

# **BACHELOR IN BUSINESS ADMINISTRATION (HONOURS) SYLLABUS**

**(As per AICTE Norms)**

## **MGU-BBA (Honours)**

**(2024 Admission Onwards)**

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### SEMESTER 1

Course Code	Title of the Course	Type of the Course CC, MDE, VAC, SEC etc.	Credit	Hours / week	Hour Distribution /Week			
					L	T	P	O
MG1CCRBBA100	Principles and Practices of Management (Business Administration)	CC	4	4	4	0	0	0
MG1CCRBBA101	Financial Accounting (Business Administration)	CC	4	4	4	0	0	0
MG1CCRBBA102	Business Statistics and Logic (Business Administration/ Business Statistics)	CC	4	4	4	0	0	0
MG1CCRBBA103	Business Communication - 1 (Business Administration)	CC	3	3	3	0	0	0
MG1MDEBBA100	Indian Systems of Health and Wellness (Business Administration)	MDE	2	2	2	0	0	0
MG1VACBBA100	Environmental Science and Sustainability (Business Administration)	VAC	2	2	2	0	0	0
	AEC English	AEC	3	3	3	0	0	0
	AEC - Other Languages	AEC - OL	3	3	3	0	0	0
	<b>TOTAL CREDIT AND HOURS</b>		<b>25</b>	<b>25</b>				

<b>Programme</b>	<b>BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)</b>					
<b>Course Name</b>	Principles and Practices of Management					
<b>Type of Course</b>	CORE COURSE					
<b>Course Code</b>	MG1CCRBBA100					
<b>Course Level</b>	<b>NA</b>					
<b>Course Summary</b>	<p>This course introduces the student to the key aspects of management - planning, organizing, leading, and controlling by integrating both classical and contemporary management practices. Through case studies, interactive sessions, and practical exercises, students will learn to apply these principles to real-world scenarios that will prepare them for leadership roles in diverse organisational settings. The goal is to equip students with the tools and insights necessary to manage effectively and drive organisational success.</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> <li>1. To understand the basic concepts, principles, and theories of Management</li> <li>2. To examine the essential functions of Managers</li> <li>3. To analyze the impact of globalization, diversity, and ethics on management</li> <li>4. To develop skills in strategic planning, decision-making, and leadership</li> </ol>					
<b>Semester</b>	One	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	4
<b>Pre-requisites, if any</b>	NA					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	Annual PO No	MGU PO
1	Understand management principles and demonstrate how they are used to solve practical business problems	U, A	Y1-PO1	1
2	Compare and contrast different management theories and their effectiveness in various organisational contexts.	An, E	Y1-PO3	2
3	Design a management strategy for a hypothetical or real organisation using a mix of management theories and practices.	C	Y1-PO4	5
4	Propose innovative management solutions to enhance efficiency and effectiveness in given business scenarios	C	Y1-PO4	10
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>				

### COURSE CONTENT

Module	Course description	Hrs	CO No.
1	<p><b>Introduction to Management:</b></p> <p>Definition, nature, and significance of management, principles of management, management and administration, levels of management, role of managers and managerial skills; Evolution of management thought: Classical- Scientific, Administrative and Bureaucratic, Human Relations, Quantitative, Systems, and Contingency approaches;</p> <p>Management as a science and an art; Functions of management: Planning, organizing, directing, and controlling</p>		C01, C02, C03

2	<p><b>Planning, Organizing and Staffing</b></p> <p>Nature, Importance and Purpose of planning in management; Types of plans: Strategic, tactical, operational; Planning process and techniques; Decision making- Importance and steps, Organisational structure, types of organisational structures: Functional, divisional, matrix; Authority, responsibility, and delegation, Centralization Vs Decentralization of authority- Span of Control; Coordination and integration, MBO and MBE; Nature and Importance of staffing – recruitment, selectio</p>		C01, C02, C03
3	<p><b>Directing and Controlling</b></p> <p>Meaning and nature of directing, Leadership, Motivation, Communication (meaning and importance) in management; Controlling- meaning and steps in controlling, control process, essentials of sound control system, methods of establishing control.</p>		C01, C02, C03
4	<p><b>Strategic Management, Ethics and Social Responsibility</b></p> <p>Overview of strategic management, SWOT analysis, Ethical issues in management, Corporate social responsibility (CSR)</p>		C04

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Lectures, Seminars and Presentations, Assignments, Case Studies</p>
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Assessment Types	MODE OF ASSESSMENT			
	A. Continuous Comprehensive Assessment (CCA)			
	Sl. No	Component	Activity	Marks
	1	Test (Best out of two)		15
	2	Group Project and Presentation	Format: Students form groups to research a specific management theory or approach and present their findings to the class.  Details provided below	15
	Total Marks			30
	B. End Semester Evaluation Maximum Marks: 70			
	Sl. NO	Component	Activity	Max. Marks
	2	Written Examination	Short Answer- 5 out of 8 questions- 3 marks	5x3=15
		2-hour exam	each  Short Essay -3 out of 6 questions -5 marks each)  Essay Question: 2 questions of 20 marks each from a choice of 4 questions (Long Essay and Case study)	3x5=15  2x20=40
Total Marks			70	

Submit a hardcopy of the ppt and also maintain a digital copy in the department.

## Project Guidelines:

Each group selects a management theory or approach (e.g., Scientific Management, Administrative Theory, Bureaucratic Management, Human Relations, Quantitative Approach, Systems Approach, Contingency Approach).

Research the selected theory, including its historical background, key contributors, core principles, and practical applications.

Analyze a real-world case or organisation that has successfully implemented this management approach.

Prepare a 15–20-minute presentation, including visual aids (e.g., slides, charts) to illustrate key points.

## References

### SUGGESTED READINGS

#### Text Books (Latest Editions):

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

#### Other References:

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

#### and Cases:

1. ATH Technologies by Robert Simons and Jennifer Packard <https://www.hbs.edu/faculty/Pages/item.aspx?num=52711>
2. Review of Lincoln Electric Co. by Norman Berg.
3. Leadership Lessons from India | Peter Cappelli, Harbir Singh, Jitendra V. Singh, Michael Useem | Harvard Business Review | R1003G-PDF-ENG | <https://hbsp.harvard.edu/product/R1003G-PDF-ENG?>
4. Bharti Airtel (A) | C.K. Prahalad, M.S. Krishnan, Sheel Mohnot | WDI Publishing|W88C34-PDF-ENG <https://hbsp.harvard.edu/product/W88C34-PDF-ENG?>
5. <http://www.ibscdc.org/Case Studies/Leadership/Leadership%2C> 6. Organisational Change and CEOs/LDS0028.html

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<b>Programme</b>	<b>BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)</b>					
<b>Course Name</b>	Financial Accounting					
<b>Type of Course</b>	CORE COURSE					
<b>Course Code</b>	MG1CCRBBA101					
<b>Course Level</b>	<b>NA</b>					
<b>Course Summary</b>	<p>This course intends to introduce basic accounting principles and practices. The students will have knowledge about the fundamental accounting processes such as journalising, ledger posting, preparation of trial balance and final accounts in sole trading and familiarise the company form of business. It also deals with providing an overview of accounting standards on sustainability accounting as value creation for business.</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> <li>1. To provide an understanding of the application of various principles and practices of accounting.</li> <li>2. To demonstrate knowledge of the accounting cycle process and the basic steps involved in accounting.</li> <li>3. To apply the knowledge of systematic maintenance of books of accounts to real-life business.</li> <li>4. To estimate annual financial statements for sole proprietorships forms of business and familiarize with the company form of business.</li> </ol>					
<b>Semester</b>	One	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	4
<b>Pre-requisites, if any</b>	NA					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	Annual PO No	MGU PO
1	Identify the application of various principles and practices of accounting in the preparation of accounting statements.	U	Y1-PO1	2
2	Familiarize the Annual Financial statements of Company form of business	U	Y1-PO1	1
3	Demonstrate knowledge of the process of the accounting cycle.	A	Y1-PO3	1
4	Apply the knowledge of systematic maintenance of books of accounts to real- life business.	A, An	Y1-PO4	10
5	Estimate Annual Financial statements of Sole proprietorship	An	Y1-PO4	2
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>				

## COURSE CONTENT

Module	Course description	Hrs	CO No.
1	<p><b>Introduction to Accounting, Accounting system and process</b></p> <p>Meaning, Need for accounting and accounting information systems, Stakeholder using accounting information, Qualitative aspects of financial accounting, Accounting standards in India and International (outline), Branches of Accounting, Types of Business Organisations, Accounting concepts and conventions, Accounting concept of income and expenditure, Classification of capital and revenue- expenditure and income, accounting equation, accounting process, contingent assets and liabilities, Fictitious assets.</p>		CO1

2	<p><b>Recording transactions and Trial balance Transactions</b></p> <p>Rule of debit and credit, Entry in Journal, Understanding the concepts of Subsidiary</p>		CO2
	<p>books (such as Purchases, Sales, Returns, Receivables, and Payables; theory only), Simple cash book, Cash book with Cash, Bank and Discount Columns (Simple problems only), Entry in Ledger, Trial balance preparation.</p>		
3	<p><b>Final Accounts</b></p> <p>Preparation of Trading and Profit and Loss account and Balance Sheet of sole trading concerns with basic adjustments such as stock, accrued, pre-paid &amp; outstanding entries, depreciation and provisions, Importance of disclosures in final accounts.</p>		CO3, CO5
4	<p><b>Introduction to company</b></p> <p>Kinds, share capital, issue of shares (concepts only), schedules to accounts (understand concepts only), Financial statements as per Companies Act- 2013, Familiarisation with the content and format of Income statement and Balance sheet (horizontal and Vertical), Green Accounting- need and objectives, Sustainability Reporting- need and methods.</p>		CO2

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>			
	Interactive Lectures and Discussions, Case Studies and Real-Life Applications Assignments, Quizzes			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>			
	<b>A. Continuous Comprehensive Assessment (CCA) (Maximum Marks: 30)</b>			
	Sl. No	Component	Activity	Marks
	1	Test (Best out of two)		15
	2	Assignments (Group)	Provided below	15
Total Marks			30	

Sl. N O	Component	Activity	Max. Marks
		Short Answer- 5 out of 8	
2	Written Examination 2-hours exam	questions- 2 marks each (from all units; no problem-based questions included in this section)	5x2=10
		Short Essay - 4 questions 5 marks each (out of 6 choices; up to two questions from unit 1, 2 and 3 (including 2-3 problem-based questions from units 2 and/or 3); one question from units 4).	4x5=20
		Essay Question: 2 questions of 20 marks each from a choice of 4 questions comprising of 1 problem-based question each from Unit 2 and 3 and 2 theory questions from unit 1, 2 and 3.	20x2=40
Total Marks			70

### Assignments

- A. Based on Profit and Loss account and balance sheet of an existing private and/ or public limited company, oral presentation accompanied by slides and written record summarizing key insights and observations to be made. (5 marks)
- B. Prepare a report on the Green Accounting Practices or Sustainability initiatives of at least one Indian company. The report should include sections such as a brief

introduction to the company, regulatory requirements in the industry with respect to Green

Accounting/sustainability practices, practices adopted by the company, suggestions, etc.  
(4 marks)

Submit a hardcopy of the ppt and also maintain a digital copy in the department.

#### References

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

#### *AICTE Suggested Cases*

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

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<b>Programme</b>	<b>BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)</b>
<b>Course Name</b>	Business Statistics and Logic
<b>Type of Course</b>	CORE COURSE
<b>Course Code</b>	MG1CCRBBA102
<b>Course Level</b>	NA
<b>Course Summary</b>	<p>Quantitative Aptitude tests have been one of the key components in all competitive exams across the globe in recent years. All tests include such aptitude problems to assess a candidate's arithmetic precision, conceptual numerical ability, analytical ability and rational thinking applicability. Hence this course on Business Statistics and Logic has been introduced as part of BBA programs. Business Statistics helps us to make business decisions under uncertainties. Such decisions must be objective and unbiased and based on quantitative data. This necessitates an analysis of data using appropriate statistical tools and hence understanding of these techniques and models. With the business entities keen on making data-driven decision is essential for individuals working in this uncertain environment to possess such skills to make better decisions backed by data.</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> <li>1. To establish importance of logical reasoning in human inquiry.</li> <li>2. To demonstrate data handling skills and summarize data with clarity.</li> <li>3. To extend an understanding of application of relevant concepts of Statistics to a given business scenario.</li> <li>4. To Understand business problems and make decisions using appropriate statistical models and explain trends.</li> <li>5. To demonstrate the knowledge on the process of organizing a data and conduct statistical treatment</li> </ol>

<b>Semester</b>	One	<b>Credits</b>			4	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	
<b>Pre-requisites, if any</b>	NA					

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>Annual PO No</b>	<b>MGU PO</b>
1	Outline the relevant concepts of Statistics to a given context/business scenario	U	Y1-PO1	1
2	Demonstrate data handling skills with clarity and logical reasoning.	A	Y1-PO4	2
3	Organize business data and conduct statistical treatment.	A	Y1-PO3	1
4	Evaluate and interpret data using appropriate statistical techniques.	E, C	Y1-PO4	2
5	Explain data trends using appropriate statistical models	A	Y1-PO3	2
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

## COURSE CONTENT

Module	Course description	Hrs	CO No.
1	<p><b>Measures of Central Tendency, Dispersion, Measures of Skewness and Kurtosis</b></p> <p>Classification and tabulation of data, frequency distribution, diagrams and graphs, measure of central tendency- arithmetic mean, weighted arithmetic mean, median, mode, geometric mean theory only and harmonic mean-theory only, measures of dispersion - range, quartile deviation, mean deviation from mean and median, standard deviation and coefficient of variation. Concepts of Skewness and kurtoses and its importance.</p>		CO1, CO2
2	<p><b>Correlation and Regression</b></p> <p>Meaning, definition and use of correlation, covariance, scatter diagram, types of correlation, Karl Pearson's correlation coefficient, Spearman's Rank correlation coefficient, probable error- theory only. Regression-meaning and utility of regression analysis, comparison between correlation and regression, regression lines –x on y, y on x, regression equations and regression coefficients.</p>		CO2, CO3
3	<p><b>Probability and Probability distributions</b></p> <p>Introduction to probability, basic concepts of probability- classical definition, addition and multiplication rules, probability distributions (theory only) – binomial, poisson and normal distributions.</p>		CO3, CO4
4	<p><b>Introduction to Logic</b></p> <p>Number series, coding decoding and odd man out series, direction sense test, seating arrangements – linear and circular, blood relations, arithmetic and geometric progressions, Inductive and deductive reasoning.</p>		CO4

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>This course could be dealt using multiple pedagogies like interactive lecture, students' discussions, case studies and experiential learning.</p> <p><i>Note to instructor:</i></p> <p>Understanding basic concepts of statistics is possible by incorporating data sets from real life situations. In every unit one hour could be set aside to handle realistic data such as number of steps taken on a day, daily expenditures of students, air quality index in various months in various cities, stock prices etc.</p>													
<p><b>Assessment Types</b></p>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b> (Maximum Marks: 30)</p> <table border="1" data-bbox="427 1272 1412 1352"> <thead> <tr> <th data-bbox="491 1272 596 1352">Sl. No</th> <th data-bbox="596 1272 778 1352">Component</th> <th data-bbox="778 1272 1203 1352">Activity</th> <th data-bbox="1203 1272 1385 1352">Marks</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>						Sl. No	Component	Activity	Marks				
Sl. No	Component	Activity	Marks											

	1	Test (Best out of two)		15
	2	Assignments (Individual/ Group)	Provided below	15
	Total Marks			30
<b>B. End Semester Evaluation (Maximum Marks: 70)</b>				
Sl. NO	Component	Activity	Max. Marks	
2	Written Examination of 2 hours	Short answer of 2 mark each (from last two units)5 questions out of 8	2 X 5 = 10	
		Short Essay -4 questions 5 marks each (out of 6 choices (problem and theory)	4 X5 = 20	
		Essay Question: 2 questions of 20 marks each from a choice of 4 questions (problem and case study)	2X 20 = 40	
Total Marks			70	

## Assignments

- A. Using EXCEL and the statistical concepts studied in this course, students should analyse any real-world data and interpret the results. Primary or Secondary data may be used for this purpose. For example, calculate mean, median, mode, standard deviation, and range of sales data from a local vendor or environmental indicators such as air quality index, water usage, or carbon emissions; finding out the correlation and regression coefficient with expenditure and income data from 50 students (5 marks) (group)
- B. To understand and identify the skewness and kurtosis of a given dataset using real-life data. Choose a real-life dataset. This could be from sources such as:
- Public datasets available online (e.g., government databases)
  - Data from a project at work or school.
  - Personal data you have collected (e.g., daily step count, expenses).

Calculate basic statistics (mean, median, mode, standard deviation) of the chosen numerical variable.

Identify skewness and kurtosis and visualise data using histogram. Also overlay the normal distribution curve for comparison (4 marks) (individual).

Reference:

Textbooks (Latest Editions):

1. Levin R. I. & Rubin D. S. *Statistics for Management*. Delhi: Pearson.
  2. Pillai & Bagavathi. *Statistics, Theory and Practice*, S Chand Publishing.
  3. SP Gupta. *Statistical Methods*, Sultan Chand and Sons.
  4. SC Gupta. *Fundamentals of Statistics*, Himalaya Publishing House
  5. Sharma, Gupta, *The Practice of Business Statistics*, Khanna Publishing House.
  6. Sharma J.K. *Business Statistics*, Vikas Publishing House.
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<b>Programme</b>	<b>BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)</b>					
<b>Course Name</b>	Business Communication-I					
<b>Type of Course</b>	CORE COURSE					
<b>Course Code</b>	MG1CCRBBA103					
<b>Course Level</b>	NA					
<b>Course Summary</b>	<p>This course focuses on bringing in perspective the importance of Business Communication for organisations and individual employees in the context of multicultural workforce in a digital world. The course will focus on instilling effective communication skills in students for organisational set up. The course will be taught using texts, cases and classroom exercises for improving both written and oral communication in students.</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> <li>1. To understand the concept, process, and importance of Business Communication.</li> <li>2. To help students in understanding the basic principles and techniques of business communication.</li> <li>3. To train students to acquire and master written communication for the corporate world.</li> <li>4. To sensitize students to understand Business Communication in Global and Cross-Cultural context.</li> </ol>					
<b>Semester</b>	One	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	
<b>Pre-requisites, if any</b>	NA					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	Annual PO No	MGU PO
1	Understand various barriers to communication and apply pre-emptive measures, including feedback, to minimize the same.	U	Y1- PO1	4

2	Apply the skills of effective letter writing and be able to create various kinds of Business letters.	A	Y1- PO2	9
3	Students shall be able to effectively analyze and evaluate various kinds of business correspondence and e- correspondence.	An	Y1- PO2, Y1- PO4	1,9
4	Able to present in front of audience with confidence and expertise.	S	Y1- PO2	4
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

## COURSE CONTENT

Module	Course description	Hrs	CO No.
1	<b>Introduction to Communication in Organisations</b> Introduction to Business Environment and Communication, Models of communication, Basics of Communication (types, channels and barriers), 7Cs of communication, Formal and informal communication, Listening Skills, communication on social media platforms.		CO1
2	<b>Written Communication</b> Planning and executing different types of messages, emails, formal letters (Planning & Layout of Business Letter) and informal messages on e-platforms, request letters to various stakeholders, Sales Letters, Complaint & Follow up Letters, Promotion Letters, Job application Letters, cover letters, resume, Resignation.		CO2

<b>3</b>	<p><b>Interpersonal Communication</b></p> <p>Team communication, managing communication during online meeting, communication with virtual team, communication in gig economy; Presentation skills (Verbal and non-verbal); PowerPoint presentation skills; Infographics, introduction to contemporary alternatives (such as- Prezi, Visme, Microsoft Sway, Zoho).</p>		CO3
<b>4</b>	<p><b>Digital Communication</b></p> <p>Social media and individual, social media &amp; organisations, Media Literacy; Strong Digital communication skills – email, instant messaging, video conferencing, e-meetings, Digital collaboration, digital citizenship –digital etiquettes &amp; responsibilities; introduction to personal and organisational websites.</p>		CO4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Lectures, Seminars and Presentations, Assignments, Case Studies, Group Discussions</p>														
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b> (Maximum Marks: 25)</p> <hr/> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 10%;">Sl. No</th> <th style="text-align: left; width: 30%;">Component</th> <th style="text-align: left; width: 40%;">Activity</th> <th style="text-align: left; width: 15%;">Marks</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Test (Best out of two)</td> <td></td> <td style="text-align: center;">10</td> <td></td> </tr> </tbody> </table>					Sl. No	Component	Activity	Marks		1	Test (Best out of two)		10	
Sl. No	Component	Activity	Marks												
1	Test (Best out of two)		10												

	2	Presentation using tools specified in Unit 3 (PPT, Infographics, Prezi, Visme, Sway, Zoho etc.) – Individual	Business /Management related presentation	15
	Total Marks			25
<b>B. End Semester Evaluation</b> (Maximum Marks: 50)				
<b>Sl. No</b>	<b>Component</b>	<b>Activity</b>		<b>Max. Marks</b>
1	Record Submission & Practical Test	Record submission as per point No.4 in Reflective Exercises & Cases (10 Marks)		20
		Practical Test- Written - random pick from a basket of questions (10 Marks)		
2	Written Examination 1.5 hours	Short Essay - 2 out of 4 questions 5 marks each		2x5=10
		Essay Question: 2 questions of 10 marks each from a choice of 4 questions (long essay and case study)		2x10=20
Total Marks				50

Reference:

Text Books (Latest Editions):

1. AICTE's Prescribed – Communication Skills in English, Khanna Book Publishing.
2. Lesikar, R.V. & M.E. Flatley, "Business Communication: Connecting in a Digital World", McGraw-Hill Education.
3. Murphy, H. A., Hildebrandt, H. & Thomas, J.P., Effective Business Communication. McGraw Hill.
4. Mukerjee H. S., Business Communication: Connecting at Work. Oxford Publication.
5. Boove, C.L., Thill, J. V. & Raina, R. L, Business Communication Today, Pearson.
6. Rajendra Pal Korahill, –Essentials of Business Communication ||, Sultan Chand & Sons, New Delhi.
7. Ramesh, MS, & C. C Pattanshetti, –Business Communication ||, R. Chand & Co, New Delhi.
8. Rodriquez M V, –Effective Business Communication Concept|| Vikas Publishing Company.

