

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS)  
COIMBATORE-641018**

**Learning Outcomes-based Curriculum Framework  
(LOCF)  
for  
Bachelor of Business Administration (BBA)  
Effective from the Academic Year 2021-2022 Onwards**



**DEPARTMENT OF  
BUSINESS ADMINISTRATION  
MAY-2021**

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## **Preamble**

The focus of LOCF of Business Administration is aimed at improving the students' abilities and helping them to become a competent business leader who can contribute in nation building. Business Administration is not related only with knowing how to organize and apply skills related to business, trade, commerce, industry, and economy, but it further accelerates the process of thinking in a pragmatic manner about nation building through effective utilization of skills, resources, manpower, and one's abilities to plan properly execute works effectively, take decisions on time and problem solving in the business world.

Department of Higher Education, Government of TamilNadu), with the view to provide compatibility in courses offered by various universities, autonomous colleges & deemed universities in TamilNadu facilitating the mobility of faculty and students from one university to another and to easily solving the problem of equivalence among courses, Tamil Nadu State Council for Higher Education(TANSCHE) has formed the State Integrated Boards of Studies comprising experts in the areas of knowledge concerned. The State Integrated Boards of Studies, with great diligence and expertise has devised the mandatory areas that have to be covered for three-year under graduation courses to realize the above objectives. Great care has been taken so that these areas would take 75% of the course content and the remaining 25% can be decided by the individual institutions. The State Integrated Boards of Studies have striven their best to see that the standards of higher education in our State are raised to be on a par with international standards.

Section A (Mandatory Areas) of each course is mandatory and the areas given must be covered in the 75% of the syllabus to make the course equivalent. 25% percent of the syllabus should be designed by the institutions, and the areas covered under this also must have a weightage of 25%. Possible areas for this 25% are suggested in Section B (Suggested Non mandatory Areas). This gives the individual universities and autonomous institutions seamless liberty to innovate and experiment, and more importantly, it is here that the institutions devise appropriate strategies by which

- (i) to make creative and critical applications of what has been learnt in the mandatory components, and
- (ii) to meaningfully connect the learners to the career demands and expectations. It is essential that the theoretical subject knowledge of the students must be translated into practical hands-on experience.

One essential aspect of LOCF is to develop a business management graduate who can meet the present and the future requirements of industry and economy. LOCF emphasizes on developing the competent persons who can work as the contemporary and future leaders of the industry and business.

The education system in the emerging scenario demands to enrich the personality of the students so as to develop a holistic personality. Therefore, the focus of LOCF is based on the four pillars of education which are learning to know, learning to do, learning to live execute together, and learning to be.

Another focus of LOCF is to build a set of requisite social and ethical values that will meet the expectations of modern society. It shall also promote ideals of universal brotherhood and cooperation.

The core basis of LOCF is to emphasize cultivating the ideology which promotes sustainable economic system and encourages eco-friendly fair business practices.

The emphasis of this exercise is to provide a right understanding to the students about objective and transparent system of governance. This would bring a desired change in the system of administration and quality of governance of all the institutions.

The present situation of business education requires total over-hauling and restructuring in the light of changed socio-economic scenario of the global economy in the context of Industry 4.0. The dynamic nature of global business demands a pool of competent human capital for which relevant education is essential in terms of timeliness, speed, flexibility, and dynamism.

There is a need to provide students with appropriate skills and knowledge inputs which would make them globally competent and empower them to work in the changing business environment.

Therefore, the focus of the LOCF in Business Administration is to introduce globally acknowledged choice-based credit system which will offer numerous opportunities to learn various core subjects and also explore additional avenues of learning beyond the routine and standardized framework. The sole purpose of this exercise is to provide opportunities for holistic development of the students.

Thus, the LOCF can help in bringing uniformity in curricula on the one hand and empower the student on the other hand to choose the career options making it more relevant and globally acceptable which would create new benchmark in the world.

The salient features of the LOCF in BBA are:

1. The objectives of LOCF are to mentally prepare the students to learn various courses/ subjects in the domain of Business and Industry leading to a graduate degree.
2. The learning outcomes for each course has been carefully designed to help students to have experiential learning in various domains of Management discipline.
3. Business Administration itself is an interdisciplinary course; therefore, proper care has been taken to integrate courses covering various domains like Accounts, Management concepts, Finance, Marketing, Human Resource, Business Laws, International business, Strategic management, Economics, Statistics, Information & Communication Technologies, Soft skills for executives, Entrepreneurship, etc.
4. The core courses have been selected considering the need for studying Business Administration as a separate discipline and the required theoretical knowledge and practical exposure.
5. In order to achieve the spirit of LOCF under CBCS and to empower the students, large number of optional courses under Generic Elective (GE), Skill Enhancement Courses (SECs), and Discipline Specific Elective Courses (DSEs) have been included in the structure.
6. An option to adopt courses offered by Sector Skill Council in the course structure of BBA as Skill Enhancement Courses is a pioneering step where the idea is to directly embed the academic course with relevant skill enhancement courses offered by various Sector Skill Councils in India. Hence, a scope for enhancing employability of regular management graduates has been created in the proposed course structure.
7. Keeping in view the objectives and learning outcomes outlined in each course, proper care has been taken, to provide practical exercises for each unit in a course, so that the students gain hands on experience (learning by doing) apart from textbook based theoretical knowledge. Business research methods and project work has been provided as a discipline specific course in fifth and sixth semester respectively which make the students to learn application of knowledge in exploring/analysing/solving issues related to a real life situation.

