	Definition and significance of corporate entrepreneurship	2	1	1,2
	Characteristics of entrepreneurial organizations	2	1	1,2
	Evolution of corporate entrepreneurship	2	1	1,2
Unit 2	Corporate Innovation and Intrapreneurship	12		
	Relationship between innovation and entrepreneurship	2	2	1,2
	Types of innovation (product, process, service, etc.)	4	2	1,2
	Encouraging intrapreneurial behavior within organizations	6	2	1,2
Unit 3	Strategies for Corporate Entrepreneurship	12		
	Creating an entrepreneurial culture	4	3	1,2
	Corporate venturing and strategic alliances	4	3	1,2
	Acquisitions and mergers as avenues for corporate entrepreneurship	4	3	1,2
Unit 4	Identifying and Evaluating Entrepreneurial Opportunities	8		
	Opportunity recognition and assessment	2	3,4	1,2
	Feasibility analysis and market validation	3	3,4	1,2
	Tools and frameworks for evaluating opportunities	3	3,4	1,2
Unit 5	Challenges and Risks in Corporate Entrepreneurship	7		
	Resistance to change and organizational inertia	2	4	1,2
	Resource constraints and risk management	3	4	1,2
	Overcoming failure and learning from setback	2	4	1,2
<b>Total Contact Hours</b>			<b>45</b>	

## Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%)
Level 1	Remember	80%	50%	30%	20%
	Understand				
Level 2	Apply	20%	50%	70%	80%
	Analyse				
Level 3	Evaluate				
	Create				
Total		100%	100%	100%	100%

## Recommended Resources

1. Recommended Resources
2. "Corporate Entrepreneurship: Innovation and Strategy in Large Organizations" by Paul Burns
3. "The Corporate Entrepreneur: How to Innovate and Develop Successful New Businesses Inside Large Organizations" by Paul Taffinder

## Other Resources

1. <https://www.coursera.org/specializations/corporate-entrepreneurship?>

### Advanced Integrated Case Studies

<b>Course Code</b>	BBA 403	<b>Course Category</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				1	1	0	2
<b>Pre-Requisite Course(s)</b>		<b>Co-Requisite Course(s)</b>		<b>Progressive Course(s)</b>			
<b>Course Offering Department</b>	Management	<b>Professional / Licensing Standards</b>					

#### Course Objectives / Course Learning Rationales (CLRs)

1. Learning the craft of writing highly effective cases.
2. Encourage working in different areas of business and management.
3. Use creative problem-solving approach.
4. Develop realistic solutions to complex problems by taking cognizance of different perspectives and being open-minded

#### Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
<b>Outcome 1</b>	Solve an issue from multiple perspectives.	3	60%	80%
<b>Outcome 2</b>	Develop stronger critical thinking ability.	6	70%	70%
<b>Outcome 3</b>	Develop deeper understanding of management concepts.	6	60%	75%
<b>Outcome 4</b>	Develop a positive peer to peer relationships .	6	70%	70%

#### Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Strategic Thinking and Logical Reasoning	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
<b>Outcome 1</b>	3	2	3	2	2	-	2	1	3	2	3	2	3	1
<b>Outcome 2</b>	3	2	2	3	-	-	2		3	2	2	2	3	1
<b>Outcome 3</b>	3	-	2	3	-	3	3	2	3	2	2	2	3	1
<b>Outcome 4</b>	-	2	2	3	-	3	3	1	2	3	3	2	3	1
<b>Average</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>

### Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
I	Introduction to case study writing	3	1, 2	
	Types of case study	2	1, 2	
II	Prospect of developing case study	15	2, 3, 4	
	Steps in writing in case study	10	2, 3, 4	
III	Data collection and analysis	10	3, 4	
IV	Case presentation and preparation	20	3, 4	
	<b>Total Contact Hours</b>		<b>60</b>	

### Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (10%)		End Semester Exam (90%)	
		CLA (10%)		Theory	Project
		Theory	Project		
Level 1	Remember				
	Understand				
Level 2	Apply		40%		50%
	Analyse				
Level 3	Evaluate		60%		50%
	Create				
<b>Total</b>			<b>100%</b>		<b>100%</b>

### Recommended Resources

1. Khang, A., Abdullayev, V., Hahanov, V., & Shah, V. (Eds.). (2024). Advanced IoT technologies and applications in the industry 4.0 digital economy. CRC Press.

### Other Resources

1. Best Case Study Courses Online [2024] | Coursera. (n.d.-b). Coursera. <https://www.coursera.org/courses?query=case%20study>