References:

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

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<b>Programme</b>	<b>BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)</b>					
<b>Course Name</b>	<b>Indian Systems of Health and Wellness</b>					
<b>Type of Course</b>	MULTIDISCIPLINARY ELECTIVE COURSE					
<b>Course Code</b>	MG1MDEBBA100					
<b>Course Level</b>	NA					
<b>Course Summary</b>	<p>This course aims to emphasize the significance of maintaining a healthy lifestyle by educating students on the essential aspects of physical and mental well-being. It seeks to raise awareness about lifestyle-related diseases and equips students with knowledge and strategies for effective stress management.</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> <li>1. To understand the importance of a healthy lifestyle.</li> <li>2. To familiarize students about physical and mental health.</li> <li>3. To create an awareness of various lifestyle related diseases.</li> <li>4. To provide understanding of stress management.</li> </ol>					
<b>Semester</b>	One	Credits			2	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		2	0	0	0	
<b>Pre-requisites, if any</b>	NA					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	Annual PO No	MGU PO
1	Explain the concept and nature of health, wellness and its various implications	U	Y1- PO1, Y1- PO3	10

2	Demonstrate adequate knowledge on well- being and promotion of healthy behaviour	U	Y1P01	10
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## COURSE CONTENT

### Content for Classroom transaction (Units)

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

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ul style="list-style-type: none"> <li>• Conduct interactive sessions and classes by health/medical/Ayush practitioners.</li> <li>• Students will have to create a comprehensive report and presentation on any one topic highlighting key findings and recommendations for promoting mental/ physical wellness in communities. A suggestive list of projects topics is provided below.</li> </ul>
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>			
	<b>A. Continuous Comprehensive Assessment (CCA) (Maximum Marks: 15)</b>			
	Sl. No	Component	Activity	Marks
	1	Internal Exam 30 minutes (Best out of two)	Multiple Choice Question (30 questions of 1 mark each) (The marks obtained to be converted to 10)	10
	2	Assignments	(Any assignment topic related to the course objective)	5
	Total Marks			15
	<b>B. End Semester Evaluation (Maximum Marks: 35)</b>			
	Sl. No	Component	Activity	Max. Marks
	1	Project Presentation (Final Assessment)	Project presentation (Group project - 3 students in a group) 15 marks for project report and 20 marks for project presentation. (List of topics provided below)	35
	Total Marks			35

Project Topics

The Role of Mental Health in Overall Wellness

The Comprehensive Definition of Health: Exploring the Multi- Dimensional Nature of Well-being  
The Role of Health in Daily Life: Enhancing Quality of Life Through Healthy Practices  
Components of Health: Analyzing the Interconnectedness of Physical, Social, Mental, and Spiritual Health  
Understanding Wellness: Beyond the Absence of Disease  
Mental Health and Wellness: Strategies for Promoting Mental Well- being in Modern Society  
Exploring the Mind-Body Connection: Understanding Its Impact on Physical Health  
Implications of the Mind-Body Connection in Chronic Disease Management  
Well-Being: Its Importance and How to Enhance It  
Digital Well-Being: Balancing Technology Use for Better Health  
Mind-Body Interventions: Evaluating Their Effectiveness in Promoting Well-Being  
The Impact of Malnutrition on Public Health: Addressing Under- nutrition and Over- nutrition  
Understanding the Human Body Systems and Common Diseases: Prevention and Management  
The Sedentary Lifestyle Epidemic: Assessing the Risks and Solutions  
Health Risks of Modern Lifestyles: Balancing Convenience with Well- being  
Nutritional Deficiencies and Their Impact on Health: Identification and Intervention  
Health Beliefs in India: Understanding Traditional and Modern Perspectives  
AYUSH: A Comprehensive Overview of India's Traditional Health Systems  
Indigenous Health Perspectives: The Role of Traditional Knowledge in Modern Health Practices  
Happiness and Well-being in India: Cultural and Societal Influences  
Integrating Traditional and Modern Health Systems in India: Challenges and Opportunities.

*"This is a list of project topics, but it is not an exhaustive list."*

#### Text Books / References:

1. Carr, A. Positive Psychology: The science of happiness and human strength. UK: Routledge
2. C. Nyambichu & Jeff Lumiri, Lifestyle Disease: Lifestyle Disease management.

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**Programme** BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)

**Course**

**Environmental Science and Sustainability**

**Name**

**Type of**

VALUE ADDED COURSE

**Course**

**Course Code** MG1VACBBA100

**Course**

**NA Level**

This course aims to familiarize students with fundamental environmental. It Provides fundamental disciplines in environment aspects.

Course Objectives:

1. This course aims to familiarize students with basic environmental concepts, their relevance to business operations, and forthcoming sustainability challenges.
2. This course will equip students to make decisions that consider environmental consequences.
3. This course will enable future business graduates to become environmentally sensitive and responsible managers.

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	Annual PO No	MGUPO
1	Understand the basic environmental concepts and issues relevant to the business and management field.	U, R	Y1-P01	6,10
2	Recognize the interdependence between environmental processes and socioeconomic dynamics.	U, An	Y1-P03	6
3	Determine the role of business decisions, policies, and actions in minimizing environmental degradation.	E	Y1-P03	1
4	Identify possible solutions to curb environmental problems caused by managerial actions.	An, E	Y1-P04	1
5	Develop skills to address immediate environmental concerns through changes in business operations, policies, and decisions.	A, C	Y1-P04	10
<b><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></b>				

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	<b>Understanding Environment, Natural Resources, and Sustainability:</b> Fundamental environmental concepts and their relevance to business operations; Components and segments of the environment, the man-environment relationship, and historical environmental movements. Concept of sustainability; Classification of natural resources, Sustainable practices in managing resources, including deforestation, water conservation, energy security, and food security issues.		CO1
2	<b>Ecosystems, Biodiversity, and Sustainable Practices:</b> Various natural ecosystems, learning about their structure, functions, and ecological characteristics. The importance of biodiversity, the threats it faces, and the methods used for its conservation. Ecosystem resilience, homeostasis, and carrying capacity, emphasizing the need for sustainable ecosystem management. Strategies for in situ and ex situ conservation, nature reserves, and the significance of India as a mega diverse nation.		CO2

3	<p><b>Environmental Pollution, Waste Management, and Sustainable Development</b> Various types of environmental pollution, including air, water, noise, soil, and marine pollution, and their impacts on businesses and communities. Causes of pollution, such as global climate change, ozone layer depletion, the green house effect, and acid rain, with a particular focus on pollution episodes in India. Solid waste management; Natural and man-made disasters, their management, and the role of businesses in mitigating disaster impacts.</p>		CO1
4	<p><b>Social Issues, Legislation, and Practical Applications</b></p> <p>Dynamic interactions between society and the environment, with a focus on sustainable development and environmental ethics. Role of businesses in achieving sustainable development goals and promoting responsible consumption. Overview of key environmental legislation and the judiciary's role in environmental protection, including the Water (Prevention and Control of Pollution) Act of 1974, the Environment (Protection) Act of 1986, and the Air (Prevention and Control of Pollution) Act of 1981. Environmental justice, environmental refugees, and the resettlement and rehabilitation of affected populations.</p>		CO2

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ul style="list-style-type: none"> <li>• Conduct interactive sessions and classes by environmental scientist and consultants.</li> <li>• Students will have to create a comprehensive report and presentation on any one topic highlighting key findings and recommendations for improving environmental and sustainable management in societies. A suggestive list of projects topics is also provided.</li> </ul>
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>			
	<b>Continuous Comprehensive Assessment (CCA)</b> (Maximum Marks: 15)			
	Sl. No	Component	Activity	Marks
1	Internal Exam 30 minutes (Best out of two)	Multiple Choice Question (30 questions of 1 mark each) (The marks obtained to be converted to 10)	10	
2	Assignments/Dossier	(Any assignment or Dossier topic related to the course objective)	5	
Total Marks			15	
<b>B. End Semester Evaluation</b> (Maximum Marks: 35)				
Sl. No	Component	Activity	Marks	
1	Project Presentation (Final Assessment)	Project evaluation and viva voce 15 marks for project report and 20 marks for viva voce examination	35	
Total Marks			35	

## Suggested list of project topics

**Ecosystem Analysis and Conservation Strategies:** Study the structure and function of a local ecosystem and propose strategies for its conservation, both in situ and ex situ.

**India's Biodiversity and Conservation Efforts:** Examine the significance of India as a mega diverse nation and evaluate current conservation efforts and nature reserves.

**Renewable vs Non-Renewable Resources:** Analyze the usage, advantages, and challenges associated with renewable and non-renewable natural resources in a specific region.

**Impact of Human Activities on Natural Resources:** Investigate the impact of human activities on the availability and quality of natural resources, with a focus on sustainable utilization.

**Impact of Pollution on Human Health:** Assess the effects of air, water, soil, or noise pollution on human health in an urban area.

**Deforestation and Its Impact on Biodiversity:** Explore the causes and consequences of deforestation and propose measures to mitigate biodiversity loss.

**Climate Change Adaptation and Mitigation Strategies:** Evaluate the effectiveness of current strategies to combat climate change and global warming in a specific country or region.

**Innovative Waste Management Solutions:** Investigate and propose innovative methods for waste management, focusing on recycling, composting, and waste-to-energy technologies.

**Implementation of SDGs in Developing Countries:** Case study analysis of the implementation of specific SDGs in a developing country, focusing on successes and challenges.

**Sustainable Practices in the Fashion Industry:** Explore sustainable practices within the fashion industry and assess their impact on environmental conservation.

**Sustainability in Urban Planning:** Investigate how urban planning practices can contribute to achieving sustainability and SDGs in growing cities.

**Comparative Study of SDG Implementation:** Conduct a comparative study of the implementation of SDGs in two different countries, highlighting best practices and areas needing improvement.

**Technological Innovations in Sustainability:** Examine emerging technological trends in sustainability and their potential impact on environmental conservation.

**Challenges in Promoting Sustainable Practices:** Identify and analyze the major challenges faced in implementing sustainable practices in a specific industry or region.

**Role of Education in Sustainability:** Investigate the role of education and awareness programs in promoting sustainability among different age groups.

**Future Career Opportunities in Sustainability:** Explore the future prospects and career opportunities in the field of sustainability, including the skills required and potential job roles.

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Readings:

Text Books (Latest Editions):

- Poonia, M.P. Environmental Studies , Khanna Book Publishing Co. ● Bharucha, E. Textbook of Environmental Studies, Orient Blackswan Private Ltd.
- Dave, D., & Katewa, S. S. Text Book of Environmental Studies. Cengage Learning India Pvt Ltd.
  
- Rajagopalan, R. Environmental studies: from crisis to cure, Oxford University Press.
- Miller, G.T. & Spoolman S. Living in the Environment. Cengage.
- Basu, M., & Xavier Savarimuthu, S. J. Fundamentals of environmental studies. Cambridge University Press.
- Roy, M. G. Sustainable Development: Environment, Energy and Water Resources. Ane Books.
  
- Pritwani, K. Sustainability of business in the context of environmental management. CRC Press.
- Wright, R.T. & Boorse, D.F. Environmental Science: Toward A Sustainable Future (13<sup>th</sup>ed.). Pearson.

References Web

links:

- <https://www.ourplanet.com>
- <https://www.undp.org/content/undp/en/home/sustainable-developmentgoals.html>
- [www.myfootprint.org](http://www.myfootprint.org)
- <https://www.globalchange.umich.edu/globalchange1/current/lectures/king/ecosystem/ecosystem.html>

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### 3.2 - SYLLABUS INDEX - SEMESTER 2

COURSE CODE	COURSE COMPONENTS	COURSE	CREDITS	HOURS				
				L	T	P	O	Total
MG2CCRBBA100	CC	Organisation Behaviour (Business Administration)	4	4	0	0	0	4
MG2CCRBBA101	CC	Marketing Management (Business Administration)	4	4	0	0	0	4
MG2CCRBBA102	CC	Business Economics (Business Administration)	4	4	0	0	0	4
MG2VACBBA100	VAC	Indian Constitution (Business Administration/ Business Law)	2	2	0	0	0	2
MG2SECBBA100	SEC	Emerging Technologies and Application (Business Administration)	2	1	0	2	0	3
MG2MDEBBA100	MDE	Media Literacy and Critical Thinking (Business Administration)	2	2	0	0	0	2
	AEC	AEC English	3	3	0	0	0	3
	AEC -OL	AEC - Other Languages	3	3	0	0	0	3
<b>TOTAL CREDIT AND HOURS</b>			<b>24</b>					<b>25</b>

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>					
<b>Course Name</b>	<b>Organisation Behaviour</b>					
<b>Type, of course,</b>	<b>CORE COURSE</b>					
<b>Course Code</b>	MG2CCRBBA100					
<b>Course Level</b>	NA					
<b>Course Summary</b>	This course will cover principles and concepts to understand how individuals interact with each other and their environment in organisational contexts. Students will explore topics such as motivation, perception, personality, leadership, group decision-making, culture, and conflict resolution through a blend of theoretical frameworks and real-world applications.					
<b>Semester</b>	2	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	60
		60				
<b>Pre-requisites</b>						

### **COURSE OUTCOMES (CO)**

<b>CONo.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>Annual PO No</b>	<b>MGU PO</b>
1	To develop a basic understanding of the concept of organisational behaviour	U	1	1
2	Demonstrate theoretical knowledge of human behaviour and its implications in the organisation.	A	2	8

3	To understand and examine individual and group behaviour in the workplace to improve the effectiveness of an organisation.	An	3	6
4	To understand organisation culture and analyse leadership styles.	An	3	5
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>				

## COURSE CONTENT

### Content for Classroom transactions (Units)

Module	Course description	Hrs	CO No.
<b>1: Introduction to Organisational Behaviour</b>		<b>6 Hrs</b>	
1.1	Meaning, importance, and historical development of organisational behaviour	2	CO1
1.2	Factors influencing organisational behaviour; Contributing disciplines of OB	4	CO1
<b>2: Individual Behaviour</b>		<b>30 hrs</b>	
2.1	Personality, Meaning, Determinants of Personality	3	CO2
2.2	Types of personality: Type A and B, Big Five personality types	3	CO2
2.3	Stages of personality development, Attitude - meaning, components	4	CO2
2.4	Learning- concept, theories-stimulus response theories (classical conditioning theory, operant conditioning theory), Cognitive theories, Social Learning theories	8	CO2
2.5	Perception - concept, perceptual process, factors influencing perception.	4	CO2

2.6	Motivation – Concept, importance; Theories of motivation: Early Theories of motivation – (Need Hierarchy, Theory X and Theory Y, Two Factors Theory); Contemporary Theories of motivation- (Self-Determination Theory, Goal-setting Theory, Reinforcement Theory, Self- efficacy Theory).	8	CO2
<b>Module 3: Group &amp; Team Behaviour</b>			<b>7 hrs</b>
3.1	Group- Concept, Five Stage model of group development; Groupthink and shift.	3	CO3
3.2	Teams; Types of teams; Creating team players from individual building; Individual & Group conflict; e-teams	4	CO3
<b>4: Leadership &amp; Organizational Culture</b>			<b>17 hrs</b>
4.1	Leadership: Concept; Leadership theories - Trait theories, Behavioural theories, Contingency theories, Inspirational Approaches (transformational, charismatic), Authentic leadership;	10	CO4
4.2	Mentoring, self-leadership, Comparison of Indian leadership styles with other countries.	3	CO4
4.3	Organisational Culture: Concept of culture; Impact, Employees and culture; Need and importance of Cross- Cultural management	4	CO4

## References

Text Books (Latest Editions):

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

## Suggestive Assessment Activities:

**CO1:**

### 1.1. Assignment: (Individual/Group 3-5 students)

Analyse real-world organisations (more than one), identify the OB models they use and evaluate their effectiveness in achieving organisational goals. Examine whether these organisations use a

single or a Hybrid Model that combines elements of multiple Organisational Behaviour (OB) models to create customised approaches tailored to an organisation's needs.

*Presentation can be conducted for this assignment (Group)*

## **1.2. Quizzes/Exams:**

For testing CO-based learning domains.

## **1.3 Assignment- Discuss the Evolution of Organizational Behavior and Its Impact on Modern Practices**

Analyse the strengths and weaknesses of OB theories and how they are applied in modern organisations.

### **C02:**

#### **2.1 Personality Assessment & Reflection**

Let students take one or more well-known online personality tests (e.g., the Big Five Personality Test, INFP, MBTI, etc.) and prepare a reflective assessment that discusses their personality traits and how these traits might impact their interactions in teams.

This will help develop self-awareness and understand the relevance of personality types in organisational behaviour.

#### **2.2 Role-Playing Learning Theories**

Divide students into groups and assign each group a specific learning theory (e.g., classical conditioning, operant conditioning, cognitive learning). Each group must create and perform a short skit demonstrating how their assigned theory works in a real-life organisational setting (e.g., training employees and managing behaviour). The group performance is to be followed by a brief discussion about how the theory can be implemented in workplace learning and development programs.

## **2.3. Exams:**

For testing CO-based learning domains.

### **C03:**

#### **1.1 Case Study Analysis on Team Conflict Resolution**

Students may be given cases that analyse the situation

#### **1.2 Team Building Exercise (Virtual or In-person)**

Organise a series of team-building exercises (e.g., problem-solving challenges, trust exercises). This could include physical tasks (e.g., building a tower from limited materials) if in person. If virtual, use online collaboration tools for teamwork exercises (e.g., virtual scavenger hunt).

#### **1.3 Group Dynamics and Decision-Making: Lessons from 'Ruka Hua Faisla/12 Angry Men**

Watch the movie "Ruka hua Faisla"/12 Angry Men on group decision-making and prepare an assignment identifying key concepts and theories.

## **1.4 Quizzes/Exams:**

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For testing CO-based learning domains.

## **CO4**

### **4.1 Leadership Style Inventory & Reflection**

Let students take one or more online Leadership Style Inventory assessment tests and prepare a reflective assessment that discusses their leadership style.

### **4.2 Essay on leadership style of eminent personalities (Individual/Group 3-5 students)**

Select a well-known leader from any domain (business, politics, sports, social activism, etc.). Research the leader's life and achievements, focusing on their leadership strategies and techniques.

*Presentation can be conducted for this assignment (Group)*

### **4.3 Exams:**

For testing CO-based learning domains.