8. The courses are designed keeping in view the employability, research, and innovation in the field of Business and industry especially in Accounting, Management, Finance, Marketing, Human Resource, Computer Applications in Business, Business Laws, International business, strategic management, soft skills and Entrepreneurship.



# 1. Introduction

In order to foster education development agenda in India, significant reforms in the undergraduate education is to introduce the Learning Outcomes-based Curriculum Framework (LOCF) which aims at making teaching student-centric, interactive, and outcome-oriented with well-defined aims, objectives, and goals to be achieved. The programme learning outcomes include subject-specific skills and generic skills, including transferable global skills and competencies. It would also focus on knowledge and skills that prepare students for further study, research, employment, and research.

One of the ways to measure the development of a nation is the advancement of the knowledge of its people. Hence, advanced measures should be taken to improve the quality of business knowledge in our society by nurturing quality higher education. This shall include translation of academic research into innovations for practical use in society and economy.

In order to achieve the programme goals following measures would be adopted:

- i. Regulatory curriculum reform based on a Learning Outcomes-based Curriculum Framework (LOCF);
- ii. Enriching the quality of teaching and research;
- iii. Enlightening learning environment through ICT based hands-on approach to students;
- iv. Involving students in group discussions, problem-solving, business quiz, case analysis, taking seminar, preparing assignments and make them practice out of the box thinking;
- v. Motivating the students to understand various concepts of Business administration and apply them in real corporate environments.

In order to foster educational development agenda in India, significant reforms in undergraduate education is to introduce LOCF.

## **Course Structure – Types of Courses.**

**The following types of courses are offered under CBCS-LOCF:**

- a) **Core Courses (CC).** A core course is a compulsory discipline specific course. A student of Business Administration has to take 12 such Business Administration courses over six semesters.



- b) **Elective Courses (EC).** An elective course is a course that is to be chosen from a specified set of courses. These courses are of two types. Which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
- i. **Discipline Specific Electives (DSE).** These are elective courses that provide advanced undergraduate training in specialised areas of Business Administration. A set of six semester-specific, courses of this kind are offered in the First through fourth semester of the Undergraduate programme, Business Administration.
  - ii. **Project.** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project. Such a course is compulsory in sixth semester.
  - iii. **Generic Electives (GE).** These courses, in disciplines other than Business Administration, are intended to broaden the training of a student in the Business Administration Undergraduate programme. A student of Business Administration will take one such course, offered by another department, in each of Semester V and VI.
- c) **Ability Enhancement Compulsory Course (AECC).** Two such courses are to be taken, one in Semester I (Environmental Studies) and one in Semester II (Value Education– Gandhian Thoughts).
- d) **Skill Enhancement Course (SEC).** A student is to take one such course each in Semester III through Semester VI.

## **2. Learning Outcomes-based Approach to Curriculum Planning**

The Bachelor's Degree in BBA awarded to the student on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes, and values) and academic criteria expected of graduates at the end of the programme. Therefore, the learning outcomes of this particular programme are aimed at facilitating the students to acquire these attributes, keeping in view changes in the current socio-economic environment.

The LOCF of BBA has been designed keeping in view the graduate attributes, qualification descriptors, programme learning outcomes, and course learning outcomes. The committee has tried to frame the syllabi in order to engage students through an all – encompassing knowledge impartation.

The programme has been framed by allowing flexibility and innovation in:

- i. Programme design and syllabi development;
- ii. Teaching-learning pedagogy;
- iii. Assessment of student learning levels;
- iv. Providing ICT based hands-on experience to students through high quality learning activities in relevant situations.

### **Nature and Extent of the Programme in BBA**

The BBA Programme provides an extensive and rigorous base for learning, application, research, entrepreneurship, and holistic development. The key areas of study in Business Administration are:

- i. Finance
- ii. Marketing
- iii. Human Resources
- iv. Research Methodology
- v. Information Systems

- vi. Economics
- vii. Soft skills for executives
- viii. Investment
- ix. Computer application
- x. Business Laws and Ethics
- xi. Organisational behaviour
- xii. International business
- xiii. Strategic management
- xiv. Entrepreneurship development

Apart from these key areas present curriculum framework includes courses on Yoga and Happiness, with an aim to imbibe in students a sense of self awareness, ethical conduct, morale, positive attitude, human life and values, socially and environmentally conscious behaviour.