## **ASSESSMENT**

### **Continuous Comprehensive Assessment (CCA) - Maximum Marks: 30**

Sl. No	Component	Activity	Max. Marks
1	Tests/ Quizzes		10
2	Assignments/ Personality Assessment & Reflection/ Role-Playing/ Case Study Analysis/ Team Building Exercise/ Leadership Style Inventory & Reflection/ Essay on leadership style of eminent personalities/	Assessment methods specified in the syllabus	10
3	Assignments/ seminar/ viva voce/ case study analysis/ role play/ presentation	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used)	5
4	Group or individual presentation	Presentation of any of the assessment topics given in 2 and 3 above	5
Total Marks			30
(2, 3 and 4 may be done in such a way that at least one activity is given to measure each CO)			

### **End Semester Evaluation (ESE) - Maximum Marks: 70**

Sl. No	Component	Activity	Max. Marks
1	Written Examination 2 hours	Short answer (four to five sentences)  (a choice between two options for each question-answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b)).	5 X 3=15
		Short Essay  (a choice between two options for each question-answer three short essay questions, one from each pair (6a/6b, 7a/7b, and 8a/8b)).	3 X 5=15
		Long Essay  (a choice between two options for each question-answer two long essay questions, one from each pair (9a/9b, 10a/10b))	2 X 20=40
Total Marks			70

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<b>Programme</b>	<b>Bac helor in Business Administration (Honours)</b>
<b>Course Name</b>	<b>Marketing Management</b>
<b>Type of Course</b>	<b>CORE COURSE</b>
<b>Course Code</b>	MG2CCRBBA101

<b>Course Level</b>	NA					
<b>Course Summary</b>	The marketing management course is designed to help undergraduate students gain a broad, foundational understanding of the basic components of modern marketing. It will equip the students with an understanding of the Marketing Mix elements. The course is intended to introduce key principles and activities crucial to the role that marketing has in an organisation.					
<b>Semester</b>	2	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	60
		60				
<b>Pre-requisites</b>						

### COURSE OUTCOMES (CO)

CONo.	Expected Course Outcome	Learning Domains*	Annual PO No	MGU PO
CO1	Understand fundamental marketing concepts, theories, and principles; understand the role of marketing in the organisation's context.	U	1	1
CO2	Understand consumer behaviour and apply the principles of segmentation, targeting, and positioning.	A	2	8
CO3	To develop a basic marketing mix and marketing strategy	A	3	6
CO4	Understand the contemporary trends in marketing	U	3	5

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

## COURSE CONTENT

### Content for Classroom transactions (Units)

Module	Course description	Hrs	CO No.
<b>1: Fundamental marketing concepts, theories and principles</b>			<b>11 Hrs</b>
1.1	Meaning, Definition, Nature, Scope and Importance of Marketing.	5	CO1
1.2	Marketing concepts (Production Concept, Product Concept, Selling Concept, Marketing Concept, Societal Marketing Concept, Holistic Marketing Concept)	2	CO1
1.3	Marketing Environment: Micro and Macro Environment (Indian context)	2	CO1
1.4	Market and Types of market (B2C, B2G, B2B, C2C)	2	CO1
<b>2. Segmentation, Targeting and Positioning and Understanding Consumer Behaviour</b>			<b>16 hrs</b>
2.1	Segmentation, Targeting and Positioning: Concept, Levels of Market Segmentation, Basis for Segmenting Consumer Markets, Targeting and Positioning.	5	CO2
2.2	Consumer Behaviour, Consumer vs customer, Stimulus-Response Model of Consumer Behavior.	2	CO2
2.3	Factors affecting buyer behaviour-Buyer's Cultural, Social, Personal, and Psychological Characteristics (particularly in the Indian context)	4	CO2
2.4	Consumer Buying Decision Process, Traditional vs Experiential Marketing's View of Customer.	2	CO2
<b>3:Marketing Mix</b>			<b>27 hrs</b>
3.1	Product decisions: Concept of Product Life Cycle (PLC), PLC marketing strategies, Product Classification, Product Line Decision, Product Mix Decision, Branding Decisions, Packaging & Labelling, New Product Development.	11	CO3
3.2	Pricing Decisions: Determinants of Price, Pricing Methods and strategies.	3	CO3

3.4	Promotion Decisions: Factors determining promotion mix, Promotional Tools – Fundamentals of advertisement types, Sales Promotion-Types, Public Relations & Publicity and Personal Selling-importance.	8	CO3
3.5	Marketing Channel Decision: Channel functions, Channel Levels, Types of Intermediaries: Wholesalers and Retailer.	5	CO3
<b>4: Service Marketing and Contemporary Trends</b>		<b>9 hrs</b>	
4.1	Marketing of Services: unique characteristics of services, marketing strategies for service firms – 7Ps	5	CO4
4.2	Contemporary issues in Marketing, Ethics in Marketing.	2	CO4
4.3	Contemporary Trends in Marketing: E-commerce, Digital Marketing, Integrated Marketing, Guerilla Marketing, Rural Marketing, Social Marketing, Green Marketing, AI in Marketing (Introductory aspects only).	2	CO4

## References

Text Books (Latest Editions):

1. Kotler P., Keller K., et al. Marketing Management (16th edition). Pearson Education Pvt. Ltd.
2. Aaker, D. A. and Moorman Christine., Strategic Market Management: Global Perspectives. John Wiley & Sons.
3. Shainesh G. Kotler Philip, Keller Kevin, Alexander Chernev, Jagdish N. Sheth |Marketing Management. Pearson Higher Education
4. Kotler, P., Armstrong, G., and Agnihotri, P. Y. Principles of Marketing (17th edition). Pearson Education.
5. Ramaswamy, V.S. & Namakumari, S. Marketing Management: Indian Context Global Perspective (6th edition). Sage Publications India Pvt. Ltd.
6. Sheth, J. N., & Sisodia, R. S. (Eds). Does Marketing Need Reform?: Fresh Perspectives on the Future. Routledge.
7. Percy, L. Strategic Integrated Marketing Communications. Routledge.
8. Chaffey, D., & Ellis-Chadwick, F. Digital Marketing (7th edition). Pearson Higher Education.
9. Biswas A. K. Strategic Market Management: Managing Markets for profit and growth Notion Press.
10. Schmitt, B. Experiential marketing. Bilbao: Deusto.
11. Kumar, N. Marketing as Strategy: Understanding the CEO's Agenda for driving Growth and Innovation. Harvard Business Review Press.
12. Treacy, M., and Wiersema, F. The discipline of market leaders: Choose your customers, narrow your focus, and dominate your market. Basic Books.
13. Treacy, M. Double-digit Growth: How Great Companies Achieve It--No Matter what? Penguin.
14. Capon, N. The marketing mavens. Crown Business.
15. Levitt T. Marketing Myopia.

16. Hamel & Prahalad Competing for the Future
17. Peter Doyle : Value-Based Marketing
18. Forsyth, Gupta, Haldar : A Segmentation You Can Act on.
19. Daniel Yankelovich and David Meer (HBS): Rediscovering Market Segmentation
20. C. K. Prahalad : The Fortune at the Bottom of the Pyramid
21. Al Ries & Jack Trout : Positioning: The battle for your mind

### **Suggestive Assessment Activities:**

#### **C01:**

##### **1.1 Group Assignment/Presentation: (3-5 students)**

Analyse the internal and external factors influencing a chosen company's marketing environment and assess their impact on marketing strategies and business performance.

*Presentation of the same may be conducted (Group)*

##### **1.2 Group Assignment/ Presentation:**

Conduct an in-depth market analysis for a specific product, focusing on its potential for growth, and competition, within the Indian market.

*Presentation of the same may be conducted (Group)*

##### **1.3 Quizzes/Exams:**

For testing CO-based learning domains.

#### **C02:**

##### **2.1 Group Assignment/ Presentation**

Develop a segmentation, targeting and positioning strategy for a hypothetical product in the Indian market.

*Report or presentation may be conducted*

##### **2.2 Exams:**

For testing CO-based learning domains.

#### **C03:**

##### **3.1 Group Assignment**

Design a Marketing Strategy for a New Product: Develop a comprehensive marketing strategy for a new product, incorporating the (appropriate marketing mix).

*Presentation of the same may be conducted (Group)*

##### **3.2 Group Assignment**

Choose any brand of your choice and explore the different aspects of its product line (Product Line Length, Depth, Width, Consistency, and product line differentiation)

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*Presentation of the same may be conducted (Group)*

### **3.3 Group Assignment**

Branding and New Product Development: Study a company's branding strategy, including its approach to innovation and new product development.

*Presentation of the same may be conducted (Group)*

### **3.4 Retail Store Visit and Observation**

Visit a local retail outlet or an online store to observe competing brands' products, pricing, and promotion strategies. Report findings.

*Presentation of the same may be conducted (Group/ Individual)*

### **3.5 Case Study Analysis**

### **3.6 Create an advertisement for a product, service or event (video, print, role play, etc.)**

### **3.7 Quizzes/Exams:**

For testing CO-based learning domains.

## **C04**

### **4.1 Group Assignment/ Presentation**

Designing a Marketing Strategy for a New Service: Develop a comprehensive marketing strategy for a new service offering, incorporating the 7Ps (Product, Price, Place, Promotion, People, Process, Physical Evidence). Include aspects like digital marketing integration, ethical considerations, and green marketing.

*Presentation of the same may be conducted (Group)*

### **4.2 Group Assignment/ Presentation**

Suppose you are appointed as a marketing manager of a service business looking to expand online, propose digital and e-commerce marketing strategy with the help of digital marketing tools.

*Presentation of the same may be conducted (Group)*

### **4.3 Group Assignment/ Presentation**

Rural and Social Marketing: Create a marketing campaign targeting rural consumers for a social or green initiative (e.g., eco-friendly products or health education).

*Presentation of the same may be conducted (Group)*

### **4.4 Case Study Analysis**

### **4.5 Exams:**

For testing CO-based learning domains.

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## ASSESSMENT

### Continuous Comprehensive Assessment (CCA) - Maximum Marks: 30

Sl. No	Component	Activity	Max. Marks
1	Tests/ Quizzes:		10
2	Assignments/ group presentations/ Case study Analysis/ Retail store visit and report/ Advertisement creation/	Assessment methods specified in the syllabus	10
3	Assignments/ seminar/ viva voce/ case study analysis/ role play/ marketing events	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used). Marks may be allotted to students who participate in marketing events of inter collegiate competitions based on the submission of participation certificates and report.	5
4	Group or individual presentation	Presentation of any of the assessment topics given in 2 and 3 above	5
Total Marks			30
(2, 3 and 4 may be done in such a way that at least one activity is given to measure each CO)			

### End Semester Evaluation (ESE) - Maximum Marks: 70

Sl. No	Component	Activity	Max. Marks
1	Written Examination 2 hours	Short answer (four to five sentences) (a choice between two options for each question- answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).	5 X 3=15
		Short Essay (a choice between two options for each question- answer three short essay questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).	3 X 5=15

	Long Essay (a choice between two options for each question- answer one long essay questions and one case study, one from each pair (9a/9b, 10a/10b)	2 X 20=40
Total Marks		70

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<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>					
<b>Course Name</b>	<b>Business Economics</b>					
<b>Type, of Course</b>	<b>CORE COURSE</b>					
<b>Course Code</b>	MG2CCRBBA102					
<b>Course Level</b>	NA					
<b>Course Summary</b>	Business economics uses economic concepts and principles, emphasising demand and supply analysis, production and cost analysis, and different market structures, which are fundamental for further study. This course also introduces important macroeconomic concepts, which are indispensable for understanding the functioning of an economy and might affect business performance.					
<b>Semester</b>	2	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	60
		60				
<b>Pre-requisites</b>						

#### **COURSE OUTCOMES (CO)**

<b>CONo.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>Annual PO No</b>	<b>MGU PO</b>
1	Understand the fundamental concepts and principles of microeconomics and its application in business	A	1	10

2	Apply fundamental production and cost concepts to optimise resource utilisation	A	1	1
3	Understand and analyse different market structures and their influence on price and output determination	An	3	2
4	Understand a few key concepts in macroeconomics, the Indian economy and the calculation of National Income	U	4	7
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>				

## COURSE CONTENT

### Content for Classroom transactions (Units)

Module	Course description	Hrs	CO No.
<b>1: Fundamentals and Basic Elements of Microeconomics</b>		<b>30 Hrs</b>	
1.1	Economics-Meaning, definition, the Economic Problem: Scarcity and Choice, Positive and Normative, Economics, Micro-economics - meaning, Macro- economic-meaning and scope; Managerial Economics meaning, definition, significance	3	CO1
1.2	Demand-meaning and definition; Utility-total utility and marginal utility; types of demand; Law of diminishing marginal utility, assumptions, exceptions; Law of demand, assumptions, reasons, exceptions, Demand Schedule: Individual and Market Demand Curve, Determinants of Demand, Movement and Shift among Demand Curve	8	CO1
1.3	Elasticity of demand-meaning; Kinds of elasticity; Price elasticity-meaning, degree of price elasticity, factors influencing price elasticity, importance of price elasticity, measurement of price elasticity (theory only); Income elasticity - meaning, degree, uses/importance, measurement (theory only);	10	CO1
	advertisement elasticity: meaning, uses/importance of price elasticity, measurement (theory only); Cross elasticity: meaning, uses/importance, measurement (theory only)		
1.4	Supply- meaning, Supply Schedule: individual and market supply, determinants of supply, law of supply	5	CO1

<b>2: Production Function</b>			<b>12 hrs</b>
2.1	Factors of Production: Production Function, assumption, managerial uses, Laws of production: Law of Variable Proportions, assumptions reasons, Law of Returns to Scale; Isoquant curve, Isocost curve, Law of Equi-Marginal Utility, Indifference Curves	7	CO2
2.2	Cost-meaning, cost concepts; Theory of Cost- Short Run function, Long Run cost function	5	CO2
<b>3: Analysis of Market</b>			<b>10 hrs</b>
3.1	Concept of Market; Market forms- Perfect competition- meaning, features; Price and Output Determination Under Perfect Competition	7	CO3
3.2	Monopoly-meaning, features, kinds; Monopolistic Competition-meaning, features, Oligopoly-meaning, features; duopoly (meaning only); monopsony (meaning only); duopsony (meaning only); oligopsony (meaning only)	3	CO3
<b>4: Introduction to Macroeconomics</b>			<b>12 hrs</b>
4.1	A Brief Introduction of Indian Economy - Pre-and Post-Independence; Current Challenges Faced by Indian Economy; Sustainable Economic Development	4	CO4
4.2	Circular Flow of Income. Concept of GDP, GNP, NDP, NNP (At Market Price and Factor Cost), Methods of Calculating National Income	8	CO4

## References

Text Books (Latest Editions):

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

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

### **Suggestive Assessment Activities:**

#### **CO1:**

##### **1.1 Survey and report: (Individual/ Group 3-5 students)**

Select three different products or services from real life (Example: A fast-moving consumer good (e.g., soft drinks), a luxury item (e.g., smartphones), and a substitute product (e.g., two different coffee brands). For each product, observe the following (by surveying with at least 10 participants):

- Price Elasticity: How does demand change with price variations? (e.g., discounts or price hikes, I will not buy "product X" if the price increases by 10%).
- Income Elasticity: How does demand change for the product as the incomes of consumers vary? (eg: If my income increased by 20%, would you buy more of this product x)
- Cross Elasticity: How demand for one product changes with changes in the price of a substitute or complementary product. (eg, does a competitor's price change influence your decision to buy this product) Prepare a report (500-1500 words).

##### **1.2 Quizzes/Exams:**

For testing CO-based learning domains.

#### **CO2:**

##### **2.1 Assignment (Individual/ Group)**

Select a small business around you (e.g., a bakery, farm, or local shop) and:

- Identify its factors of production (land, labour, capital, entrepreneurship).
- Assess how these factors influence its production process.
- Highlight any constraints or inefficiencies faced by the business.

Prepare a case study report (500 words-1000 words) detailing the above aspects.

*Presentation can be conducted for this assignment (Group)*

##### **2.2 Quizzes/ Exams:**

For testing CO-based learning domains.

#### **CO3:**

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### 3.1 Assignment/ Presentation (Individual/ Group)

Select an industry or product that closely resembles the various forms of market. Compare the features of these market forms and observe whether the chosen examples satisfy them.

*A report may be submitted, or a presentation can be conducted for this assignment.*

### 3.2 Quizzes/Exams:

For testing CO-based learning domains.

**CO4:**

#### 4.1 Essay on India's GDP trends over the years(individual)

Using data collected from sources such as the Economic Survey of India, Reserve Bank of India (RBI) Reports, World Bank and IMF data repositories, and Research papers and articles from reputed journals and publications, write an essay/report that will help understand and analyse India's GDP trends over the years (at least 10 years), identify the key drivers of growth, and explore the challenges hindering sustainable economic development.

*Presentation can be conducted for this assignment (Group)*

#### 4.2 Quizzes/ Exams:

For testing CO-based learning domains.

## ASSESSMENT

### Continuous Comprehensive Assessment (CCA) - Maximum Marks: 30

Sl. No	Component	Activity	Max. Marks
1	Tests/ Quizzes		10
2	Assignments/ Survey/ Case Study Analysis/ Essay/ Report	Assessment methods specified in the syllabus	10
3	Assignments/ seminar/ viva voce/ case study analysis/ role play/ presentation	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used)	5
4	Group or individual presentation	Presentation of any of the assessment topics given in 2 and 3 above	5
Total Marks			30
(2, 3 and 4 may be done in such a way that at least one activity is given to measure each CO)			

### End Semester Evaluation (ESE) - Maximum Marks: 70

Sl. No	Component	Activity	Max. Marks
1	Written Examination 2 hours	Short answer (four to five sentences)  (a choice between two options for each question-answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).	5 X 3=15
		Short Essay  (a choice between two options for each question-answer three short essay questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).	3 X 5=15
		Long Essay  (a choice between two options for each question-answer two long essay questions, one from each pair (9a/9b, 10a/10b)	2 X 20=40
Total Marks			70



<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>					
<b>Course Name</b>	<b>Indian Constitution</b>					
<b>Type, of course,</b>	<b>Value Added Course</b>					
<b>Course Code</b>	MG2VACBBA100					
<b>Course Level</b>	<b>NA</b>					
<b>Course Summary</b>	<p>This course provides a distinctive perspective on the Indian Constitution by emphasizing its economic dimensions and influence on business. It explores the historical and ideological foundations of the Constitution as an economic framework, charting its evolution from post-colonial economic governance to contemporary debates. Students will investigate constitutional conflicts over land reforms, economic liberalization, and fiscal federalism, offering insights into competing economic ideologies and interests. Through case studies and legal analysis, the course examines fundamental rights related to business, the dynamics of fiscal federalism, and key constitutional issues shaping India's economic landscape</p>					
<b>Semester</b>	2	Credits			2	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	30
		30				

### COURSE OUTCOMES (CO)

CO NO	Expected Course Outcome	Learning Domains*	Annual PO No	MGU PO
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1	Understand the Indian Constitution's key features, preamble, and principles as the foundation for governance and socio-economic justice in India.	U	1	9
2	Develop the ability to critically assess the impact of fiscal policies and fundamental rights on the business landscape in India.	U	3	9
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>				

## COURSE CONTENT

### Content for Classroom transactions (Units)

Module	Course description	Hrs	CO No.
<b>1: Introduction to the Indian Constitution and Foundations of Economic Reform in Independent India.</b>			
<b>15 hrs</b>			
1.1	Introduction to the Indian constitution.	2	CO1
1.2	Salient Features of India Constitution	1	CO1
1.3	Preamble of Indian Constitution & Key Concepts of the Preamble.	2	CO1
1.4	Introduction to Economic Justice in the Constitution- Directive Principles of State Policy (DPSPs) and their economic implications	3	CO1
1.5	Economic Liberalization and Nationalization-Bank Nationalization Cases	1	CO1
1.6	Financial and Tax Reforms in the Post-Emergency Era- Taxation and Fiscal Policy	4	CO1
1.7	Fundamental Duties.	2	CO1
<b>2: Fiscal Federalism, Fundamental Rights and Business in India</b>			
<b>15 hrs</b>			
1.1	Introduction to Fundamental Rights	1	CO2
1.2	Economic Dimensions of Fundamental Rights	2	CO2
1.3	Concept of Federalism	1	CO2
1.4	Division of Financial Powers- Taxation and revenue allocation between the Centre and State	2	CO2

1.5	Fiscal Federalism and GST	1	C02
1.6	Fundamental rights vs. economic regulations (e.g., liquor bans, mining rights).	1	C02
1.7	Key regulations affecting businesses (e.g., SEBI, RBI).	1	C02
1.8	Emerging Challenges in FinTech and Artificial Intelligence. Regulatory frameworks for the digital economy	2	C02
1.9	Articles 301-307: Freedom of Trade, Commerce, and Intercourse	3	C02
1.10	Role of the Finance Commission (Article 280)	1	C02

## CASES

Rustom Cavasjee Cooper v. Union of India, (1970) 1 SCC 248

State of Rajasthan v. Mohan Lal Vyas, AIR 1971 SC 2068 (confirmation of a private monopoly, not a violation of fundamental right)

Mithilesh Garg v. Union of India, (1992) 1 SCC 168: AIR 1992 SC 221 (Right to carry on business, not breached when it is liberalised)

Chintamanrao v. The State of Madhya Pradesh, AIR 1951 SC 118 (scope of reasonable restrictions in relation to trade and occupation)

Cooverjee B. Bharucha v. Excise Commissioner, Ajmer, AIR 1954 SC 220 (the reasonableness of the restriction imposed may depend upon the nature of the business and prevailing conditions including public health and morality)

T. B. Ibrahim v. Regional Transport Authority. Tanjore, AIR 1953 SC 79

Harman Singh v. RTA, Calcutta, AIR 1954 SC 190

Dwarka Prasad Laxmi Narain v. State of U.P., AIR 1954 SC 224

State of Bombay v. R.M.D. Chamarbaugwala, AIR 1957 SC 699

Parbhani Transport Coop. Society Ltd. v. Regional Transport Authority, Aurangabad, AIR 1960 SC 801

State of Bombay v. R. M. D. Chamarbaugwala, (1957) S.C.R. 874,

G.K.Krishnan vs State of Tamil Nadu, 1975 SCC (1) 375

Automobile Transport (Rajasthan) Ltd. Vs State of Rajasthan, AIR 1962 SC 1406

## References

Text Books (Latest Editions):

1. The Oxford Handbook of the Indian Constitution, Oxford University Press.
2. "Introduction to the Constitution of India", (Students Edition.) by Durga Das Basu (DD Basu): Prentice –Hall, 2008.
3. Indian Fiscal Federalism" by Y.V. Reddy and G.R. Reddy

### **Suggestive Assessment Activities:**

#### **C01:**

##### **1.1. Assignment:**

Through this assignment, students will critically analyse how the Indian Constitution has responded to and shaped significant economic challenges and reforms, demonstrating an understanding of the interplay between constitutional principles and economic policy.

Prepare a report (1000-2000 words).

Format: Structured headings with clear, concise paragraphs. Add relevant case studies and examples to substantiate your analysis.

##### **1.2. Quizzes/Exams:**

For testing CO-based learning domains.

#### **C02:**

##### **2.1 Debate/ Panel Discussions (Group)**

Critically analyse and discuss constitutional and economic challenges posed by contemporary issues, enhancing students' analytical, communication, and teamwork skills.

##### **Topic Allocation:**

Assign specific case studies to teams or individuals:

- Banning of diesel engine cars
- Telecom regulation and ownership of broadcast media
- Demonetization
- Aadhaar and data privacy concerns
- Lifting of restrictions on cryptocurrencies

Debate: Two teams for each topic—Pro (supporting the issue) and Con (opposing it).

Panel Discussion: A moderator and 4–5 panellists per topic.

Assessment Criteria: Content Quality (40%), Communication Skills (30%), Critical Thinking (20%), Teamwork and Collaboration (10%)

##### **2.3. Quizzes/ Exams:**

For testing CO-based learning domains.

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## ASSESSMENT

### Continuous Comprehensive Assessment (CCA) - Maximum Marks: 15

Sl. No	Component	Activity	Max. Marks
1	Tests/ Quizzes:		5
2	Assignments / Essay/ Report/ Debate/Panel Discussions	Assessment methods specified in the syllabus	5
3	Assignments/ seminar/ viva voce/ case study analysis/ role play/ presentation	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used)	5
	Total Marks		15

### End Semester Evaluation (ESE) - Maximum Marks: 35

Sl. No	Component	Activity	Max. Marks
1	Written Examination 1 hour	35 Multiple Choice Questions	1 Mark Each
Total Marks			35

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<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>
<b>Course Name</b>	<b>Emerging Technologies and Applications</b>
<b>Type of Course</b>	<b>Skill Enhancement Course (SEC)</b>
<b>Course Code</b>	MG2SECBBA100

<b>Course Level</b>	NA					
<b>Course Summary</b>	To provide a comprehensive understanding of emerging technologies such as block chain, IoT, cloud computing, robotics, etc. and to develop the skill to handle data in Microsoft Excel.					
<b>Semester</b>	2	Credits			2	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	45
		15		30		
<b>Pre- requisites</b>						

### COURSE OUTCOMES (CO)

CONo.	Expected Course Outcome	Learning Domains *	Annual PO No	MGU PO
CO1	Understand foundational knowledge of emerging technologies such as blockchain, IoT, cloud computing and Industry 4.0	U	1	1
CO2	Develop basic skills to handle data in Microsoft Excel	S	4	2
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

### COURSE CONTENT

#### Content for Classroom transactions (Units)

Module	Course description	Hrs	CO No.
1:	Introduction to emerging technology	15 Hrs	

1.1	<p><b>Introduction to Cloud Computing:</b> Meaning and Definition, the evolution from traditional IT infrastructure to cloud computing, Key features; Components of Cloud Computing (Hardware, software, networks, and virtualisation &amp; Public, Private, and Hybrid Clouds);</p> <p>Importance in the Business World; challenges of adopting cloud technologies; Understand various cloud service models (IaaS, PaaS, SaaS) (concept only); key players in the cloud industry and their offerings</p>	5	CO1
1.2	<p>Industry 4.0: Meaning, Core Technologies of Industry 4.0, Benefits and challenges;</p> <p>IoT: Meaning, Components of IoT Systems, IoT in Various Industries and businesses, Benefits and challenges.</p>	5	CO1
1.3	<p>Block chain Technology:</p> <p>Fundamentals of Block chain- Financial services and digital identity – Challenges and Opportunities – Security and privacy issues – Regulatory and compliance considerations</p>	5	CO1
<b>2. Introduction to Microsoft Excel</b>			<b>30 hrs</b>

2.1	<p>Understanding key Concepts: Spreadsheet, Areas in a spreadsheet (Ribbon, Tabs, Quick Access, Name bar, Formula Bar, Toolbar), Workbook, Worksheet, Cells, Rows, Columns;</p> <p>Basic Operations: Creating a new worksheet, Renaming, Inserting, and Deleting Worksheets; Opening, saving, closing and printing workbooks; Cell selection and navigation;</p> <p>Modifying spreadsheet: cut, copy, paste data; changing row height and column width, adding, deleting and hiding/unhiding rows and columns, merge or split cells, wrap cell;</p> <p>Formatting: format numbers, cell borders, font, size, colour, alignment, orientation, indentation, using format painter; format table;</p> <p>Undo, Redo, Basic excel shortcuts keys;</p> <p>Conditional Formatting</p>	7	CO2
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2.2	<p><b>Data Management and Organization in excel:</b></p> <p>Sorting and Filtering Data (Basic only); Data Validation (Creating drop-down lists); Ensuring data consistency by restricting data types (e.g., numbers only); Using Freeze Panes</p>	6	CO2
2.3	<p><b>Working with basic mathematical operators, Excel Functions and Formulas</b></p> <p>Cell referencing: Absolute, relative and mixed referencing; Working with mathematical operators in Excel: Addition, subtraction, multiplication, and division; Sums using mathematical order of operations;</p> <p>Excel functions: <i>Arithmetic Functions</i> (Sum, Average, Max, Min, Fact, Count, Countif; Round; Sqrt; Power, Log); <i>Statistical Functions</i> (Average; Standard deviation; Mode; Median, Range), <i>Logical Functions</i> (IF, AND, OR, NESTED IF, IF AND, IF OR)</p>	10	CO2
2.4	<p><b>Data Visualization in Excel</b></p> <p>Creating Charts and Graphs: different types of charts and graph in excel;</p> <p>Create column charts (Clustered Column, Stacked Column, 100% Stacked Column),</p> <p>Bar Charts (Clustered Bar, Stacked Bar, 100% Stacked Bar),</p> <p>Pie Charts (Simple, 3D, Doughnut pie), Simple line graph</p> <p>Basic Chart Formatting: Selecting the Chart, Changing</p>	7	CO2
	<p>the Chart Type; Adding and formatting Chart elements: Chart Title, Axis, Axis Titles, legends, gridlines, data labels, chart style, colour; Modifying Axis Scale.</p>		

## References

Text Books (Latest Editions):

1. Emerging Technologies by Errol S. van Engelen
2. Internet of Things by Jeeva Jose, Khanna Book Publishing.
3. Digital Transformation: A Strategic Approach to Leveraging Emerging Technologies, Anup Maheshwari
4. Virtual & Augmented Reality by Rajiv Chopra, Khanna Book Publishing.
5. Emerging Technologies for Effective Management by Rahul Dubey, Cengage Publications.
6. IoT Fundamentals: Networking Technologies, Protocols, and Use Cases for the Internet of Things by David Hanes, Jerome Henry, Rob Barton, Gonzalo Salgueiro and Patrick Grossetete.
7. Blockchain for Business by Jai Singh Arun, Jerry Cuomo and Nitin Gaur.
8. Block Chain & Crypto Currencies by Anshul Kausik, Khanna Book Publishing.
9. Industry 4.0 Technologies for Business Excellence: Frameworks, Practices, and Applications by Edited by Shivani Bali, Sugandha Aggarwal, Sunil Sharma.

10. Blockchain, Artificial Intelligence, and the Internet of Things: Possibilities and Opportunities" by Pethuru Raj, Ashutosh Kumar Dubey, Abhishek Kumar, Pramod Singh Rathore.
11. <https://www.scribd.com/document/671869762/Microsoft-Excel-Book-2022>
12. [https://mchrddi.gov.in/group12019/Reading%20Material/IT/Adv.Excel%20-%20Handbook\(7-6-17\).pdf](https://mchrddi.gov.in/group12019/Reading%20Material/IT/Adv.Excel%20-%20Handbook(7-6-17).pdf)

### ASSESSMENT

#### Continuous Comprehensive Assessment (CCA) - Maximum Marks: 15

SL. NO	Component	Activity	Max. Marks
1	Quiz/Exams/MCQ		10
2	Lab involvement and subject knowledge		5
<b>Total Marks</b>			<b>15</b>

#### End Semester Evaluation (ESE) - Maximum Marks: 35

Sl. NO	Component	Activity	Max. Marks
2	Practical Examination 1.5 hours	Two practical questions from (module 2)  2 questions of 15 marks  5 marks for viva (module 1)	2*15=30  5 marks for viva
<b>Total Marks</b>			<b>35</b>

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>
<b>Course Name</b>	<b>Media Literacy and Critical Thinking</b>
<b>Type, of Course</b>	<b>MULTI DISCIPLINARY ELECTIVE</b>
<b>Course Code</b>	MG2MDEBBA100
<b>Course Level</b>	NA

<b>Course Summary</b>	This course equips students with essential media literacy and critical thinking skills to analyze and navigate various media forms. It covers the dynamics of media production and ownership in India, ethical and regulatory considerations, and enhances digital literacy for responsible online engagement. Through comprehensive study and practical exercises, students will learn to critically engage with media content, uncover biases, and make informed decisions in media consumption and production.					
<b>Semester</b>	2	Credits			2	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	30
		30				
<b>Pre-requisites</b>						

#### COURSE OUTCOMES (CO)

CONo.	Expected Course Outcome	Learning Domains *	Annual PO No	MGU PO
1	Demonstrate proficiency in analysing media texts and identifying implicit messages and ideologies.	U	1	1
2	Apply media literacy principles to make informed decisions about media consumption and production.	A	2	2
3	Understand the complexities of media production, distribution, and audience behaviour.	U	3	3
4	Understand the ethical standards in media content creation and consumption.	U	3	8

*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

## COURSE CONTENT

### Content for Classroom transactions (Units)

Module	Course description	Hrs	CO No.
<b>1: Foundations of Media Literacy and Critical Thinking</b>			<b>6 Hrs</b>
1.1	Core principles of media literacy and critical thinking; Definition and significance of media literacy;	2	CO1
1.2	Historical evolution within the Indian context;	2	CO1
1.3	Understanding media as a powerful communication tool and its role in shaping societal perceptions and behaviors.	2	CO1
<b>2: Deconstructing Media Texts</b>			<b>9 hrs</b>
2.1	Forms of media texts, including print, broadcast, digital, and social media;	3	CO2
2.2	Textual analysis and the deconstruction of visual media using semiotics	2	CO2
2.3	The impact of media representations on individual perceptions and societal attitudes, from relevant case studies in the Indian context.	4	CO2
<b>3: Media Consumption and Production Dynamics</b>			<b>9 hrs</b>
3.1	Dynamics of media production, distribution, and consumption in India: Influence of ownership and control structures on media content	6	CO3
3.2	Techniques for critically evaluating media content and analysing audience consumption patterns	3	CO3
<b>4: Ethics and Regulations in media</b>			<b>6 hrs</b>
4.1	Ethical and regulatory considerations inherent in media practices	3	CO4

4.2	Ethical principles in media, the regulatory framework governing media content, and the role of self-regulatory bodies in upholding ethical standards	3	C04
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**Text Books (Latest Editions):**

1. Potter, W. J. Media literacy (8th ed.). SAGE Publications.
2. Hobbs, R. Media literacy in the digital age. Routledge.
3. Halpern, D. F. Thought & knowledge: An introduction to critical thinking (5th ed.). Psychology Press.
4. Kahneman, D. Thinking, fast and slow. Farrar, Straus and Giroux.
5. Baran, S. J., & Davis, D. K. Mass communication theory: Foundations, ferment, and future (8th ed.). Cengage Learning.
6. Kahne, J., & Bowyer, B. Media literacy education in action: Theoretical and pedagogical perspectives. Routledge.
7. Barbour, K., & Marshall, J. The media literacy handbook. ASCD.
8. Bhaskar, N. K. Media laws and ethics in India. Lexis Nexis.
9. West, R., & Turner, L. H. Understanding intercultural communication: Negotiating a grammar of culture (2nd ed.). Routledge.
11. Aufderheide, P., & Jaszi, P. Reclaiming fair use: How to put balance back in copyright (2nd ed.). University of Chicago Press.
12. Hammond, J. S., Keeney, R. L., & Raiffa, H. Smart choices: A practical guide to making better decisions. Harvard Business Review Press.
13. Covey, S. R. The 7 habits of highly effective people: Powerful lessons in personal change (30th anniversary ed.) Simon & Schuster.

**Suggestive Assessment Activities:**

**C01:**

**1.1 Concept Mapping:**

Create a mind map to represent core principles of media literacy visually.

**1.2 Case Study Analysis:**

Analyse a case where students assess the role of media literacy in resolving a real- world issue.

**1.3 Assignment:**

Written assignment on topics related to the evolution of Indian print, radio, television, and digital media.

**1.4 Quizzes/Exams:**

For testing CO-based learning domains.

**C02:**

**2.1 Debate**

Debate can be organised on media-covered Indian social issues/ case studies.

**2.2 Decoding Advertisements Using Semiotics**

Select a popular advertisement (images or short video clips). Analyse the advertisement by analysing the media text/video (eg: tagline, storyline, jingle, etc.), form and medium, identifying and

analysing semiotic analysis, Cultural and Social Context/ impact analysis, analysis of likely impact of ad on consumer behaviour, critical reflection (strength and limitation)

Report may be submitted or group presentation may be conducted.

### **2.3 Quizzes/Exams:**

For testing CO-based learning domains.

**C03:**

#### **3.1 Media Portfolio:**

Collect examples of different forms of media on a socially/economically/ environmentally relevant topic (e.g., newspaper articles, TV ads and social media posts on the representation of women in media) and present a comparative analysis based on purpose, tone and message, medium-specific features, societal impact, etc.

A Poster or PowerPoint Presentation may be conducted.

#### **3.2 Film Screening and Discussion**

Screen relevant films or documentaries on a socially/economically/ environmentally relevant topic, followed by a group discussion or written review.

#### **3.3 Media Detectives (Group)**

Select a type of media (e.g., a TV show, a social media platform, a news website, a music video, YouTube shots, or Instagram reels). Become media detectives and do content analysis, audience consumption pattern and present findings;

Observe and analyse the following:

a) What messages are being conveyed? Are they explicit or implicit? b) Who is the target audience? How do you know? c) What techniques are used to grab attention (e.g., humour, fear, satire, music, colour coding, branding etc.)? d) Are there any biases or stereotypes present? e) Are there any social or political messages being conveyed? f) What emotions or reactions does it evoke in people? g) How does it influence their behaviour or beliefs?

### **3.3 Quizzes/Exams:**

For testing CO-based learning domains.

**C04:**

#### **4.1 Case Study Analysis:**

A case study analysis to help students analyse ethical issues/considerations inherent in Indian media practices

#### **4.2 Written Assignment/ Report**

Written Assignment/ Report on the regulatory framework and the self-regulatory bodies governing media content in India.

### **4.3 Quizzes/Exams:**

For testing CO-based learning domains.

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## ASSESSMENT

### Continuous Comprehensive Assessment (CCA) - Maximum Marks: 15

Sl. No	Component	Activity	Max. Marks
1	Tests/ Quizzes		5
2	Assignments / Case study/ Report/ Decoding Advertisements / Debate/ Media portfolio/ film screening/ Media Detectives	Assessment methods specified in the syllabus	5
3	Assignments/ seminar/ viva voce/ case study analysis/ role play/ presentation/ any other method	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used)	5
	Total Marks		15



**End Semester Evaluation (ESE) - Maximum Marks: 35**

Sl. No	Component	Activity	Max. Marks
1	Written Examination 1 hour	35 Multiple Choice Questions	1 Mark Each
Total Marks			35



### 3.3 - Semester III

Course Code	Title of the Course	Type	Credit	Hours/week	Hour Distribution/Week			
					L	T	P	O
MG3CCRBBA200	Human Resource Management (Business Administration)	CC	4	4	4	0	0	0
MG3CCRBBA201	Cost and Management Accounting (Business Administration)	CC	4	4	4	0	0	0
MG3CCRBBA202	Business Research Methodology (Business Administration)	CC	4	5	3	0	2	0
MG3MDEBBA200	Legal and Ethical issues in Business (Business Administration/ Business Law)	MDE	3	3	3	0	0	0
MG3SECBBA200	Entrepreneurship and Startup Ecosystem (Business Administration)	SEC	4	5	3	0	2	0
MG3VACBBA200	Disaster Management (Business Administration)	VAC	2	4	0	0	4	0
			<b>21</b>	<b>25</b>				

### 3.4 - Semester IV

MG4CCRBBA200	Business environment and public policy (Business Administration)	CC	4	4	4	0	0	0
MG4CCRBBA201	Financial Management (Business Administration)	CC	4	4	4	0	0	0
MG4CCRBBA202	Operations Management (Business Administration)	CC	4	4	4	0	0	0
MG4CCRBBA203	Industrial Relation (Business Administration)	CC	4	4	4	0	0	0

MG4VACBBA200	Management Information Systems and Applied Data Analysis (Computer Application/Business Administration)	VAC	4	5	3	0	2	0
MG4SECBBA200	Statistics for Business (Statistics/ Business Administration)	SEC	3	4	2	0	2	0
	<b>Instruction for Internship</b>		<b>23</b>	<b>25</b>				

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>					
<b>Course Name</b>	Human Resource Management					
<b>Type of Course</b>	CORE COURSE					
<b>Course Code</b>	MG3CCRBBA200					
<b>Course Level</b>	NA					
<b>Course Summary</b>	<p>Human Resource Management course will deal with HR policy, and HR Function in detail. HR planning, HRD, HR career Management, Performance, compensation and global HRM will be integral part of this course. Industrial relations, compliance and employment relations, HR analytics and Use of AI in HRM to reimagine HR Processes are the content of the course.</p> <p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. The course will enable students to understand how HR plays a functional role, needed for organizational effectiveness and management.</li> <li>2. Understand the difference between functional and strategic role of HR</li> <li>3. Students will analyse the need for HR planning, Innovation, use of technology, and sector specific HR needs</li> <li>4. Understand the innovation in HRM and best practices</li> </ol>					
<b>Semester</b>	<b>3</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	<b>Learning Approach</b>	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
<b>Pre-requisites, if any</b>	NA					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No:
1	Explain how Functional HRM contributes in organizational management	U	1

2	Analyze all HR Functions like recruitment selection, performance management, compensation benefit, Training and Development and Career Management/Talent Management	An	2
3	Analyse the concept of Engagement, Performance, compensation management	An	10
4	Apply HR analytics, HR with innovation	A	5

## COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1: Introduction</b>		<b>0 Hrs</b>	
1.1	Human Resource Management— Definition, Nature, and Scope of HRM; HRM policies, HRM vs. Personnel Management	3	CO1
1.2	Objectives and Functions of HRM, Role of HR Manager	5	CO1
1.3	HRM in globally competitive environment; strategic human resource management- meaning, need.	2	CO1
<b>2: Plan, Acquire, Develop, Career Management</b>		<b>24 Hrs</b>	
2.1	Human Resource Planning; Job Analysis: Job Description and Job Specification, Recruitment Process and Sources, Selection Process, Interview Techniques, Placement and Induction	10	CO2
2.2	Importance of Training, Training Needs, Methods of Training, Management Development Programs, Evaluation of Training Effectiveness	8	CO2
2.3	Employee life cycle approach, Managing the GIG employees and Virtual employees and team	6	CO2
<b>3: Engagement, Performance, compensation management</b>		<b>13 Hrs</b>	
3.1	Concept and Purpose of Performance Appraisal, Appraisal Methods, Challenges in Performance Appraisal.	8	CO3

3.2	Components of Compensation, Wage and Salary Administration, Incentives and Benefits, Pay- for- Performance.	5	CO3
<b>4: Technology, HR Analytics, Innovation</b>		<b>13 Hrs</b>	
4.1	Concepts of Human Resource Information System and HR Analytics.	4	CO4
4.2	Human Resource Management in Small and Medium Enterprises; Human Resource Management in the Service Sector, Diversity, Equity and Inclusion.	5	CO4
4.3	Workplace Wellness, sustainability goals and HRM, Green HRM and challenges.	4	CO4

## References

### Text Books (Latest Editions):

1. Rao, V.S.P: Human Resource Management: 4th Edition,: Pearson Education
2. Subba Rao, P, Personnel and Human Resource Management, 3rd Edition, Himalaya Publishing House
3. Aswathappa, K., Human Resource Management: Text and Cases, 7th Edition, McGraw-Hill Education
4. Pareek, Udai, Human Resource Management: A Contemporary Text, 2nd Edition, Oxford University Press
5. Bhattacharyya, Dipak Kumar, Human Resource Management, Excel Books, New Delhi

### Suggestive Assessment Activities:

#### CO1:

##### 1.1 Quizzes/Exams:

For testing CO-based learning domains.

##### 1.2. HR Policy Creation

Students will create a comprehensive HR policy manual covering areas like recruitment, performance evaluation, employee benefits, and diversity and inclusion for a fictional organisation.

Presentation can be conducted for this assignment (Group).

##### 1.3 Group Debate on HR Issues

Organize a debate on a controversial HR topic (e.g., the role of AI in recruitment, work-from-home policies). Students will research their topics and present their arguments.

**C02:**

### **2.1. Exams: For testing CO-based learning domains.**

### **2.2 Compensation and Benefits Design**

Students will design a compensation and benefits package for employees at a fictional company, considering factors such as industry standards, employee retention, and budget.

**C03:**

### **3.1 Quizzes/Exams:**

For testing CO-based learning domains.