Degree programme in Business Administration covers topics which are already mentioned in detail under various headings in Section 6. The depth and breadth of study of individual topics depends on the nature and devotion of students in specific Business Administration programmes.

#### Aims of Bachelor's Degree Programme in BBA

The overall aim of BBA as a programme is to:

- Provide a conducive environment that holistically engages students through an all-encompassing knowledge impartation;
- Widen the scope and depth of the course enabling them to undertake further studies in business administration and its allied areas on multiple disciplines concerned with administration and management;
- Construct a sound theoretical footing;
- Acquainting students with recent market practices;

- Encourage the students to advance a range of generic skills helpful in employment, internships, and social activities;
- Formulating business problems and provide innovative solutions to enable the students to be future ready management leaders who are compassionate and yet efficient.

#### Key Outcomes underpinning Curriculum Planning and Development

The LOCF in Business Administration desires to propose the courses of management for BBA, based on the expected learning outcomes and academic standards which are necessary for the graduates after completing these programmes. The committee considered and discussed the following factors completely:

- i. Framing of syllabi
- ii. Students attributes
- iii. Qualification descriptors
- iv. Programme learning outcomes
- v. Course learning outcomes
- vi. Necessity of having elective courses
- vii. Applications of business administration
- viii. Employability in banking, finance, marketing, IT, HRM, research consultants, and other sectors.

### **3. Graduate Attributes in BBA**

The graduate attributes in BBA are the outline of the expected course learning outcomes mentioned in the beginning of each course. The characteristic attributes that a BBA graduate will be able to demonstrate through learning various courses are listed below:

#### **Disciplinary Knowledge**

Capability of executing comprehensive knowledge and understanding of one or more discipline that form part of Business Administration.

#### **Communication Skills**

- i. Ability to communicate long standing unsolved problems in Business environment;
- ii. Ability to show the importance of Business Administration as precursor to various market developments since the beginning of the civilization.

#### **Critical Thinking**

- i. Ability to engage in reflective and independent thinking by understanding the concepts in every area of Business and industry;
- ii. Ability to examine the results and apply them to various problems appearing in different branches of various Business sectors.

#### **Problem solving**

- i. Capability to deduce a business problem and apply the class room learning into practice to offer a solution for the same;
- ii. Capabilities to analyse and synthesize data and derive inferences for valid conclusion;
- iii. Able to comprehend solution to sustain problems originating in the diverse management areas such as Finance, Marketing, Human Resource.

#### **Research Related Skills**

- i. Ability to search, locate, extract, organise, analyse, evaluate, and use of analysed information to solve problems in the business functional areas;
- ii. Ability to identify the developments in various branches of Business and industry.

#### **Information and Communication Technology (ICT) digital literacy**

Ability to use various technical tools like ICT, spreadsheet to develop business

#### Self-directed Learning

Capability to work independently in diverse projects and ensure detailed study of various facets of Business and industry.

#### Moral and Ethical Awareness/Reasoning

- i. Ability to ascertain unethical behaviour, falsification, and manipulation of information;
- ii. Ability to manage self and various social systems.

#### 3.8 Lifelong learning

Capability of self-paced and self-directed learning aimed at personal development and for improving knowledge/skill development and sustainable practices in all functional areas of Business Administration.

## 4. Qualification Descriptors for BBA

The qualification descriptors suggest the generic outcomes and attributes to be obtained while obtaining the degree of BBA. These parameters are expected to be attained and demonstrated by the students after becoming graduate in this programme. The HEI should consider the above mentioned parameters at the time of assessing the learning of various courses for BBA. The learning experiences and assessment procedures thereby are so designed that every graduate in Business Administration may achieve the programme learning outcomes with equal opportunity irrespective of class, gender, community, and regions. Each graduate in Business Administration should be able to:

- i. Demonstrate extensive and coherent knowledge of Business Administration and management and its applications in real business world;
- ii. Understanding of various concepts and theories providing strong academic foundation;
- iii. Demonstrate educational skills in areas of Marketing, Finance, Accounting, HR, Business law, Entrepreneurship, Economics, and several other branches of Business Administration and management;
- iv. Acquire various soft skills required to manage complete business situation as well as life situations;
- v. Apply knowledge, understand, learn and practice skills to identify the difficult/unsolved problems in rapidly changing environment and to collect the required information from possible range of sources and try to analyse and assess these problems using appropriate methodologies;
- vi. Fulfil one's learning requirements to provide an insight of research in Business administration and interdisciplinary areas while seeking research pursuits;
- vii. Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts, rather than replicate curriculum content knowledge, to identify and analyse problems and issues and solve complex problems with well-defined solutions;
- viii. Good value systems leading to high ethical and moral conduct in society at large;
- ix. Competencies and attitudes;
- x. Values.