### **3.2 Case Study Analysis**

Provide a case study where students must identify HR challenges, propose solutions, and justify their decisions using HR theories and models. Students can present their findings in a report or PowerPoint format.

### **3.3 Role Play and Reflection – Pay-for-Performance Debate**

Students can form groups and assign roles: HR Manager, Employee, Union Leader, CEO, etc. Each group prepares for a mock discussion on implementing a pay-for-performance system. Conduct the role play in class or record it. After the role play, each student submits an individual reflection on:

- Their role and viewpoint
- Key arguments for and against P4P
- Their final opinion on the effectiveness of P4P systems
- Submit 2-page individual reflection paper/presentation

### **3.4 Compensation Case Study Analysis**

Prepare a case study (fictional or real) in groups involving a compensation-related dispute (e.g., gender pay gap, incentive dispute, executive overpayment).

Analyze the situation using the following framework:

- Background and problem
- Stakeholders involved
- Compensation structure and what went wrong
- Legal/ethical implications
- Your recommendations to resolve the issue

**C04**

### 1.1 Exams:

For testing CO-based learning domains.

### 1.2 Diversity and Inclusion Action Plan

Ask students to develop an action plan to improve diversity and inclusion at a fictional organization, including specific initiatives, timelines, and measurable goals.

### 1.3 HRIS Implementation Plan for an SME

Digital HR for SMEs: Designing a Simple HRIS Framework.

Choose a local SME or create a hypothetical one with up to 100 employees.

Prepare a proposal outlining:

- Key HR functions to be digitized (e.g., leave, attendance, payroll, performance tracking)
- Proposed HRIS software or custom design features
- Cost considerations and scalability
- Benefits and possible challenges (e.g., lack of IT expertise, budget) • Include a flowchart of how the HRIS will work.

## ASSESSMENT

### Continuous Comprehensive Assessment(CCA) - Maximum Marks: 30

Sl. NO	Component	Activity	Max. Marks
1	Tests/ Quizzes		10
2	HR Policy Creation / /Group Debate on HR Issues / Compensation and Benefits Design Employee Engagement Survey	Assessment methods specified in the syllabus.	10
3	Assignments/ seminar/ viva voce/ case study analysis/ role play/ presentation	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used).	5
4	Group or individual presentation	Presentation of any of the assessment topics.	5
<b>Total Marks</b>			<b>30</b>

### End Semester Assessment (ESE) Maximum Marks: 70

Sl. NO	Component	Activity	Max. Marks
2	<b>Written Examination</b>	Short answer (four to five sentences) (a choice between two options for each question- answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).	5x3=15
		Short Essay (a choice between two options for each question- answer three short essay questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).	3x5=15
		Long Essay (a choice between two options for each question (9a/9b)	1 x 20=20
		Compulsory Case study (10 a.)	1 x 20=20
		<b>Total Marks</b>	<b>70</b>

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>
<b>Course Name</b>	Cost and Management Accounting
<b>Type of Course</b>	CORE COURSE
<b>Course Code</b>	MG3CCRBBA201
<b>Course Level</b>	NA

<b>Course Summary &amp; Justification</b>	<p><b>Course Description:</b></p> <p>This course introduces students to the fundamental principles, techniques, and tools of Cost and Management Accounting that is essential for effective managerial decision-making. It focuses on cost concepts, cost classifications, and cost sheet preparation to build a base in cost accounting. Learners are equipped to analyse financial statements using comparative, common-size, and trend analysis techniques. The course further deepens financial analytical skills by studying various ratios. Students also explore essential management accounting tools such as marginal costing, budgetary control, and cash and fund flow statements, with an emphasis on their application in business scenarios. By the end of this course, students will develop the ability to interpret financial data and apply accounting tools in decisions making.</p> <p><b>Course Objectives:</b></p> <ul style="list-style-type: none"> <li>• To develop a foundational understanding of cost and management accounting, including the nature, functions, tools, and distinctions among financial, cost, and management accounting.</li> <li>• To equip students with the ability to analyse financial statements using tools such as comparative and common- size statements.</li> <li>• To apply ratio analysis techniques for evaluating a company's liquidity, solvency, turnover, and profitability with practical problem-solving.</li> <li>• To enable students to interpret financial ratios effectively, identify trends in business performance, and apply them</li> </ul>					
	<p>to propose financial strategies that enhance organisational performance.</p> <ul style="list-style-type: none"> <li>• To understand key tools of management accounting like marginal costing, break-even analysis, budgeting, and cash and fund flow analysis for decision-making and financial planning.</li> </ul>					
<b>Semester</b>	3	<b>Credits</b>		4	<b>Total Hours</b>	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	

		4	0	0	0	60
<b>Pre-requisites</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No:
CO1	Understand the fundamental concepts cost and management accounting, understand and apply the structure of cost elements and cost sheets.	A	1,
CO2	Analyse financial performance using comparative, common-size, and trend analysis techniques.	An	1,2
CO3	Analyse various financial ratios to assess a company's liquidity, solvency, efficiency, and profitability.	An	1,2
CO4	Understand the role of management accounting tools such as marginal costing, budgeting, cash flow and fund flow statements and apply marginal costing tools and cash budgeting to support managerial decision-making	U	3

### COURSE CONTENT

#### Content for Classroom transactions (Units)

Module	Course description	Hrs	CO No.
<b>1: Introduction to Cost and Management Accounting</b>			<b>13 Hrs</b>
1.1	Costing: Meaning; Cost Accounting: Meaning, Definition, Objectives, Scope, Advantages, Limitations; Cost, Expense, Loss, Cost centres, Cost unit, Cost Concepts, Cost classification.	2	CO1

1.2	Elements of cost, Prime Cost, Overhead costs, Total Cost, expenses excluded from cost accounts, Cost sheet: Meaning, Definition, Advantages, Format and Components, Preparation (Problems).	5	C01
1.3	Management Accounting: Meaning, Definition, Nature, Features, Scope, Objectives, Functions, Tools and techniques of management accounting, Advantages and Limitations, Relationship and differences between Cost accounting, Management accounting and Financial Accounting.	6	C01
<b>2. Financial Statement Analysis: Comparative and Common Size Analysis</b>			<b>12 hrs</b>
2.1	Meaning of Financial Statement Analysis, Objectives, Benefits and limitations, Types of financial analysis, Tools or methods of financial analysis.	3	C02
2.2	Comparative Income Statements and Balance Sheets (including Problems).	4	C02
2.3	Common Size Income Statements and Balance Sheet analysis (including Problems), Trend Analysis- meaning and importance.	5	C02
<b>3: Financial Statement Analysis: Ratio Analysis</b>			<b>22 hrs</b>
3.1	Ratio Analysis- meaning of ratios, meaning and definition of ratio analysis, Importance, Objectives, Benefits and limitations of Ratio Analysis, Various	2	C03
	Classifications of Ratios.		
3.2	Understanding, importance and interpretation of ratios: Liquidity Ratios (Current Ratio, Liquid Ratio, Cash Ratio) (Theory and Problems).	4	C03
3.3	Understanding, importance and interpretation of ratios: Solvency Ratios (Debt-Equity Ratio, Proprietary Ratio, Interest Coverage Ratio). (Theory and Problems).	4	C03

3.4	Understanding, importance and interpretation of ratios: Activity/ Turnover) Ratio (Inventory Turnover, Receivable Turnover, Payable Turnover, Net assets Turnover, Fixed assets Turnover, and Working capital Turnover) (Theory and Problems).	6	C03
3.5	Understanding, importance and interpretation of ratios: Profitability Ratios (Gross profit ratio, Operating ratio, Operating profit ratio, Net profit ratio, Return on Investment (ROI) or Return on Capital Employed (ROCE), Return on Net Worth (RONW), Earnings per share, Price earnings ratio.) (Theory and Problems).	6	C03
<b>4. Other tools of management accounting</b>		<b>13 hrs</b>	
4.1	Meaning of Marginal cost; Marginal Costing: Meaning and definition, Applications in business decision- making, Cost Volume Profit Analysis: meaning, Fixed vs Variable Costs, Contribution: meaning and calculation, Marginal Cost Equation (problems). Break Even Analysis: Meaning and Importance (including concepts of Break-even point and chart) (simple problems).	5	C04
4.2	Meaning of Budget; Budgetary Control: meaning, importance, limitations, Objectives, Functions of Budgets, Steps in budgetary control. Advantages and limitations, Types of budgets: Meaning, Advantages and Disadvantages of Cash Budget, Fixed Budget, Flexible Budget, Sales Budget, Production Budget, Master Budget, Zero-Based Budgeting, Activity-Based Budgeting, (theory only).	4	C04
4.3	Understanding other management accounting tools: Cash Flow Statement (theory only): meaning and	4	C04
	importance, sources of cash flow (Operating, Investing activities and Financing activities), Fund Flow Statement: meaning and importance; Distinction between cash flow and fund flow statement.		

## References

Text Books (Latest Editions):

- Arora, M. N. Cost and Management Accounting, New Delhi: Himalaya Publishing House.
- Saxena, V. K., & Vashist, C. D. (2024). *Cost Accounting* (8th ed.). Sultan Chand & Sons.
- Khan, M. Y., & Jain, P. K. (2021). *Management Accounting* (8th ed.). McGraw Hill Education.
- Jain, S.P., & Narang, K.L. Cost Accounting. Principles and Practice, New Delhi: Kalyani Publishers.
- Kishor, R.M. Cost and Management Accounting. New Delhi: Taxman Allied Services.
- Pillai, R.S.N, Bagavathi, V., Cost Accounting. New Delhi: Sultan Chand.
- Arora, M.N. Management Accounting, New Delhi: Himalaya Publishing House
- Lal, J. Srivastav, Seema., Singh, Manisha. Cost Accounting: Test, Problems and Cases, New Delhi: Tata McGraw Hill Education
- Maheshwari, S. N., Maheshwari, S. K., & Maheshwari, S. K. (2022). *A Textbook of Accounting for Management* (5th ed.). Vikas Publishing House.

### **Suggestive Assessment Activities:**

#### **C01:**

##### **1.1. Assignment/Presentation:**

Written Assignments or presentations (individual/ group) based on various topics from the module

##### **1.2. Practical Problems based on Cost Sheet Preparation:**

Problems based on preparing a cost sheet, identifying various elements of cost.

##### **1.3. Quizzes/Exams**

For testing CO-based learning domains.

#### **C02:**

##### **2.1 Comparative and Common-Size Statements Analysis based on any listed company for two consecutive years.**

Students to collect the financial statements of a listed company for two consecutive years and prepare Comparative Income Statement and Balance Sheet and Common-Size Statements. Analyse and Interpret the results. Submit a written/ printed report.

##### **2.2. Exams**

For testing CO-based learning domains.

#### **C03:**

##### **3.1 Ratio Analysis based on any one/two listed company(ies)**

Collect the financial statements of any one/ two listed company(ies) from any sector of choice and conduct ratio analysis based on various ratios. Analyse and interpret the results. Submit a written/ printed Report.

*Presentation of the same may be conducted (Individual/ Group)*

### 3.2. Practical Problems based on Analysis and Interpretation of various ratios

Practical Problems based assignments based on Ratio Analysis.

### 3.3. Quizzes/Exams

For testing CO-based learning domains.

### C04

#### 4.1. Assignment/Presentation

Written Assignments or presentations (individual/ group) based on various topics from the module

#### 4.2. Practical Problems based on Marginal Costing and cash budget

Problems based on preparing a cost sheet, identifying various elements of cost.

#### 4.3 Exams

For testing CO-based learning domains.

### ASSESSMENT

#### Continuous Comprehensive Assessment (CCA) - Maximum Marks: 30

Sl. No	Component	Activity	Max. Marks
1	Tests/ Quizzes:		10
2	Assignments/ group presentations/	Assessment methods specified in the syllabus.	10
3	Assignments/ seminar/ viva voce/ case study analysis/	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used).	10
Total Marks			30
(2 and 3 may be done in such a way that at least one activity is given to measure each CO)			

**End Semester Assessment (ESA) - Maximum Marks: 70**

Sl. No	Component	Activity	Max. Marks
1	Written Examination 2 hours	Very short answer (one word, phrase or sentence).  a choice between two options for each question- answer five very short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).	5*3=15
		Short Essay  a choice between two options for each question- answer three short essay questions, one from each pair (6a/6b, 7a/7b and 8a/8b).	3*5=15
		Long Essay  a choice between two options for each question- answer two long essay questions, one from each pair (9a/9b and 10a/10b).	2*20=40
Total Marks			70

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>
<b>Course Name</b>	Business Research Methodology
<b>Type of Course</b>	CORE COURSE
<b>Course Code</b>	MG3CCRBBA202
<b>Course Level</b>	NA

<b>Course Summary</b>	<p>Business Research Methodology provides an in-depth understanding of the fundamental concepts and applications of research methods in business. This course covers various research designs, data collection methods, statistical techniques, and the process of writing research reports. Through this curriculum, students will develop the skills required to design sound research, effectively collect and analyse data, and communicate research findings comprehensively.</p> <p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To grasp the fundamentals of research methodology and apply them in various research or project works.</li> <li>2. To identify and utilize appropriate research methods aligned with research objectives.</li> <li>3. To master the techniques of data collection, editing, and analysis to prepare for advanced studies and professional requirements.</li> <li>4. To learn the intricacies of interpreting data and writing comprehensive research reports.</li> </ol>					
<b>Semester</b>	<b>3</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	<b>Learning Approach</b>	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
<b>Pre-requisites, if any</b>	NA					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No:
1	To grasp the fundamentals of research methodology	U	2
2	To identify and utilize appropriate research methods aligned with research objectives.	U	2

3	To master the techniques of data collection, editing, and analysis to prepare for advanced studies and professional requirements.	A	1
4	To learn the intricacies of interpreting data and writing comprehensive research reports.	A	4

## COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1: Introduction</b>		<b>7 Hrs</b>	
1.1	Introduction to Research, history, evolution.	1	CO1
1.2	Types of scientific inquiry and research- Fundamental, Pure or Theoretical Research Applied Research, Descriptive Research, Evaluation Research, Experimental Research, Survey Research, Qualitative Research, Quantitative Research, Historical Research.	2	CO1
1.3	Ethical considerations in research, process of research, characteristics and components of good research work.	4	CO1
<b>2: Formulating the Research Problem</b>		<b>14 Hrs</b>	
2.1	Formulate research problems-Selecting and analysing the research problem, problem statement formulation, formulation of hypothesis.	5	CO2
2.2	Conduct literature reviews- purpose, sources, and importance - literature review procedure.	5	CO2
2.3	Develop research questions and objectives, process of creating effective research designs- Exploratory, Descriptive, Casual research Design, Components of research design.	4	CO2
<b>3: Measurement and Data Collection</b>		<b>15 Hrs</b>	

3.1	Variables in Research, Measurement and scaling- Different scales, Construction of instrument, Validity and Reliability of instrument.	4	CO3
3.2	Data Collection methods - primary and secondary data	3	CO3
3.3	Construction of questionnaire and instrument - validation of instruments, interviews, and observations.	5	CO3
3.4	Sample size determination - Sample design and sampling techniques.	3	CO3
<b>4: Data Analysis and Interpretation</b>			<b>9 Hrs</b>
4.1	Processing of Data: Editing of Data, Coding of Data, Classification of Data.	2	CO4
4.2	Qualitative vs Quantitative data analyses, Univariate, Bivariate and Multivariate statistical techniques.	3	CO4
4.3	Research report, Different types, Contents of report, executive summary, chapterization, contents of chapter, Report writing- Layout of the Research Report, Precaution for Writing Research Reports, Referencing styles and bibliography	4	CO4
4.4	Practical assessment specified in the syllabus	30	CO2 CO3 CO4

## References

### Text Books (Latest Editions):

Textbooks and (Latest Edition):

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

### Practical Assessment:

### Mini Research Project (Individual or Pair Work)

- Task: Students design and execute a small research study on a business-related topic (e.g., consumer buying behavior, employee satisfaction, online shopping trends) and prepare a report.
- Submit a 15- 20 page research report containing:
  - Title, Introduction, Objectives
  - Review of Literature (brief)
  - Hypothesis
  - Methodology (sampling, tools)
  - Data collection and analysis (statistical method)
- A detailed presentation explaining their approach, tool used, challenges faced, and key findings.
- Viva can be individual or in small groups.

### ASSESSMENT

#### Continuous Comprehensive Assessment(CCA) - Maximum Marks: 30

Sl. NO	Component	Activity	Max. Marks
1	Tests	For testing CO-based learning domains	10
2	Mini project	Assessment methods specified in the syllabus	15
3	Group or individual presentation with viva voce	Presentation of project report	5
<b>Total Marks</b>			<b>30</b>

#### End Semester Assessment(ESE) Maximum Marks: 70

Sl. NO	Component	Activity	Max. Marks
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2	<b>Written Examination 2 Hrs</b>	<p>Short answer (four to five sentences) (a choice between two options for each question-answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).</p> <p>Short Essay (a choice between two options for each question- answer three short essay questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).</p> <p>Long Essay (a choice between two options for each question-answer two long essay questions, one from each pair (9a/9b, 10a/10b)</p>	<p>5x3=15</p> <p>3x5=15</p> <p>2x20=40</p>
<b>Total Marks</b>			<b>70</b>

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>					
<b>Course Name</b>	Legal and Ethical Issues in Business					
<b>Type of Course</b>	MDE					
<b>Course Code</b>	MG3MDEBBA200					
<b>Course Level</b>	NA					
<b>Course Summary</b>	<p>This course provides a comprehensive exploration of the key legal concepts, regulations, and ethical dilemmas that businesses face across various sectors. Through lectures, case studies, and interactive discussions, students will develop the ability to critically analyse legal scenarios and ethical issues and make informed decisions that align with both legal requirements and ethical business practices.</p> <p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. The course aims to provide students with the understanding of key legal and ethical issues in the business context of India</li> <li>2. The course will help students analyse ethical dilemmas in business decisions</li> <li>3. The course will help the students understand the legal and regulatory aspects of business ethics that concern the financial, competitive and charitable responsibilities of organisations.</li> </ol>					
<b>Semester</b>	<b>3</b>	<b>Credits</b>			<b>3</b>	<b>Total Hours</b>
<b>Course Details</b>	<b>Learning Approach</b>	Lecture	Tutorial	Practical	Others	
		3	0	0	0	
<b>Pre-requisites, if any</b>	NA					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>MGU PO</b>
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1	Gain a foundational perspective on business law, including contracts, obligations, along with their significance in business operations.	U	1
2	Explore the legal dimensions of sales contracts, leases, and negotiable instruments in the context of business transactions and responsibilities.	A	1
3	Develop insights into ethical practices and social responsibility in business, emphasizing Indian legal and cultural settings.	U	6

### COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1. Introduction to Business Law</b>		<b>20 Hrs</b>	
1.1	Business law – definition, scope, importance of understanding the role of law in business.	4	CO1
1.2	Elements of a contract – offer and acceptance, consideration, contractual capacity; Essentials of a valid contract.	8	CO1
1.3	Types of contracts; Performance obligations; Types of contract breaches and remedies;	8	CO1
<b>2. Sales and Leases</b>		<b>15 Hrs</b>	
2.1	Formation of Sales Contract: Contracts for Leasing Goods, Title and Risk of loss, Performance and remedies	6	CO2
2.3	Introduction to Negotiable Instruments, Negotiability, Negotiation and Holders in due course; Liability and discharge	9	CO2
<b>3 Introduction to Business Ethics</b>		<b>10 Hrs</b>	
3.1	The definition and importance of business ethics, business ethics in the Indian context; Benefits of Ethical Conduct in Business.	6	CO3
3.2	Issues related to Business Ethics in marketing, finance & human resource functions.	4	CO3

### References

#### Text Books (Latest Editions):

1. Tulsian, P. C. Business and Corporate Laws. S. Chand Publishing.
2. Fernando, A.C. Business Ethics and Corporate Governance. Pearson
3. Bayern, S. Business Law Beyond Business. J. Corp. L., 46, 521.
4. Sundar K. Business Ethics and values, Chennai Vijay Nicole Imprints Pvt Ltd 2019.

5. Tulsian, P. C. *Business Law*. Tata McGraw-Hill Education.

### **Other References:**

1. Ratan Tata: Ethical Leadership| By: Ashok K. Dua, Sumita Rai| Ivey Publishing| <https://hbsp.harvard.edu/product/W17258-PDF-ENG>
2. [www.scroll.in/tag/competition-commission-of-India](http://www.scroll.in/tag/competition-commission-of-India)
3. Mascarenhas, A. J. O. et al. (2019). *J.R.D. Tata: Orations on Business Ethics*. Rupa Publications India
4. Holloway, J. E. (2023). The Foundation of the Theory of Law and Business. *Am. U. Bus. L. Rev.*, 12, 51.
5. Laasch, O. (2022). *Principles of Management*. Sage Textbook

### **Suggestive Assessment Activities:**

#### **CO 1**

- 1.1. Case Study Analysis-** Students will be given real or hypothetical business contract cases involving offer, acceptance, or breach. They will analyse the case facts, identify key legal elements, and present the legal outcome based on contract law principles. (Individual or group written report or presentation.)
- 1.2. Contract Drafting Exercise-** Students will draft a basic business contract (e.g., service agreement, lease agreement) incorporating essential elements like offer, consideration, and capacity. (Individual submission)
- 1.3. Group Debate: Role of Law in Business-** Organise a classroom debate on topics such as "Business law promotes fair trade vs. Business law restricts entrepreneurial freedom."
- 1.4. Quizzes/Exams:** For testing CO-based learning domains.

#### **CO 2**

##### **2.1. Role Play: Sales Contract Formation**

Students will perform a role play simulating the negotiation and formation of a sales or lease contract between a buyer and a seller. (Group activity)

- 2.3. Presentation: Negotiable Instruments and Holders in Due Course-** Prepare a short presentation explaining key features of negotiable instruments and the concept of "holder in due course," using examples like cheques or promissory notes. (Individual or pair presentations.)
- 2.4. Quizzes/Exams:** For testing CO-based learning domains.

#### **CO3**

- 3.1. Reflection Essay on Ethical Conduct in Business-** Students write a reflective essay on the role of ethics in business success, with examples from Indian companies.

**3.3. Group Discussion: Ethical Dilemmas in Business Functions-** Students participate in a moderated group discussion on case-based ethical dilemmas in marketing (e.g., false advertising), finance (e.g., insider trading), or HR (e.g., biased recruitment). (Group activity and individual report submission)

**3.4. Quizzes/Exams:** For testing CO-based learning domains.

### ASSESSMENT

#### Continuous Comprehensive Assessment (CCA) - Maximum Marks: 25

Sl. NO	Component	Activity	Max. Marks
1	Tests/ Quizzes		10
2	Role Play/ Assignment/ Reflection Essay on Ethical Conduct in Business/ Case Study/	Assessment methods specified in the syllabus	5
3	Case Study/ Contract Drafting Exercise/ Group Discussion/ Group Debate/ Assignment/	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used)	5
4	Group or individual presentation	Presentation of any of the assessment topics given	5
<b>Total Marks</b>			<b>25</b>

#### End Semester Assessment (ESE) Maximum Marks: 50

Sl. NO	Component	Activity	Max. Marks
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1	<b>Written Examination</b>	Long Essay (a choice between two options for each question- answer five long essay type answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).	5x10=50
<b>Total Marks</b>			<b>50</b>

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>					
<b>Course Name</b>	Entrepreneurship and Startup Ecosystem					
<b>Type of Course</b>	SEC					
<b>Course Code</b>	MG3SECBBA200					
<b>Course Level</b>	<b>Course Objectives:</b>					
<b>Course Summary</b>	<ol style="list-style-type: none"> <li>1. To understand the concept of entrepreneurship and identify the dimensions and resources required to establish a start-up</li> <li>2. To understand different type of finances available and financing methods</li> <li>3. To be able to draft business plans on an identified idea</li> <li>4. To understand the nuances of operating a startup – low budget marketing, stabilizing operations, build a team from scratch and scaling the business</li> <li>5. To know what a Family Business is and how is it different from Entrepreneurship</li> </ol>					
	<b>Semester</b>	<b>3 Credits</b>				<b>4</b> Total Hours
<b>Course Details</b>	<b>Learning</b>	Lecture	Tutorial	Practical	Others	75
	<b>Approach</b>	3	0	1	0	
<b>Pre-requisites, if any</b>	NA					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No:
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1	To understand Entrepreneurship and its types.	U	5
2	Be able to identify a business opportunity and translate it into a viable business model.	An	6
3	To identify the various sources of finance for a new venture and role of central and state government in promoting entrepreneurship.	U	9
4	Identify the elements of the Indian entrepreneurship ecosystem and evaluate the impact of government schemes and policies on the startup ecosystem.	E	9

## COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1: Introduction to Entrepreneurship</b>		<b>22Hrs</b>	
1.1	Concept of entrepreneur, definition of entrepreneur, characteristics, Functions of an Entrepreneur-entrepreneurial function, promotional function, managerial function and commercial function, Competencies of an entrepreneur	5	CO 1
1.2	Concept and Definition of entrepreneurship, Process of Entrepreneurship, Myths of Entrepreneurship, Role of Entrepreneurship in Economic Development, barriers to entrepreneurship- environmental barrier and personal barrier.	6	CO 1
1.3	Classification of Entrepreneurs- Innovative Entrepreneur, Imitative Entrepreneur, Fabian Entrepreneurs, Drone Entrepreneurs, accidental entrepreneur, Other Categories of Entrepreneurs.	6	CO 1
1.4	Women Entrepreneurship, challenges of women entrepreneurs, Social Entrepreneurship, who is a social entrepreneur-characteristics- Intrapreneurship - concept.	5	CO 1

<b>2: Evaluating Business opportunity and business plan</b>			<b>24 Hrs</b>
2.1	Elements of a business opportunity, exploring opportunities in the environment- environment scanning, analysis of environment,	4	C02
2.2	idea generation, ways to generate ideas, sources of ideas, transforming idea into opportunities, idea and opportunity assessment, misconceptions, need for evaluating ideas	4	C02
2.3	Business Plan- formats of business plan, preparation of a business Plan, elements, understand the concept of Business Plan, reasons for success and failure of Business Plan,	8	C02
2.4	Feasibility study, types, features, outline of feasibility study. Formalities and procedures in registration of a business - Regulatory norms and legal aspects	8	C02
<b>3: Building Blocks of starting ventures</b>			<b>8 Hrs</b>
3.1	Preparing for the new venture launch, New venture expansion strategies- Venture Capital and Angel Investment, Sources of Venture Funding available in India, Importance and Benefits, Sources of Investment.	5	C03
3.2	Introduction to various incentives, subsidies and grants, Institutions supporting the small business enterprises: Central level institutions, state level institutions, other agencies	3	C03
<b>4 : Start-up Ecosystem</b>			<b>6 Hrs</b>
4.1	Know the components of the start-up ecosystem including Government, Universities, Incubators, Accelerators.	2	C04
4.2	Ease of Doing Business: indicators, India and Ease of Doing Business Recent Start- up Policy of India: Important provisions of the policy	2	C04
4.3	Know various govt. schemes like Start-up India, Digital India, MSME, Stand Up India, Make in India, Atal Innovation Mission (AIM), NewGen IEDC, Single Point registration scheme, Multiple Grant Scheme.	2	C04
			<b>C01,</b>

5. Practical Component given in the syllabus	15	CO2, CO3, CO4
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## References

### TEXT BOOKS (Latest Editions)

1. S.S. Khanka, Entrepreneurship Development, S.Chand Publications, New Delhi.
2. Nafees A. Khan, Fundamentals of entrepreneurship, Anmol Publications, New Delhi.
3. E. Gordon & K. Natarajan, Entrepreneurship Development, Himalaya Publications
4. Vasant Desai, Fundamentals of Entrepreneurship and Small Business Management, Himalaya Publications
5. Startup India Learning Program by Start Up India available at [www.startupindia.gov.in](http://www.startupindia.gov.in)
6. Entrepreneurship, Rajeev Roy, Oxford University Press
7. Entrepreneurship: Successfully Launching New Ventures by R. Duane Ireland Bruce R. Barringer, Pearson Publishing
8. Andrew Zacharakis, WiliamBygrave, and Andrew Corbett, Entrepreneurship, 4th Edition, Wiley, 2016.
9. Anish Tiwari , “Mapping the Startup Ecosystem in India”, Economic & Political Weekly

### Suggested readings:

Family Business Management by Rajiv Agarwal, Sage Publishing

Ramachandran, K, Indian Family Businesses: Their survival beyond three generations, ISB Working Paper Series

### E resources: The start-up

Guide <https://www.startupindia.gov.in/content/sih/en/reources/knownledge-bank.html>

### Practical Component

Entrepreneurial Diary – A Journey from Idea to Impact

As part of this course in experiential entrepreneurship, each student is expected to maintain an Entrepreneurial Diary that thoughtfully documents your startup journey. This diary is not merely a record of activities, but a personal and professional reflection of your growth as an aspiring entrepreneur.

The process of building a venture — from ideation to execution — is filled with learning, experimentation, and transformation. Your diary will serve as a structured tool to capture each stage of this journey and demonstrate your understanding, creativity, and initiative.

You are required to maintain clear and comprehensive entries for each of the following 12 stages of the entrepreneurial process:

- 1. Awareness & Ideation** – Capture how you identified a real-world problem and generated innovative solutions through brainstorming and ideation techniques.
- 2. Validation** – Document your approach to understanding customer needs via surveys, interviews, or field studies, and summarize key insights.
- 3. Business Planning** – Present your Business Model Canvas and describe the rationale behind your strategic decisions.
- 4. Prototype & MVP** – Detail your process of creating a low-cost prototype using digital or physical tools, along with the outcome.
- 5. Marketing Execution** – Provide an overview of your digital marketing efforts, including content creation, campaigns, and audience engagement.
- 6. Finance & Budgeting** – Include costing, pricing models, and break-even analysis to reflect your understanding of business economics.
- 7. Legal Literacy** – Summarize the steps involved in business registration, compliance, and the simulated process of forming a company.
- 8. Selling Skills** – Reflect on your role-play experience of pitching and negotiating, and describe your learning in communication and persuasion.
- 9. Exposure** – Share reflections on your visit to a startup incubator or interaction with industry entrepreneurs and mentors.
- 10. Execution** – Describe your experience in launching a mini startup or campus enterprise, along with results, challenges, and outcomes.
- 11. Showcasing** – Attach your pitch deck used in competitions or mock presentations, and summarize the feedback received.
- 12. Reflection** – Conclude with a personal reflection on your entrepreneurial journey: what you discovered about yourself, what you learned, and how you envision your future path as a changemaker.

## **Diary Submission Guidelines**

• Structure your diary into 12 clear sections, each corresponding to a stage. • Incorporate relevant evidence such as photographs, screenshots, survey tools, marketing samples, or financial sheets wherever appropriate.

• Use a first-person tone to reflect on your personal experience, and an objective tone when reporting actions or results.

• Ensure that all entries are chronologically dated and maintain a logical flow of progress. This diary is an integral part of your curriculum and will be assessed not only for its completeness and accuracy, but also for the depth of insight, initiative, and entrepreneurial spirit reflected in it.

Embrace this opportunity to think boldly, act creatively, and document your path as an entrepreneur in the making. This is your canvas — make it meaningful.

## ASSESSMENT

### Continuous Comprehensive Assessment(CCA) - Maximum Marks: 30

Sl. NO	Component	Activity	Max. Marks
1	Tests/ Quizzes		10
2	Practical	Assessment methods specified in the syllabus	20
Total Marks			30

**End Semester Assessment(ESE) Maximum Marks: 70**

Sl. NO	Component	Activity	Max. Marks
1	<b>Written Examination</b>	Short answer (four to five sentences) (a choice between two options for each question-answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).	5x3=15
		Short Essay (a choice between two options for each question-answer three short	3x5=15
		essay questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).	
		Long Essay (a choice between two options for each question-answer one long	1x20=20
		essay questions, one from each pair (9a/9b)	
		Compulsory case study (10a)	1x20=20
<b>Total Marks</b>			<b>70</b>

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>				
<b>Course Name</b>	Disaster Management				
<b>Type of Course</b>	VAC				
<b>Course Code</b>	MG3VACBBA200				
<b>Course Level</b>	NA				
<b>Course Summary</b>	<p>This course aims to provide knowledge and skills necessary to address the impacts of disasters.</p> <p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Articulate the critical role of disaster management in reducing risks and enhancing resilience</li> <li>2. Identify and describe key institutional frameworks and processes in disaster management.</li> <li>3. Conduct risk assessments and develop disaster management plans for specific scenarios</li> </ol>				
<b>Semester</b>	<b>3 Credits</b>			<b>2</b>	
<b>Course Details</b>	<b>Learning</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Others</b>

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No:
1	Provide understanding of the concepts related to disaster.	U	10
2	Highlight the importance and role of disaster management.	A	6
3	Enhance awareness of institutional processes and management strategies to mitigate the impacts of disasters.	An	8
4	Identify different types of emergencies and describe basic steps to manage and reduce their impact.	U	6

## COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1. Concepts and Terminologies</b>		<b>15 Hrs</b>	
1.1	Understanding key concepts of Hazards, disasters; Disaster types and causes (Geophysical, Hydrological, Meteorological, Biological and Atmospheric; Human-made).	6	CO1
1.2	Global trends in disasters – Impacts (Physical, Social, Economic, Political, Environmental and Psychosocial).	4	CO1
1.3	Defining Vulnerability (Physical Vulnerability; Economic Vulnerability; Social Vulnerability).	5	CO1
<b>2. Key concepts of Disaster Management Cycle</b>		<b>15 Hrs</b>	
2.1	<b>Key concepts of Disaster Management Cycle</b> Components of disaster management cycle (Phases: Response and recovery, Risk assessment, Mitigation and prevention, Preparedness planning, Prediction and warning).	8	CO2
	Disaster risk reduction (DRR), Community based disaster risk reduction.	7	CO2
<b>3. Initiatives at national and international level</b>		<b>8 Hrs</b>	

3.1	Disaster Risk Management in India and at international level: Related policies, plans, programmes and legislation; International strategy for disaster reduction and other initiatives.	8	C03
<b>4. Emergency Management</b>		<b>7Hrs</b>	
4	Explosion and accidents (Industrial, Nuclear, Transport and Mining) - Spill (Oil and Hazardous material); Threats (Bomb and terrorist attacks) - Stampede and conflicts.	7	C04
<b>5 Practical Assessments mentioned in the syllabus</b>		15	<b>C01, C02, C03 &amp; C04</b>

**Note to the instructor:** Compulsory Training and Demonstration Workshops (at least two workshops) be organized in association with the NIDM, NDRF, NCD, Param Military, Fire Brigade, CISF, local administration etc.

### References

#### Readings (Latest Editions):

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

### E-Resources

<http://www.ndma.gov.in/en/> <http://nidm.gov.in/>  
<https://www.unisdr.org/> <http://www.emdat.be>  
<https://www.weather.gov/safety/>  
<https://www.preventionweb.net/risk/vulnerability>

### Practical Component

#### C01:

##### 1.1 Disaster Classification and Impact Analysis Report Group Activity

Select one disaster event from each of the following categories:

1. Geophysical (e.g., earthquake, volcano)
2. Hydrological (e.g., flood, landslide)
3. Meteorological (e.g., cyclone, drought)
4. Biological (e.g., epidemic)
5. Human-made (e.g., industrial accident, war)

Briefly describe the event and its cause. Explain its impacts under the following headings:

- Physical
- Social
- Economic
- Political
- Environmental
- Psychosocial

Include relevant data, maps, or photographs if available. A 5–7 page written report or a digital presentation (PowerPoint or video) with references.

## **1.2 Vulnerability Assessment of a Local Area**

1. Identify and analyse physical, economic, and social vulnerabilities in a real-world setting.
2. Choose a local area (e.g., your village/town, school campus, or neighbourhood).
3. Conduct a field survey or secondary research to gather data.
4. Identify vulnerabilities under the following headings:
  - Physical Vulnerability (e.g., unsafe buildings, flood-prone zones)
  - Economic Vulnerability (e.g., income sources, employment risk)
  - Social Vulnerability (e.g., age, gender, disability, marginalization)
5. Present your findings in a Vulnerability Profile report or chart.
6. Suggest at least three risk reduction measures based on the findings.

## **CO2:**

### **2.1 Create a Community Disaster Preparedness Plan**

A preparedness plan booklet or poster with visuals, checklists, and action steps for the below

1. Select a local community or create a hypothetical one.
2. Identify the most likely hazards it faces.
3. Design a Preparedness Plan that includes:
  - Early warning systems
  - Evacuation routes
  - Roles and responsibilities of community members
  - Emergency contact information
  - First-aid and emergency kits

### **2.2 Risk and Vulnerability Assessment Survey**

Students have to conduct a field-based or online survey to assess disaster risk and community vulnerabilities and prepare a survey report with data tables, graphs, and analysis.

1. Prepare a questionnaire with sections for:
  - Local hazards
  - Physical and social vulnerabilities
  - Previous disaster experiences

Awareness and preparedness level

2. Survey at least 10 households or institutions.
3. Analyse the responses and summarize:
  - Risk levels
  - Gaps in preparedness
  - Suggested risk-reduction strategies

### **C03:**

#### **3.1 Analysis of Emergency Response Agencies and Their Functions**

Conduct a study and document the roles and responsibilities of any three of the following agencies along with a detailed report or power presentation.

- NDRF (National Disaster Response Force)
- NIDM (National Institute of Disaster Management)
- CISF (Central Industrial Security Force)
- NCDC (National Centre for Disease Control)

Present how these agencies contribute during various types of emergencies (industrial, biological, terror threats, etc.).

### **C04**

#### **4.1 Case Study Analysis**

Select any two real-life incidents from the categories listed (e.g., Bhopal Gas Tragedy, Chernobyl Nuclear Disaster, Amritsar Train Accident, Fukushima Nuclear Disaster, 2008 Mumbai Terror Attacks, etc.).

Prepare a comparative case study report covering:

- Background of the incident
- Causes and sequence of events
- Emergency response and rescue operations
- Environmental and human impact
- 5–7 page report and presentation with references, photographs, and charts.
- Preventive measures and lessons learned

#### **ASSESSMENT**

#### **Continuous Comprehensive Assessment(CCA) - Maximum Marks: 15**

<b>Sl. NO</b>	<b>Component</b>	<b>Activity</b>	<b>Max. Marks</b>
1	Impact Analysis Report Group Activity / Vulnerability Assessment of a Local Area / Community Disaster Preparedness Plan / Risk and Vulnerability Assessment Survey / Analysis of Emergency Response Agencies and Their Functions /	Involvement of students for the practical component	10

2	Case Study	Assessments specified by the teacher (Case study related to disaster management) (Assessment methods defined in the syllabus may also be used)	5
<b>Total Marks</b>			<b>15</b>

**End Semester Assessment(ESE) Maximum Marks: 35**

Sl. NO	Component	Activity	Max. Marks
1	Practical Examination	Presentation of all Practical Component (Group wise)	35
<b>Total Marks</b>			<b>35</b>

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>
<b>Course Name</b>	Business Environment and Public Policy
<b>Type of Course</b>	CORE COURSE
<b>Course Code</b>	MG4CCRBBA200
<b>Course Level</b>	NA

<b>Course Summary</b>	<p>The objective of this course is to give an orientation to the students with various aspects of economic, social, political and cultural environment of India. This will help them in gaining a deeper understanding of the environmental factors influencing Indian business organizations. Additionally, delving into public policies will give students a grasp of the regulatory framework and government initiatives shaping the business landscape in India.</p> <p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the dynamic relationship between business and its external environment.</li> <li>2. To analyze the impact of political, economic, social, technological, legal, and environmental (PESTLE) factors on business.</li> <li>3. To study the role of public policies in shaping the business climate.</li> <li>4. To develop awareness of regulatory and institutional frameworks affecting business operations.</li> </ol>					
	<b>Semester</b>	<b>4</b>	<b>Credits</b>			<b>4</b>
<b>Course Details</b>	<b>Learning Approach</b>	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
<b>Pre-requisites, if any</b>	NA					

### COURSE OUTCOMES (CO)

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No:</b>
1	Understand relationship between environment and business, different concepts & its implementation.	U	1
2	Integration of business environment principles and strategies into domestic and international business.	An	2
3	In-depth knowledge of public policies and reforms since independence.	A	10

4	Apply the knowledge to analyse the current situations and take prudent decisions.	An	5
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## COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1: Introduction</b>		<b>0 Hrs</b>	
1.1	Concept, Significance and Nature of Business Environment. Micro and Macro Dimensions of Business Environment.	3	CO1
1.2	Changing Dimensions of Business Environment. Problems and Challenges of Indian Business Environment.	5	CO1
1.3	Corporate Governance- Principles of Corporate Governance and Ethics, Key Stakeholders, Regulatory Framework of Corporate Governance in India. Business Ethics and Ethical Decision Making- Concept and Importance of Business Ethics, Ethical Dilemmas in Business.	2	CO1
<b>2: Global Framework</b>		<b>20 Hrs</b>	
2.1	EPRG Framework, Liberalization, Privatization & Globalization concept & its impact on Indian Economy.	7	CO2
2.2	Significance and functions of FDI & FII, IMF & WTO.	7	CO2
2.3	Major Trade Agreements of India - free trade agreement with neighbouring countries, regional FTA-CECAs and CEPAs, Preferential trade agreement, Regional Trade Agreements (ASEAN, EU, NAFTA).	6	CO2
<b>3: Public Policies</b>		<b>18 Hrs</b>	
3.1	Background, Meaning and Importance of Public Policy. Significance of Industrial Policy, Fiscal Policy, Monetary Policy.	7	CO3
3.2	Foreign Trade Policy, FERA & FEMA. Structural Adjustment Programs and Banking Sector Reforms in India.	5	CO3
3.3	Industrial Policies in India (1948, 1956, 1991).	6	CO3

<b>4: Emerging Trends in Business</b>			<b>12 Hrs</b>
4.1	Concepts, Advantages and Limitations- Franchising, Aggregators, Business Process Outsourcing (BPO) & Knowledge Process Outsourcing (KPO).	6	CO4
4.2	E-Commerce, Digital Economy, Technological Growth and MNC's.	6	CO4

## References

### Text Books (Latest Editions):

1. K. Aswathappa: Essentials of Business Environment, Himalaya Publishing House.
2. Francis Cherunilam: Business Environment, Himalaya Publishing House.
3. Dr. S Sankaran: Business Environment, Margham Publications.
4. Dr V Murali Krishna: Business Environment, Spectrum Publications.
5. Namitha Gopal: Business Environment, McGraw Hill.