## 5. Programme Learning Outcomes of BBA

The outcomes and attributes described in qualification descriptors are attained by students through learning acquired on completion of a programme of study. The term ‘programme’ refers to the entire scheme of study followed by students leading to a qualification.

Programme learning outcomes of BBA include various subject specific skills and generic skills like management, creative, and innovative competencies in diverse areas of Business, the achievement of which will be demonstrated by the students of BBA Programme for the award of bachelor degree. The programme learning outcomes of BBA also enable a student to prepare for further study, employment, and good citizenship. Further, the difference in the level of achievement of programme outreach provides for comparing of learning levels and standards across different college/institution. The various learning outcomes of the programme are mentioned below:

i. Bachelor’s Degree in Business Administration results in giving comprehensive knowledge of Finance, Marketing, Human Resource Management, Business Law, Economics, Accounting, Management concepts, International business, strategic management and several other branches of Business Administration and management.

ii. Acquire disciplinary knowledge of management principles, concepts, ethical values, morale, policies, procedures, leadership, social responsibilities and learn how to apply key theories in functional areas of business. Thus, this programme helps students in building a concrete footing for advanced studies in Business Administration and to stand with the requirement of business sector, making youth fit for employment and self-employment.

iii. Students undergoing this programme will be equipped to the world of work, particularly, work of the future. The student will get a first-hand exposure of working in the real world by improving critical thinking, problem solving and decision making ability in business related situations and become a socially responsible, cooperative team member and value driven citizen committed towards sustainable development of nation. This programme helps excel in the field of multicultural competence to serve in national and global organisational environments.

iv. Students completing this programme will be able to develop managerial knowledge and tactical dexterity, with a broader skill set and encourages them to seek out audacious,



innovative solutions for today's business and also acquire research skills to identify new business trends, start ups, customer needs, and find solutions to the business challenges. On completion of the programme a solid foundation for professional growth is achieved. The students become responsible citizen, successful team leader and work with dedication in multidisciplinary areas of business by practicing soft skills and analytical reasoning exercises.

v. Completion of this programme will also enable the students to formulate business problems and provide innovative solutions. Thus, this programme facilitate to mould them into future visionaries, management leaders, entrepreneurs that are compassionate yet efficient and also inculcate ethical leadership, managerial qualities, self direction and continuous learning to be successful entrepreneur/executive in the competitive world.

vi. The course provides an extreme and rigorous base for teaching, research, and allied business administration and management activities and also equips oneself to become digitally savvy and experienced in using ICT enabled systems.

# 6. COURSE STRUCTURE OF BBA PROGRAMME

## SCHEME OF EXAMINATION

### (CBCS PATTERN)

with effect from 2021–2022 and onwards).

S No.	Semester	Part	Subject Code	Subject	Lecture Hours	Marks					Exam Hrs.	Credits
						Internal Marks	External Marks	External Minimu	Total Passing	Total Marks		
1	I	I	21TAM11L	Part I-Language-Tamil I	6	50	50	20	40	100	2	3
2		II	21ENG12L	Part II-English-I	6	50	50	20	40	100	2	3
3		III	21BBA13C	Core-Paper I- Management Concepts	5	50	50	20	40	100	2	4
4		III	21BBA14C	Core-Paper II- Accounting for Managers	5	50	50	20	40	100	2	4
5		III	21BBA15A	Allied Paper I- Statistics for Management - I	6	50	50	20	40	100	2	4
6		IV	21ENV1GE	Environmental Studies	2	50	50	20	40	100	2	2
7	II	I	21TAM21L	Part I-Language-Tamil II	6	50	50	20	40	100	2	3
8		II	21ENG22L	Part II-English-II	6	50	50	20	40	100	2	3
9		III	21BBA23C	Core-Paper III- Business Organisation	5	50	50	20	40	100	2	4
10		III	21BBA24C	Core-Paper IV-Business Communication skills	5	50	50	20	40	100	2	4
11		III	21BBA25A	Allied Paper II- Statistics for Management II	6	50	50	20	40	100	2	4
12		IV	21VAL2GE	Value Education – Gandhian Thoughts	2	50	50	20	40	100	2	2
13	III	III	21BBA31C	Core-Paper V- Financial Management	5	50	50	20	40	100	2	4
14		III	21BBA32C	Core-Paper VI- Production Management	5	50	50	20	40	100	2	4
15		III	21BBA33C	Core-Paper VII - Marketing Management	5	50	50	20	40	100	2	4
16		III	21BBA34C	Core-Paper VIII - Organizational Behaviour	5	50	50	20	40	100	2	4
17		III	21BBA35A	Allied Paper III- Managerial Economics	6	50	50	20	40	100	2	4
18		IV	21BBA36P	Skill Based Elective – I - Basics of MS Office	4	50	50	20	40	100	2	3
19	IV	III	21BBA41C	Core-Paper IX – Investment Management	5	50	50	20	40	100	2	4
20		III	21BBA42C	Core-Paper X –Human Resource Management	5	50	50	20	40	100	2	4
21		III	21BBA43C	Core-Paper XI -Services Marketing	5	50	50	20	40	100	2	4
		III	21BBA44C	Core-Paper XII- Business Ethics	4	50	50	20	40	100	2	4
22		IV	21BBA45A	Allied Paper IV – Business Law	6	50	50	20	40	100	2	4
23		III	21BBA46V	Skill Based Elective – II Soft Skills for Executives - I	5	50	50	20	40	100	2	3
24	V	EXA44E	Co-curricular Activity	-	-	-	-	-	-	-	-	1