### Suggestive Assessment Activities:

#### CO1:

##### 1.1 Quizzes/Exams:

For testing CO-based learning domains.

##### 1.2 Case Study Analysis

Assign real-world or hypothetical cases related to economic reforms, regulatory challenges, or business-government conflicts.

##### 1.3 Debate or Panel Discussion

#### Topics:

- "Is Government Intervention Good for Business?"
- "Should multinationals adhere to home country or host country ethics?"
- "Are global labor standards enforceable?"

#### CO2:

##### 2.1 Exams

For testing CO-based learning domains.

##### 2.2 Comparative Analysis Report: FDI vs. FII

Students write a short report comparing FDI and FII on parameters like nature, risk, impact on economy, and regulations.

### **2.3. Group Presentation: Sectoral Impact of LPG**

Groups analyze how LPG reforms affected specific sectors like IT, Banking, Agriculture, or Manufacturing.

#### **CO3:**

##### **3.1 Quizzes/Exams:**

For testing CO-based learning domains.

##### **3.2 Policy Review presentation**

Students select a public policy (e.g., FDI Policy, Industrial Policy 2023, Startup India) and analyze its objectives, implications, and outcomes. Students can present their findings in a report or PowerPoint format.

##### **3.3 Essay/Short Report Writing**

###### **Topics:**

- “Industrial Policy of 1956 and the Development of the Public Sector”
- “The 1991 Policy and Rise of the Private Sector”

#### **CO4**

##### **4.1 Exams:**

For testing CO-based learning domains.

##### **4.2 Current Affairs presentation**

Students select an emerging trend and present its relevance, applications, and future impact.

###### **Examples of Topics:**

- Artificial Intelligence in Business
- Green and Sustainable Business Practices
- Blockchain in Supply Chain Management
- Remote Work & Gig Economy
- Metaverse and Virtual Commerce

##### **4.3 Short Essay**

###### **Topics:**

- “Growth of Aggregator Models in the Gig Economy”

- “How India Became a Global BPO Hub”
- “Franchising in the Indian Fast Food Industry”

### ASSESSMENT

#### Continuous Comprehensive Assessment(CCA) - Maximum Marks: 30

Sl. NO	Component	Activity	Max. Marks
1	Tests/ Quizzes		10
2	Group Debate on Public policies / Business Environment	Assessment methods specified in the syllabus.	10
3	Reports/ case study analysis/ presentation	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used).	5
4	Group or individual presentation	Presentation of any of the assessment topics.	5
<b>Total Marks</b>			<b>30</b>

**End Semester Assessment(ESE) Maximum Marks: 70**

Sl. NO	Component	Activity	Max. Marks
2	<b>Written Examination</b>	Short answer (four to five sentences) (a choice between two options for each question-answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).	5x3=15
		Short Essay (a choice between two options for each question-answer three short essay questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).	3x5=15
		Long Essay (a choice between two options for each question-answer two long essay questions, one from each pair (9a/9b, 10a/10b)	2x20=40
<b>Total Marks</b>			<b>70</b>

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>
<b>Course Name</b>	Financial Management
<b>Type, of Course</b>	CORE COURSE
<b>Course Code</b>	MG4CCRBBA201
<b>Course Level</b>	NA

<b>Course Summary &amp; Justification</b>	Financial Management is offered with intent to equip the students with the basic knowledge of finance theory and its application to develop relevant financial strategies pertinent to profit-seeking organizations. The theme of financial management is structured around three decision making financial areas: Investment- long and short term, Financing and Dividend policy. This imbibes students with analytical and decision-making skills in managing finance through application of theoretical questions and practical problems.					
<b>Semester</b>	<b>4</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Total Student Learning Time (SLT)</b>	<b>Learning Approach</b>	Lecture	Tutorial	Practical	Others	
		4	0	0	0	
<b>Pre- requisites</b>	NA					

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No:</b>
1	To apply the knowledge in taking finance decisions	U	1
2	To develop analytical skills to identify financial management problems and solve them.	A	2
3	To analyse the relationship among capital structure, cost of capital, dividend decisions, and value of the business.	An	1
4	To assess a firm's requirement for long- term assets by applying capital budgeting techniques.	An	2

### **COURSE CONTENT**

#### **Content for Classroom transactions (Units)**

<b>Module</b>	<b>Course description</b>	<b>Hrs</b>	<b>CO No.</b>
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<b>1. Introduction to Financial Management</b>		<b>12 Hrs</b>	
1.1	Meaning of finance and financial management, Types of finance, Objective and Scope of financial management- profit maximization and wealth maximization - merits and criticisms.	4	C01
1.2	Financial decisions, Internal relation of financial decisions, Factors influencing financial decisions.	4	C01
1.3	Finance, Sources of Finance: Ownership securities - Equity shares, Preference shares, Deferred shares, no par stock/shares, Shares with differential rights, Sweat Equity.	2	C01
1.4	Creditorship securities - Debentures - Zero coupon bonds, zero interest bonds, Internal financing or ploughing back of profit - short term and long-term sources.	2	C01
<b>2. Capital structure and capitalization</b>		<b>16Hrs</b>	
2.1	Meaning of capitalization - Theories of capitalization - cost theory and earnings theory.	3	C02
2.2	Over capitalization and under capitalization (Theory) - causes - effects and remedies, Watered stock.	4	C02
2.3	Meaning of capital structure and financial structure, principles of capital structure, Optimum Capital Structure, Determinants of capital structure, capital gearing.	4	C02
2.4	Theories of Capital structure, Effect of capital structure on EPS, EBIT-EPS Analysis, -Practical Problems.	5	C02
<b>3. Cost of Capital, Leverage and Working Capital</b>		<b>20 Hrs</b>	
3.1	Meaning of cost of capital, significance of cost of capital, components of cost of capital - (Theory Only).	4	C03
3.2	Meaning of Leverage, Types of Leverages - operating, financial and combined leverage, - practical problems.	5	C03

3.4	Managing working Capital - Meaning of working capital, types of working capital, working capital cycle, adequate working capital, determinants of working capital (Practical problems).	6	C03
3.5	Estimation of working capital-Practice problems. Management of cash. Management of inventory and debtors.	5	C03
<b>4. Capital Budgeting and Dividend policy</b>		<b>12 Hrs</b>	
4.1	Meaning of Capital Budgeting, Importance, Need, Time value of money-Present and Future Value.	4	C04
4.2	Capital budgeting process, project appraisal by using traditional methods and modern methods. Practical problems on Payback Period, Net Present Value, Profitability Index, IRR (Simple Problems).	5	C04
4.3	Dividend policy-Meaning, Kinds, Theories of dividend decisions, determinants of dividend policy decisions (Theory Only).	3	C04

## References

Textbooks (Latest Editions):

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

## Suggestive Assessment Activities:

### C01:

#### 1.1 Test

For testing CO-based learning domains.

#### 1.2 Finance Decision-Making Simulation

Designing Financial Decisions for a Startup-You are the financial manager of a new start-up in the agri-tech sector. The startup is looking to expand and needs ₹50 lakhs for the next phase.

Evaluate various sources of finance (equity, debt, preference shares, internal accruals). Choose the most suitable combination considering:

- Cost of capital
- Risk
- Control dilution
- Repayment flexibility

Justify your choice of financial decision with logical reasoning. Discuss internal relationships among financing, investment, and dividend decisions.

### **1.3 Source of Finance Identification – Company-Based Mapping**

Choose 3 listed Indian companies from different industries (e.g., FMCG, IT, Manufacturing).

Analyze their capital structure and identify:

- Ownership securities (e.g., equity, preference shares)
- Creditorship securities (e.g., debentures, bonds)
- Internal financing (retained earnings)
- Short-term vs long-term financing sources

Create a comparative table of the different types of securities used.

Reflect on why these companies chose these instruments (cost, risk, industry norms, etc.). Students may make presentation in group.

## **C02**

### **2.1 Test**

For testing CO-based learning domains.

### **2.2 Impact of Capital Structure on EPS – Real Company Analysis**

Select atleast two listed Indian company. Analyse and compare the capital structure of selected listed companies.

### **2.3 Theories of Capital Structure – Debate** Divide the class into four teams.

Assign each team one theory:

- Net Income Approach
- Net Operating Income Approach
- MM Theory
- Traditional Approach Each team will:
  - Present the core assumptions and logic of their assigned theory.
  - Argue its relevance in today's Indian corporate context with examples.

### **2.4 Numerical Problems**

Problems on EBIT-EPS analysis, capital structure impact on EPS

## **C03**

### **3.1 Test**

For testing CO-based learning domains.

### **3.2 Estimate the Working Capital Requirement for a Startup Manufacturing Business**

Estimate the Working Capital Requirement for a Startup Manufacturing Business and prepare a working capital estimation using the operating cycle method. Encourage students to make appropriate assumptions.

### **3.3 Leverage Analysis Using Real Company Data- A comparative study**

Select two Indian companies in different sectors (e.g., Tata Steel vs Infosys).

Collect recent financial data (from Annual Reports or Moneycontrol):

- Sales, EBIT, Interest, and EBT

Calculate: Operating Leverage, Financial Leverage, Combined Leverage Analyze and interpret:

- Which company has higher business risk?
- Which one is more sensitive to financial risk?

### **3.4 Numerical problem**

- Leverage calculations
- Estimation of working capital

## **C04**

### **4.1 Test**

For testing CO-based learning domains.

### **4.2 Numerical Problems based on capital budgeting methods.**

## ASSESSMENT

### Continuous Comprehensive Assessment (CCA) - Maximum Marks: 30

Sl. No	Component	Activity	Max. Marks
1	Test		10
2	Case Study Analysis/Simulation/ Company-Based Mapping/ Debate/ Estimation of Working Capital/ comparative study/ Numerical Problems	Assessment methods specified in the syllabus.	10
3	Case Study Analysis/Simulation/ Real Company Analysis/ Debate/ Estimation of Working Capital/ comparative study/ /Numerical Problems	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used).	5
4	Group or individual presentation	Presentation of any of the assessment topics given.	5
Total Marks			30

**End Semester Assessment (ESA) - Maximum Marks: 70**

Sl. No	Component	Activity	Max. Marks
1	Written Examination 2 hours	Short answer (four to five sentences)  (a choice between two options for each question- answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).	5 X 3=15
		Short Essay  (a choice between two options for each question- answer three short essay questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).	3 X 5=15
		Long Essay  (a choice between two options for each question- answer two long essay questions, one from each pair (9a/9b, 10a/10b)	2 x 20=40
Total Marks			70

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>					
<b>Course Name</b>	OPERATIONS MANAGEMENT					
<b>Type of Course</b>	CORE COURSE					
<b>Course Code</b>	MG4CCRBBA202					
<b>Course Level</b>	NA					
<b>Course Summary</b>	<p><b>Course Summary:</b></p> <p>This course introduces students to the fundamental principles of operations management, focusing on planning, production systems, quality control, and emerging technologies. It simplifies complex concepts through case studies and practical examples to help students understand and apply operations management practices effectively in real-world scenarios.</p> <p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. To enable students to understand the role and scope of operations management in business.</li> <li>2. To familiarize students with various types of production systems and process designs.</li> <li>3. To introduce quality control, production planning, and inventory management concepts.</li> <li>4. To highlight the importance of technology, sustainability, and global trends in operations.</li> </ol>					
	<b>Semester</b>	<b>4</b>	<b>Credits</b>			<b>4</b>
<b>Course Details</b>	<b>Learning Approach</b>	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
<b>Pre-requisites, if any</b>	NA					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No:</b>
1	Understand core principles and functions of operations management.	U	1

2	Optimize operational processes through effective process design, and capacity planning.	A	2
3	Understand materials and inventory management, use work study techniques to improve productivity, and examine different plant layouts for better efficiency.	A	5
4	Implement quality management principles and analyse the impact of technology and sustainable practices in modern operations	An	10

## COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1 Introduction to Operations Management:</b>			<b>10Hrs</b>
1.1	Definition, importance, objectives; key decisions of operation manager. Production vs Operations Management.	5	CO1
1.2	Production/operations functions; types of production systems (job shop, batch, continuous, cellular); five Ps of production.	5	CO1
<b>2 Process and Planning and Control</b>			<b>20 Hrs</b>
2.1	Process Selection: Definition, Characteristics that influence the choice of alternative processes (volume and variety).	5	CO2
2.2	Process types in manufacturing: project, jobbing, batch, line, mass, continuous; Process types in services: professional services, services shops, mass services.	5	CO2
2.3	Functions and objectives of production planning; steps in process planning; production planning techniques for various process choices.	6	CO2
2.4	Techniques of production control characteristics of control systems; capacity and layout decisions.	4	CO2
<b>3. Material Management and Productivity Improvement Techniques 18 Hrs</b>			

3.1	Materials and Inventory Management: Scope of materials management; purchasing methods. inventory control—objectives, functions, importance.	7	C03
3.2	Work Study and Plant Layout: Work study; Method study; Work measurement: time study: stop watch time study; Work sampling.	8	C03
3.3	Types of plant layouts; factors influencing plant layout.	3	C03
<b>4 Quality Management and Emerging Trends</b>			<b>12 Hrs</b>
4.1	Meaning of quality management; Quality characteristics of goods and services, Quality control, importance and objectives.	2	C04
4.2	The principles of Total Quality Management (TQM), and the implementation of Six Sigma and Lean Manufacturing.	2	C04
4.3	Emerging trends- Introduction to sustainability and technological innovations in operations- 3-pillars or the 3 E's of sustainability (Environmental, Economic and Eco-friendly sustainability).	4	C04
4.4	The industrial revolution 4.0., Application of Iot in industry	4	C04

### **Suggestive Assessment Activities:**

#### **1.1 Quizzes/Exams:**

For testing CO-based learning domains.

#### **1.2 Case Study – Role of Operations Manager – individual**

Select a local manufacturing or service company (e.g., bakery, hospital, workshop, courier service). Interview an operations manager or research online about their responsibilities. Prepare a report (800–1000 words) covering: Definition and importance of operations management, Key decisions taken by the operations manager, Objectives and challenges faced in daily operations.

### **1.3 Presentation – Types of Production Systems & Five Ps**

Students can form a group of 3–4, prepare a PowerPoint presentation (8–10 slides) covering: The four types of production systems: job shop, batch, continuous, cellular (with real-life examples), Explanation and application of the Five Ps: Product, Plant, Processes, Programs, People. Choose one company and analyse how it incorporates the Five Ps and which production system it follows. Present to the class in 10 minutes.

### **1.4 Concept mapping of production systems**

Students create a visual map showing how different components of a production system interact, helping reinforce their conceptual understanding.

#### **C02:**

##### **2.1 Quizzes/Exams:**

For testing CO-based learning domains

Visit a local business (manufacturing or service-based) or observe one online (e.g., YouTube videos of factories or hospitals). Identify and describe the process type: For manufacturing: project, jobbing, batch, etc. For services: professional service, service shop, mass service and explain your reasoning in a short report (500–700 words).

##### **2.2 Flowchart – Steps in Process Planning**

Choose a simple product (like a sandwich, a chair, or a printed brochure). Draw a flowchart or diagram showing the steps in planning its production — from design to material selection to process choice. Label each step and explain the decisions taken.

#### **C03:**

##### **3.1 Quizzes/Exams:**

For testing CO-based learning domains.

##### **3.2 Work Study Mini Project – Time Study or Work Sampling**

Choose a repetitive task at home or college (e.g., serving tea in the canteen, arranging books, or photocopying documents). Use a stopwatch (phone timer) to: Measure the time taken for the task over 5–10 cycles. Calculate the average time, identify delays or inefficiencies. Suggest how the task can be improved (e.g., rearranging tools, reducing movements).

Submit your observations in a 1-page report.

##### **3.3 Plant Layout Design – Sketch and Analysis**

Identify and apply layout principles to real or hypothetical spaces. Choose a simple workspace (e.g., kitchen, classroom, computer lab, workshop). Draw a rough layout of the space, labeling equipment, workstations, and material flow. Identify the type of layout it follows (process, product, fixed-position, etc.). Suggest two improvements considering safety, space utilization, or workflow. Submit as a sketched layout with a short explanation.

### 3.4 Case study analysis on quality control practices

Students examine and analyze a real or hypothetical case involving quality control methods to understand their application in operations.

**C04:**

#### 4.1 Quizzes/Exams:

For testing CO-based learning domains.

#### 4.2 Assignment on Sustainability and Industry evolution to 1.0 to 4.0

Write a detailed report on the sustainability concept and industry evolution from 1.0 to 4.0 with relevant examples.

#### 4.3 Debate: AI/IoT in operations – pros and cons

A structured classroom debate where students argue both for and against the use of AI and IoT in operations management.

#### 4.4 Report on Six Sigma in Everyday Life

Think of a daily process that often has errors or delays (e.g., classroom attendance, printing documents, morning routine). Identify the defects (errors, delays, inefficiencies). Apply the DMAIC approach (Define, Measure, Analyze, Improve, Control) in a simplified way to propose a solution. Submit a 1-page case analysis using a table or flowchart.

#### 2.3 Field Visit Report – Manufacturing or Service Process Type ASSESSMENT

#### Continuous Comprehensive Assessment(CCA) - Maximum Marks: 30

Sl. NO	Component	Activity	Max. Marks
1	Tests/Quizzes	Short answer, multiple- choice quizzes.	10
2	Group presentation/ Concept mapping/ Field Visit Report/ Flowchart/Mini Project/Layout Design/Debate/Report Writing	Assessment methods specified in the syllabus.	10
3	Case Studies/Seminars/Presentation	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used).	5

4	Individual or Group Presentation	Presentation of above assessments topic.	5
<b>Total Marks</b>			<b>30</b>

**End Semester Assessment(ESE) Maximum Marks: 70**

Sl. NO	Component	Activity	Max. Marks
2	<b>Written Examination</b>	Short answer (four to five sentences) (a choice between two options for each question-answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).	5x3=15
		Short Essay (a choice between two options for each question-answer three short essay questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).	3x5=15
		Long Essay (a choice between two options for each question-answer two long essay questions, one from each pair (9a/9b, 10a/10b)	2x20= 40
<b>Total Marks</b>			<b>70</b>

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>
<b>Course Name</b>	Industrial Relation
<b>Type of Course</b>	CORE COURSE
<b>Course Code</b>	MG4CCRBBA203
<b>Course Level</b>	NA
	<b>Course Summary:</b>

<b>Course Summary</b>	<p>This course provides a comprehensive understanding of industrial relations, focusing on the dynamic interactions among workers, employers, and the state. It explores the core concepts, significance, and approaches to industrial relations, as well as the evolving role of trade unions and the global labour movement. The course examines the causes and resolution mechanisms of industrial disputes, including strikes, lockouts, and collective bargaining. Special attention is given to the grievance redressal process and the legal and institutional framework supporting industrial harmony. <b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. To familiarize students with the fundamental concepts, significance, and theoretical approaches to industrial relations.</li> <li>2. To examine the role and development of trade unions, both in India and internationally, and their impact on industrial relations.</li> <li>3. To enable students to understand the causes and forms of industrial disputes and the institutional mechanisms for dispute resolution and grievance handling.</li> </ol>					
	<b>Semester</b>	<b>4</b>	<b>Credits</b>			<b>4</b>
<b>Course Details</b>	<b>Learning Approach</b>	Lecture	Tutorial	Practical	Other s	
		4	0	0	0	60
<b>Pre-requisites, if any</b>	NA					

### COURSE OUTCOMES (CO)

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No:</b>
1	Understand the basic concepts, goals, and different approaches of industrial relations, and identify the roles of the state, employers, and trade unions.	U	9

2	Describe the development of trade unions in India and globally, and explain their functions and problems.	U	6
3	Identify the causes and types of industrial disputes and apply the methods of grievance handling and collective bargaining to practical situations.	A	3
4	Understand the concept of workers participation in management and welfare	U	3

## COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1 Concepts of Industrial Relations</b>		<b>8 Hrs</b>	
1.1	Concept, Definition, Significance, Objectives Scope.	2	C01
1.2	Approaches (Sociological, Psychological, Marxian, Trusteeship) Principles of good industrial relations.	2	C01
1.3	Role of State, Employers and the Unions in industrial relations. Causes for poor industrial relations, Indicators of Poor Industrial Relations.	4	C01
<b>2 Trade Unionism</b>		<b>16 Hrs</b>	

2.1	Labour movement- Concepts, Trade union movement, Development of trade unionism in India. Types, Functions and problems of trade unions.	8	C02
2.2	Employers Organization-Role of Employers Organization in maintaining industrial relations. International Labour Organisations (ILO) - Origin, history, objectives and functions.	8	C02
<b>3 Industrial Disputes</b>		<b>21 Hrs</b>	
3.1	Meaning, Causes, Forms, Industrial conflicts: Meaning causes and impact. Strike: Meaning, Types & Legal aspects. Concept of lockout.	5	C03

3.2	Industrial relations machinery, Joint consultation, Works committee, Conciliations, Court of Enquiry, Voluntary arbitration, Adjudication.	5	C03
3.3	Collective Bargaining, Meaning, Characteristics, Need, Importance. Essential Conditions for Success of Collective Bargaining, Process of Collective Bargaining, Causes for Failure of Collective Bargaining.	7	C03
3.2	Grievance Handling: Meaning of grievances, Causes of grievances, Guidelines for grievance handling, Grievances redressal procedures.	4	C03
<b>5. Workers Participation and Welfare</b>			<b>15Hrs</b>
4.1	Works participation in management, forms, Importance, objectives, benefits and challenges, Workers' Participation in Management in India.	6	C04
4.2	Workers education, significance, benefits, CBWE, functions.	5	C04
4.3	Worker's welfare, types, benefits, Statutory Provisions in India connected with health, safety and welfare of workers.	4	C04

## References

### Text Books (Latest Editions):

1. C.B. Mamoria and Gankar, Dynamics of Industrial Relations 3rd Ed, 2013,- Himalaya Publishing House, Mumbai
2. PL Malik, Hand Book of Labour and Industrial Law, 12th Ed, 2009, Eastern Book Company .Luck now.
3. Srivastava SC Industrial Relations and Labour Laws, 5th Ed, 2009, Vikas Publishing House Pvt Ltd, New Delhi.
4. Sinha, P.R.N., InduBala&Shekhar, S.P, " Industrial Relations, Trade Unions and Labour Legislations" Pearson Education.
5. Monappa, A "Industrial Relations", TataMcGraw Hill Publishing Company Limited
6. Srivastava, S.C., "Industrial Relations and Labour Laws", Vikas Publications.
7. Salamon, M., "Industrial Relations: Theory and Practice" Pearson Education, Financial Times Prentice Hall.

### Suggestive Assessment Activities:

#### C01

##### 1.1 Quizzes/Exams:

For testing CO-based learning domains.

##### 1.2 Case Study Analysis on Industrial Relations Breakdown

Select a real-world instances of poor industrial relations and identify the causes and indicators.

Select a real case of industrial dispute or poor industrial relations (e.g., strikes, lockouts, or conflicts in an Indian company). Prepare a report (1000– 1200 words) covering the following:

- Background of the company and the issue.
- Causes of poor industrial relations in the case.
- Role of trade unions, employers, and government.
- Indicators of poor industrial relations observed.

- Suggestions for improvement.

Students will able to find the reasons behind poor IR and apply theoretical concepts to real-world situations.

### **1.3. Comparative Study of Industrial Relations Approaches-Presentation**

To understand and differentiate between the key theoretical approaches to industrial relations. Divide the class into groups. Each group selects one approach (Sociological, Psychological, Marxian, Trusteeship).

Each group creates a visual presentation (PPT or chart) including:

- Key features of the approach.
- Underlying assumptions about employers and workers.
- Examples where this approach is reflected in practice (if possible). Present findings in class (5–7 minutes per group).

## **CO2**

### **2.1 Quizzes/Exams**

For testing CO-based learning domains.

### **2.2 Timeline Project – Development of Trade Unionism in India**

Create a timeline (digital or on chart paper) highlighting key events in the development of trade unionism in India.

Include:

- Important trade union acts (e.g., Trade Unions Act, 1926).
- Major strikes and labour movements.
- Formation of significant trade unions (e.g., AITUC, INTUC, CITU).
- Role of leaders in the labour movement.

Add a brief explanation (2–3 sentences) for each event

### **2.3 Role Play or Mock Session – Simulation of an ILO Meeting**

To engage students actively with the functioning of the International Labour Organization (ILO) and its tripartite structure.

#### **Instructions:**

- Organize a mock ILO General Conference or meeting.
- Assign roles: Government representatives, Employers, Workers, ILO officials.
- Choose a current labour issue (e.g., gig economy rights, minimum wages, workplace safety).
- Each group prepares and presents their viewpoint in a 3–5 minute speech.
- Follow up with a class discussion or a written summary of the session.

## C03

### 3.1 Quizzes/Exams:

For testing CO-based learning domains.

### 3.2 Case Study – Industrial Conflict and Strike Analysis

Select a real-life industrial dispute or strike from India or abroad (e.g., Maruti Suzuki Manesar plant strike, Jet Airways layoffs).

Prepare a case study report (1000–1200 words) including:

- Background of the conflict (industry, company, union involvement).
- Causes and forms of conflict.
- Legal aspects and type of strike involved (if applicable).
- Impact on employees, employers, and society.
- Methods used for resolution or failure thereof.

### 3.3 Role Play – Collective Bargaining Simulation

Divide the class into three groups: management, trade union, and mediator. Assign a bargaining issue (e.g., wage hike, working hours, safety measures).

Each group prepares its negotiation strategy.

Conduct a role play (20–30 minutes) simulating a collective bargaining session. After the session, each group submits a reflection report explaining:

- Their strategy
- The negotiation process
- The outcome and reasons for success/failure.

## C04

### 4.1 Quizzes/Exams:

For testing CO-based learning domains.

### 5.2 Chart Making – Workers' Welfare and Statutory Provisions

To *familiarize* students with different types of welfare measures and relevant Indian laws.

Instructions:

- Create a chart or infographic that includes:
  - Types of welfare (statutory, voluntary, intra-mural, extra-mural)
  - Benefits of welfare measures
  - Key legal provisions related to health, safety, and welfare (e.g., Factories Act, 1948 – Sections on working hours, canteens, safety officers, medical facilities)
- Use diagrams, symbols, or icons to make it visually engaging.

### 5.3 Group presentation on below topics

- Forms and Importance of Workers' Participation in Management in Indian Industries: Cover joint councils, works committees, and real company examples.
- Workers' Education in India: Role, Benefits and the Functions of CBWE" Include training modules and success stories of CBWE.
- Challenges and Solutions in Implementing WPM in India" Focus on resistance from management, lack of awareness, and legal gaps.

- Types and Benefits of Workers' Welfare Measures: Statutory vs Voluntary" Include examples from laws and corporate policies.
- Statutory Provisions in India Related to Worker Health, Safety, and Welfare" Focus on Factories Act, ESI Act, and practical implementation.

### ASSESSMENT

#### Continuous Comprehensive Assessment(CCA) - Maximum Marks: 30

Sl. NO	Component	Activity	Max. Marks
1	Tests/Quizzes	For testing CO-based learning domains	10
2	Case Study Analysis/ Comparative Study/ Timeline Project/ case study analysis/ role play/ presentation/ Role Play or Mock Session/	Assessment methods specified in the syllabus	10
3	Case Study Analysis/ Comparative Study/ Timeline Project/ case study analysis/ role play/ presentation/ Role Play or Mock Session/	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used).	5
4	Presentation	Presentation of above assessments topic.	5
<b>Total Marks</b>			<b>30</b>

#### End Semester Assessment(ESE) Maximum Marks: 70

Sl. NO	Component	Activity	Max. Marks
2	<b>Written Examination</b>	Short answer (four to five sentences) (a choice between two options for each question- answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).	5x3=15

		Short Essay (a choice between two options for each question- answer three short essay	3x5=15
		questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).  Long Essay (a choice between two options for each question (9a/9b).  Compulsory Case study (10 a.)	1x20=20  1x20=20
<b>Total Marks</b>			<b>70</b>

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>				
<b>Course Name</b>	Management Information Systems and Applied Data Analysis				
<b>Type of Course</b>	VAC				
<b>Course Code</b>	MG4VACBBA200				
<b>Course Level</b>	NA				
<b>Course Summary</b>	This course introduces the fundamentals of Management Information Systems (MIS) and their role in business decision-making, with a focus on data analysis using JAMOVI and spreadsheets. Students will learn key statistical techniques and apply them to real-world business problems, gaining practical skills in data-driven decision-making and business analytics.				
<b>Semester</b>	4	Credits		4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	
		3		1	
<b>Pre-requisites, if any</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the basics of MIS and its role in digital business infrastructure.	U	1
2	Analyse the applications of MIS, DSS, and knowledge- based systems in e-business.	An	2
3	Describe statistical analyses (descriptive/inferential) and regression modelling using JAMOVI.	U	2
4	Use JAMOVI and Excel for hypothesis testing, visualization, and advanced analytics.	A	2

### COURSE CONTENT

#### Content for Classroom transactions (Units)

Module	Units	Course description	Hrs.	CO No.
<b>1. Introduction to MIS</b>			<b>15Hrs</b>	
1.1		Fundamental concepts of MIS: Basics concepts of MIS/ Types of MIS, Dimension and components of Information Systems.	5	1
1.2		Benefits of MIS, IT infrastructure, and IT infrastructure evolution.	5	1
1.3		Components of IT infrastructure, new approaches for system building in the digital firm era.	5	1
<b>2. E-Commerce</b>			<b>15 Hrs</b>	
2.1		Information system applications: MIS applications, DSS – GDSS - DSS applications in E enterprise.	5	2
2.2		Knowledge Management System and Knowledge-Based Expert System - Enterprise Model System.	5	2
2.3		E-Business, E-Commerce, E-communication, Business Process Reengineering.	5	2
<b>3. Introduction to Data Analysis</b>			<b>15 Hrs</b>	
3.1		Data analysis using JAMOVI: Types of Data-Ordinal Interval, ratio, measures of central tendency – mean, median, mode.	5	3
3.2		Measures of dispersion – Quartile Deviation, variance, standard deviation. Introduction to correlation and regression- simple and multiple.	5	3
3.3		Verifying the assumptions of Linear Regression. Logistic Regression and Interpreting Results. Non-parametric analogues of the t-test, one-sample ANOVA.	5	3
<b>4. Practical</b>			<b>30 Hrs</b>	

4.1	<p><b>Jamovi and spreadsheet for Research &amp; Academic Work:</b></p> <p>Statistical Functions: Descriptive Statistics( MEAN, MEDIAN, MODE, STDEV, VAR, MIN, MAX, QUARTILE), Distribution And Shape(SKEW, KURT, FREQUENCY) , Hypothesis Testing (T.TEST, F.TEST, CHISQ.TEST), Correlation And Regression(CORREL, SLOPE, LINEST), Probability And Distributions(NORM.DIST, NORM.INV, BINOM.DIST), Advanced Analysis With Data Analysis Toolpak (Descriptive Statistics, Histogram, Correlation, Regression, T-Test And Anova)</p> <p>Jamovi- Entering data, importing data from other formats, introduction to various charts- histogram, Bar chart, line chart, bar chart, pie chart , generating frequency table and cross tables and summary measures, scatter diagram and correlation – Pearson and Spearman's Correlation in Regression Analysis , t-test (one sample, paired sample t-test, independent sample t-test) – Interpreting results, one way and two way ANOVA , Assumptions of t-test and verifying the assumptions, Chi-square test for independence, Non- parametric analogues of t-test, one sample ANOVA, Logistic Regression.</p>	30	4
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## REFERENCES

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

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ul style="list-style-type: none"> <li>● Lecture</li> <li>● Demonstration</li> <li>● Lab Sessions</li> </ul>
<p><b>Assessment Types</b></p>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>CCA for Theory: 25 Marks</b></p> <ul style="list-style-type: none"> <li>● Written test</li> <li>● MCQ</li> <li>● Assignments etc.</li> </ul> <p><b>CCA for Practical: 15 Marks</b></p> <ul style="list-style-type: none"> <li>● Practical assignments</li> <li>● Observation of practical skills ● Viva etc.</li> </ul>
	<p><b>B. Semester End Examination</b></p> <p><b>ESE for Theory: Written Test (50 Marks, 1.5 Hrs)</b></p> <p>Part A: Multiple Choice Questions (Answer all) - (20*1=20 Marks)</p> <p>Part B: Short Answer Questions (6 out of 8 Questions) - (6*5=30 Marks)</p> <p><b>ESE for Practical: 35 Marks (1.5 Hrs)</b></p> <ul style="list-style-type: none"> <li>• Two practical questions from module 4: 2 * 15 = 30 Marks •</li> <li>Viva - 5 Marks</li> </ul>

<p><b>Programme</b></p>	<p><b>Bachelor in Business Administration (Honours)</b></p>
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<b>Course Name</b>	Statistics for Business					
<b>Type of Course</b>	SEC					
<b>Course Code</b>	MG4SECBBA200					
<b>Course Level</b>	NA					
<b>Course Summary</b>	<p><b>Course Summary:</b></p> <p>This course introduces students to the use of statistics in business. It helps learners understand how to collect, organize, analyse, and interpret numerical data to make better business decisions. The course also aims to build skills in using common statistical and graphical methods to study and understand data in different areas of management.</p> <p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. To introduce students to the fundamental concepts of statistics and its application in business decision-making.</li> <li>2. To help learners understand and analyse business data over time using time series techniques.</li> <li>3. To equip students with the skills to perform and interpret parametric and non-parametric statistical tests for hypothesis testing in business research.</li> <li>4. Perform basic inference tools in the data and arrive at conclusions about populations using spreadsheet/jamovi/spss/R</li> </ol>					
<b>Semester</b>	<b>4</b>	<b>Credits</b>			<b>3</b>	<b>Total Hours</b>
<b>Course Details</b>	<b>Learning Approach</b>	Lecture	Tutorial	Practical	Others	
		2	0	1	0	60
<b>Pre-requisites, if any</b>	NA					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No:
1	Students will be able to explain the basic concepts and role of statistics in business decision-making.	U	1
2	Analyse the trends and tendencies over a period of time through time series analysis	An	2
3	Apply appropriate parametric and non-parametric statistical tests for hypothesis testing and interpret the results to support data-driven business decisions.	A	5
4	Apply any data analysis software like spreadsheet/SPSS/R/Jamovi to solve business problems.	A	10

## COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1 Introduction to Statistics in business:</b>			<b>4Hrs</b>
1.1	Introduction to Statistics: Meaning and Definition of Statistics, Nature, Importance	2	CO1
1.2	Scope and Limitations of Statistics, Classification of statistics, Role of Statistics in Management Decisions.	2	CO1
<b>2 Time Series Analysis</b>			<b>12 Hrs</b>
2.1	Time Series Data, meaning, uses of time series data in business; Components of time series; Additive, Multiplicative models and mixed model (Problems).	6	CO2
2.2	Trend analysis- application of trend analysis in business; Fitting of trend using principle of least squares – Free hand curve, Semi averages, Moving averages, Least Square method (Problems).	6	CO2

<b>3 Statistical Inference:</b>			<b>14 Hrs</b>
3.1	Tests of Hypothesis, procedure for testing of hypothesis, Critical region, Two types of error, Level of significance	2	C03
3.2	Parametric test – Independent t test, Paired t test, One way ANOVA (problems)	7	C03
3.3	Non-Parametric test- Chi Square (problems), Mann-Whitney U test, Kruskal-Wallis one way ANOVA, Wilcoxon matched pair signed rank test, Friedman's two-way Analysis of Variance (Theory only)	5	C03
<b>4 Illustrate the concepts in Module 3 Using spreadsheet/R/JAMOVI/OR any other software.</b>			<b>30 Hrs</b>
4.1	(A practical record with minimum 5 problems have to be submitted)	30	C04

## References

### Text Books (Latest Editions):

- Gupta, S. C., & Gupta, I. (2018). Business Statistics. Mumbai, India: Himalaya Publishing House.
- Gupta, S. P., & Gupta, A. (2018). Business Statistics: Statistical Methods. Delhi, India: S. Chand Publishing.
- Hazarika, P. A. (2012). Textbook of Business Statistics. Delhi, India: S. Chand Publishing.
- Levine, D. M., Krehbiel, C., & Berenson, L. (2009). Viswanathan. Business Statistics – A First Course. India: Pearson Education
- Tulsian, P.C., & Jhunjhunwala, B. (2020). Business statistics. Mumbai, India: S. Chand publishing.
- Vohra, N. D. (2017). Business Statistics. Delhi, India: McGraw-Hill Education India.
- J. K Sharma, Business Statistics, 2nd Ed. Pearson, 2010.
- R. K. Ghosh and S. Saha, Business Mathematics and Statistics, Calcutta, New Central Book Agency, 2012.

### Suggestive Assessment Activities:

#### Practical Assesment - Hypothesis Testing with Parametric Tests- Practical session examples

Practical problem can be based on simple and relatable business scenarios to collect or simulate data:

1. College Canteen Sales:

- Compare average daily spending of male and female students (Independent t-test).
- Compare spending before and after a price hike (Paired t-test).
- Compare average daily sales across three weekdays (One-Way ANOVA).

## 2. Student Buying Behavior:

- Compare monthly spending on online shopping between UG and PG students (Independent t-test).
- Compare mobile data usage before and after switching to a new plan (Paired t-test).
- Compare monthly spending on mobile recharge across three network providers (One-Way ANOVA).

## 3. Part-Time Work Income:

- Compare part-time income of students from arts and commerce streams (Independent t-test).
- Compare income before and after exam months (Paired t-test).
- Compare income from three different part-time job types (One-Way ANOVA).

### Instructions:

#### 1. Data Collection:

- Collect at least 20 observations per group (can use Google Forms, peer surveys, or simulated data).
- Organize the data clearly in a table (Excel or by hand).

#### 2. Frame Hypotheses:

##### For each test:

- Null Hypothesis ( $H_0$ ): No difference / No effect
- Alternative Hypothesis ( $H_1$ ): There is a difference / effect exists

#### 3. Perform Tests:

- Use Excel / SPSS / R / manual calculation
- Apply:
  - Independent t-test: For two independent groups
  - Paired t-test: For repeated measures from the same group
  - One-Way ANOVA: For more than two independent groups

#### 4. Report the Following for Each Test:

- Test statistic (t or F value)
- Critical value and region (based on chosen  $\alpha$ , usually 0.05)
- P-value (if using software)

- Decision rule (e.g., reject  $H_0$  if  $p < 0.05$ )
- Type of error (Type I or Type II, if applicable)
- Interpretation of result in the context of the business scenario

## ASSESSMENT

### Continuous Comprehensive Assessment(CCA) - Maximum Marks: 25

Sl. NO	Component	Activity	Max. Marks
1	Tests/Quizzes	For testing CO-based learning domains	10
2	Practical Exam	Assessment methods specified in the syllabus	15
<b>Total Marks</b>			<b>25</b>

### End Semester Assessment(ESE) Maximum Marks: 50

Sl. NO	Component	Activity	Max. Marks
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2	<b>Written Examination</b>	<p>Short answer type questions: Answer any five questions out of 6.</p> <p>Short essay type questions: Answer any 3 questions out of 4.</p> <p>Essay type questions: Answer any 2 questions out of 4</p>	<p>5x3=15</p> <p>3x5=15</p> <p>2x10= 20</p>
<b>Total Marks</b>			<b>50</b>

## **INSTRUCTION FOR INTERNSHIP**

*At the end of the Fourth Semester every student shall undergo Summer Training / Internship / Project for Eight Weeks in the industry/Research or Academic Institute. This component will be evaluated during the fifth semester and student must submit internship report. The same will be evaluated in 5<sup>th</sup> semester.*

### ***Course Title: Internship/ Project - BBA – Sem V- 4 Credit***

#### ***Course Objective(s):***

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

#### ***Internship/ Project Student Engagement Process:***

An internship/project is a structured, hands-on learning experience integrating academic knowledge with pre-professional work activities. It mutually benefits both the student-intern and the host organisation. Interns apply foundational skills from their studies to real-world tasks, enhancing their practical experience.

Placement sites outline clear expectations, duties, and performance goals for the interns. They also offer regular supervision and feedback to guide the interns' development. This experiential learning helps students build valuable industry-specific skills, gain insights into their chosen field, and improve their employability upon graduation.

#### **Step 1.**

**Orientation Session:** The orientation session for the internship/ project is designed to provide students with a comprehensive overview of what to expect and how to succeed in their upcoming professional experience. The session aims to bridge the gap between academic learning and practical application in a real-world setting.

#### **Step 2.**

**Identify an internship:** Students research opportunities that align with their career goals and academic background. They explore various platforms, such as online job boards, networking events, and professional associations, to find positions that offer relevant hands-on experience and skills in their chosen field. **Step 3.**

**Internship agreement Form:** The Student, Mentor, and internship Coordinator in the Industry will complete the internship agreement form.

#### **Step 4.**

**Start of Internship:** The internship lasts eight weeks. Interns are expected to commit to 20 hours per week, allowing for a balanced integration of work and learning. The

internship mentor will arrange specific schedules. This structure ensures that interns gain substantial experience while accommodating any academic commitments. Regular check-ins and progress reviews will be conducted to support intern development and address any challenges, providing a productive and enriching internship experience.

Step 5.

Submission of Report:

Front Page: Student Name, Course, Internship Company, Duration, Mentor

Internship Agreement Form

Internship Certificate

Introduction & background of the Company

Roles & responsibilities as an Intern

Weekly work allotment & completion report

Challenges & Solutions

Learning from the internship

Conclusion

Step 6.

Internship Evaluation: The Viva Voce for internship evaluation is an oral exam where interns present their experiences, learning, and contributions. It involves summarising their role, key projects, and applied skills. Interns discuss the knowledge gained, application of academic theories, and challenges faced, including how they were addressed. They reflect on their professional development and how the internship influenced their career goals. Feedback from supervisors and industry insights are also shared. Examiners ask questions to delve deeper into the intern's understanding and experiences. This evaluation assesses the intern's ability to articulate their growth and readiness for professional work.

**Course Outcome:**

After the course, the outcomes are as follows under

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

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