25	V	III	21BBA51C	<b>Core-Paper XIII – Financial Services</b>	5	50	50	20	40	100	2	4	
26		III	21BBA52C	<b>Core-Paper XIV – International Business</b>	6	50	50	20	40	100	2	4	
27		III	21BBA53C	<b>Core-Paper XV – Retail Management</b>	5	50	50	20	40	100	2	4	
28		III	21BBA54C	<b>Core-Paper XVI- Research Methods for Management</b>	6	50	50	20	40	100	2	4	
29		IV	21BBA55V	<b>Skill Based Elective – III Soft Skills For Executives- II</b>	5	50	50	20	40	100	3	3	
30		IV	21BBA5EL	<b>Non – Major Elective I – Basics of Business Organisation</b>	3	50	50	20	40	100	2	2	
31		III	21BBA61C	<b>Core-Paper XVII – Strategic Management</b>	6	50	50	20	40	100	2	4	
32		III	21BBA62C	<b>Core-Paper XVIII – Management Information System</b>	6	50	50	20	40	100	2	4	
33		VI	III	21BBA63C	<b>Core-Paper XIX – Advertising and Sales Promotion</b>	6	50	50	20	40	100	2	4
34			III	21BBA64S	<b>Skill Based Elective – IV Entrepreneurial Development</b>	5	50	50	20	40	100	2	3
35	IV		21BBA65V	<b>Project work &amp; Viva - voce</b>	4	50	50	20	40	100	3	15	
36	IV		21BBA6EL	<b>Non – Major Elective II – Entrepreneurial Development</b>	3	50	50	20	40	100	2	2	
				<b>Total</b>	<b>180</b>					<b>3600</b>		<b>140</b>	

Year	Sem.	Sub Code	Title of the paper	Hours/ Week
2021-2022 Onwards	I	21BBA13C	CORE PAPER I - MANAGEMENT CONCEPTS	5

### **COURSE LEVEL OUTCOMES:**

**On the successful completion of the course, student will be able to:**

1. Identify the characteristics in Management Concepts and understand its applications through case discussions.
2. Enhance problem solving skills by participating in Management Case Discussions.
3. Develop communication skills by interacting in group discussions.
4. Improve managerial and decision-making skills required for future managers.
5. Develop leadership skills by participating in team discussions.
6. Create leadership qualities required to manage a business successfully.
7. Apply knowledge on how to boost morale in organizations.
8. Assess modern control techniques followed in business.
9. Apply knowledge on Recent Trends and Challenges for Future Managers.
10. Identify the Role of Managers in Twenty First Century.

### **UNIT-I**

Management- Meaning – Nature and Scope, Functions – Levels - Process – Managerial Skills- Characteristics of Quality Managers – Management Art or Science – Management and Administration – Henry Fayol’s Principles of Management.

### **UNIT -II**

Planning: Meaning – Nature – Importance – Characteristics – Advantages and Limitations – kinds – Process of Planning – Business Forecasting – Essentials – Limitations – Decision Making: Process – Types – Problems involved in Decision Making – MBO – Principles.

### **UNIT-III**

Organizing: Features – Principles – Process – Merits – Demerits – Types of Organization- Formal - Merits – Informal – Demerits – Delegation of Authority – Nature – Principles – Obstacles – Centralization – Decentralization – Determining factors – Bases of Departmentation – Span of control.

### **UNIT-IV**

Direction – Essential – Principles - Motivation –Theories of Maslow , X and Y Theory – Morale – Factors – Methods to boost Morale – Discipline – Forms – Principles – Causes for indiscipline - Leadership – Qualities – Styles – Functions.

## **UNIT -V**

Controlling: Characteristics – Purpose – Process – Modern control Techniques – Requisite of an effective Control System – Co-ordination – Need – Principles – Techniques – Recent Trends and Challenges for the Future Manager-Role of Managers in Twenty First Century.

### **PEDAGOGY STRATEGIES:**

- Case Studies
- Group Discussion
- Seminar
- Quiz

### **REFERENCES:**

1. DinkarPagare – Business Management – Sultan Chand & Sons Publications (2015) Product Edition 5.
- 2.L.M. Prasad – Principles and Practice of Management- Sultan Chand & Sons Publications (2020) Product Edition 10.

### **FURTHER READING:**

- 1.K. Aswathappa ,Dr. KarminderGhuman -Management: Concepts, Practice & Cases-Tata Mc.Graw Hill Publications (2010) Product Edition 1.
- 2.Dr. R. Pardeep Kumar-Management Principles and Applications- Sultan Chand & Sons Publications (2020).

### **Internet Resources**

- [www.managetrainlearn.com](http://www.managetrainlearn.com)
- [AllBusiness.com](http://AllBusiness.com)
- Management and Business Studies Portal
- **MOOC, SWAYAM, NPTEL Websites**

## COURSE LEVEL MAPPING OF PROGRAMMEME LEVEL OUTCOMES

PLO		CLO	Course Level Outcomes (CLO)											
			1	2	3	4	5	6	7	8	9	10		
<b>PROGRAMMEME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<b>2</b>	<b>Communication skills</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>			<input type="checkbox"/>
	<b>3</b>	<b>Critical thinking</b>		<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
	<b>4</b>	<b>Research skills/ Problem Solving</b>		<input type="checkbox"/>		<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>
	<b>5</b>	<b>Analytical Reasoning&amp; Soft Skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
	<b>6</b>	<b>Leadership skills</b>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	
	<b>7</b>	<b>Information/Digital Literacy</b>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<b>8</b>	<b>Cooperation/Team work</b>				<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<b>9</b>	<b>Multicultural Competency</b>		<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
	<b>10</b>	<b>Self Directive and Learner</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>

Year	Sem.	Subject Code	Title of the paper	Hours/ Week
2021-2022 onwards	I	21BBA14C	CORE PAPER II- ACCOUNTING FOR MANAGERS	5

### **COURSE LEVEL OUTCOMES:**

On successful completion of course, students will be able to:

1. Compare the importance of Financial Accounting, Management Accounting and Cost Accounting.
2. Preparation of Final Accounts.
3. Prepare and use the financial statements.
4. Design and prepare different financial reports for decision making.
- 5: Assess the various tools and techniques used for taking financial decisions.
6. Compute the flow of funds in a business.
7. Demonstrate critical thinking skills for interpretation of business information.
8. Preparation and application of various budgets.

### **UNIT - I (Theory only)**

Financial Accounting – Meaning – Objectives - Management Accounting - Meaning – Nature – Scope – Objectives – Functions – Merits and Demerits of Management Accounting – Distinction between Financial Accounting, Management Accounting and Cost Accounting - Financial Accounting – Golden Rules –Accounting Concepts and Conventions - Double Entry Book Keeping – Preparation of Journal – Ledger – Trial Balance – Final Accounts.

### **UNIT - II (Theory and Problems)**

Financial Statement Analysis – Preparation of Comparative and Common size statement – Analysis and Interpretation - Ratio analysis – Classification of Ratios – Significance of Ratios - Liquidity, Profitability and Solvency – Inter - firm comparison.

### **UNIT- III (Problems only)**

Fund flow analysis - Preparation of Schedule of changes in Working Capital – Statement of Sources and Application of Funds - Cash flow analysis – Calculation of Cash from Operations.

### **UNIT - IV (Problems Only)**

Marginal Costing – Contribution – Marginal Cost Equation – Cost Volume Profit Analysis - Break even analysis - Break Even Point – Break Even Chart.

## **UNIT - V (Problems only)**

Budgeting and Budgetary Control – Advantages and Disadvantages of Budgetary Control - Preparation of various budgets – Functional Budget – Flexible Budget – Cash Budget - Sales Budget.

**(Theory carries 20% marks and problems carry 80% marks)**

### **PEDAGOGY STRATEGIES :**

- Lecture (Chalk and Talk-LCD)
- Assignment
- Case study
- Quiz

### **REFERENCES:**

1. R.K Sharma & Shashi K. Gupta, (2017) Management Accounting, Kalyani Publishers, Ludhiana.
2. T.S. Grewal, (2018) Double Entry Book keeping, Sulthan Chand.

### **FURTHER READING**

1. S.N Maheswari, (2012) Management Accounting, Sultan Chand & sons, New Delhi.
2. Jain and Narang, (2019) Financial Accounting, Kalyani Publishers.

### **Internet Resources**

**Related Online Contents, MOOC, SWAYAM, NPTEL Websites**



## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

PLO		CLO	Course Level Outcomes (CLO)								
			1	2	3	4	5	6	7	8	
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>2</b>	<b>Communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>3</b>	<b>Critical thinking</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>4</b>	<b>Research skills/ Problem Solving</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>5</b>	<b>Analytical Reasoning&amp; Soft Skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>6</b>	<b>Leadership skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>7</b>	<b>Information/Digital Literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>9</b>	<b>Multicultural Competency</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>10</b>	<b>Self Directive and Learner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**AECC-1 @ SEMESTER I**

<b>Year</b>	<b>Sem.</b>	<b>Subject Code</b>	<b>Title of the paper</b>	<b>Hours/Week</b>
<b>2021 -2022 onwards</b>	<b>I</b>	<b>21ENV1GE</b>	<b>ENVIRONMENTAL STUDIES (For all UG courses)</b>	<b>2</b>

**COURSE LEARNING OUTCOMES:**

On the successful completion of the course, students will be able to:

1. Recognize the role of the environment and the need to conserve it for sustaining life.
2. Enumerate the natural resources
3. Explores the adverse effects of deforestation and over exploitation of natural resources
4. Associate the components of the ecosystem and need for biodiversity conservation.
5. Evaluate the environmental pollution hazards and their effects on the living system.
6. Interpret the different disaster management procedures.
7. Analyse the climatic change and global effects
8. Infer the need for environmental laws in the constitution of India.
9. Relate the growth of the human population and its impact on the environment.

**UNIT I:**

Environment – Introduction – Nature - Scope – Content – Need for study. Natural resources- Forest and energy resources- Use and overexploitation - deforestation. Energy resources- renewable and non-renewable energy resources.

**UNIT II:**

Ecosystem – concept – types- Forest, Grassland, Desert and Aquatic (Pond)- Structure and function of an ecosystem – Producers- consumers and decomposers – Food chain – food web- ecological pyramids- energy flow. Biodiversity and its conservation- in situ and ex situ conservation- Mega biodiversity centres and hotspots.

**UNIT III:**

Environmental pollution- definition- causes-effects and control measures of air, water, soil, thermal and nuclear pollution. Waste management- Industrial and solid waste. Disaster management – earthquake, cyclone, flood and landslides.

**UNIT IV**

Social Issues and the environment-Urbanization-Urban problems related to energy and watershed management. Environmental Ethics- Issues and possible solutions- Wasteland reclamation- Climate change - causes and effects. Global warming- Acid

rain- Ozone layer depletion- Public awareness. Environmental laws- Environment Protection Act, Wildlife Protection Act, Forest Conservation Act.

#### **UNIT V:**

Human population and its impact on environment- Population growth- Resettlement and Rehabilitation of project affected persons- Case studies – Sardar Sarovar Project, Maharashtra and Bandipur National Park- Project Tiger, Karnataka, NTPC, India. Role of Indian and Global religions and Cultures in environmental conservation- Case study: sacred groves in Western Ghats (kavu) & Chinese culture. Human and Wildlife Conflict.

#### **PEDAGOGY STRATEGIES**

- ❖ Board and Chalk lectures
- ❖ PowerPoint slide presentations
- ❖ Assignments

#### **Textbooks:**

1. Sharma, P. D. 2000. Ecology & Environment. Rastogi Publications, Meerut, India.
2. Bharucha, E. 2003. Text book of Environmental Studies. UGC, New Delhi & Bharati Vidyapeeth Institute of Environmental Education and Research, Pune.
3. Arumugam, M. and Kumaresan, V. 2016. Environmental Studies (Tamil version). Saras Publications, Nagercoil.

#### **Online/E-Resources:**

<https://www.edx.org/course/subject/environmental-studies>  
[https://www.coursera.org/courses?\\_facet\\_changed\\_=true&domains=life-sciences%2Cphysical-science-and-engineering%2Csocial-sciences&query=environmental%20science%20and%20sustainability&userQuery=environmental%20science%20and%20sustainability](https://www.coursera.org/courses?_facet_changed_=true&domains=life-sciences%2Cphysical-science-and-engineering%2Csocial-sciences&query=environmental%20science%20and%20sustainability&userQuery=environmental%20science%20and%20sustainability)  
<https://www.open.edu/openlearn/nature-environment/free-courses>

**COURSE LEVEL MAPPING OF PROGRAMMEME LEVEL OUTCOME:**

PROGRAMME Level Outcomes (PLO)	Course Level Outcome (CLO)								
	1	2	3	4	5	6	7	8	9
Disciplinary Knowledge		√	√		√	√			
Communication Skills		√		√				√	√
Critical Thinking	√		√		√		√		
Research related skills	√		√			√		√	
Analytical reasoning	√			√		√		√	
Problem Solving		√	√			√			√
Team Work				√	√		√		√
Moral and ethical awareness		√		√		√		√	√

Year	Semester	Subject Code	Title of the Paper	Hours/Week
2021-2022 Onwards	II	21BBA23C	COREPAPER III - BUSINESS ORGANISATION	5

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, student will be able to:

1. Explain the concepts related to Business.
2. Develop the Principles for the Successful Business.
3. Design the appropriate forms of Business Organisation .
4. Design Memorandum of Association and Articles of Association for an Organisation
5. Evaluate & Classify the Modern office function and its significance.
6. Describe the various Business Services and its benefits.
7. Generate the skills to use different forms of Business Combinations.
8. Describe and apply Recent trends in Modern business.

### **UNIT-I**

Business – Meaning - Characteristics – Components of business – Business system - Objectives of modern business - Business and Profession – Factors of production - Organisation - Principles – Essentials of successful Business – Development of forms of business organization.

### **UNIT-II**

Forms of Business Organisation - Sole traders - Partnership- kinds - Joint Hindu Family firm - Joint stock companies – Co-operative societies - Public Utilities and Public Enterprise – Merits – Demerits and distinction of each form.

### **UNIT-III**

Company: Meaning – Types – Characteristics of a Company – Formation of a Company – Necessary Documents – Memorandum and Articles – Introduction about Capital and Shares.

### **UNIT-IV**

Modern office Management – Functions – Importance – Filing – Essentials – Methods – Indexing – Advantage – Types – Office furniture – Types - Changing office - Paper Less Office –Business services – Banking, Insurance, E-business - Benefits.

### **UNIT-V**

Business Combinations – Causes for the growth – Types - Forms - Combination movement in India – Industrial estate – Objectives - Merits –Reasons for poor performance - Recent Trends in Modern Business: BPO, KPO, Entrepreneur & Homepreneur.

**PEDAGOGY STRATEGIES:**

- Lecture (Chalk and Talk-LCD),
- Assignment,
- Group discussion.

**REFERENCES:**

1. Bhushan Y.K, Fundamentals of Business Organisation, Sulthan Chand Publishers,2016
2. Willian A Pride, Robert J. Hughes, and Jack R. Kapoor, Foundations of business, cengage learning higher education,6<sup>th</sup> edition.

**FURTHER READING:**

1. Reddy P.N and Gulshan S.S, Principles of Business Organisation and Management,- S.Chand Limited, 2019.
2. Jagadish Prakash, Business Organisation and Management,KitabMohal Ditributors,2019.
3. Dr.R.K.Chopra & Priyanka Gauri, Office Management,Himalaya Publishing House,2017.

**Internet Resources:**

- [https://onlinecourses.swayam2.ac.in/nou21\\_mg03/](https://onlinecourses.swayam2.ac.in/nou21_mg03/)

## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

PLO \ CLO		Course Level Outcomes (CLO)								
		1	2	3	4	5	6	7	8	
PROGRAMME LEVEL OUTCOMES (PLO)	1	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2	<b>Communication skills</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<b>Critical thinking</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	<b>Research skills/ Problem Solving</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	<b>Analytical Reasoning &amp; Soft Skills</b>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6	<b>Leadership skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7	<b>Information/Digital Literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8	<b>Cooperation/Team work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9	<b>Multicultural Competency</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10	<b>Self Directive and Learner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year	Sem.	Sub Code	Title of the paper	Hours/Week
2021-22 onwards	II	21BBA24C	CORE PAPER IV - BUSINESS COMMUNICATION SKILLS	5

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to:

1. Extend the knowledge of effective Communication basics, Principles and overcome barriers of Communication.
2. Demonstrate the critical thinking skills to produce successful letters in any given context or situation.
3. Improve communication skills effectively.
4. Revise body language to possess best gesture and posture in work place
5. Describe the concepts of Interpersonal communication
6. Recognize the importance of non-verbal communication and use of various techniques.
7. Apply special emphasis on delivering the presentation

### **UNIT-I**

Communication - Meaning - Importance of Business communication - Objectives - Principles - Types – Barriers to communication.

### **UNIT-II**

Correspondence - Layout of a business letter - Kinds of Business letters - Enquiries and Replies – Offers and Quotations – Orders and Execution.

### **UNIT-III**

Claims and Adjustments – Collection – Status Enquiries – Application for Jobs.

### **UNIT-IV**

Non-verbal communication: Body Language - Kinesthetics- Transaction Analysis(TA): Ego States – Parent – Adult - Child Ego - Games that people play- Sweat shirts- Stamps.

### **UNIT-V**

Presentation Skills - Speaking to Large Group and Small group audience - Language Skills - Types of Presentation and use of aids

### **PEDAGOGY STRATEGIES:**

- Board and chalk lecture
- PowerPoint slide presentation
- Role play
- Seminar
- Skill development record note (SDRN) preparation



**REFERENCES:**

1. Rajendra Paul, J. S. Korlahalli, Essentials of Business Communication, Sultan Chand & Sons, New Delhi, revised edition 2012.
2. Francis Thamburaj, Communication Skills for Professional mExcellence, Vijay Nicole . Imprints Private Limited, Chennai, 2018

**FURTHER READING:**

1. Alex. K (2012), Soft Skills - Know Yourself & Know the World, First edition, reprint 2011, published by S. Chand & Company LTD, Ram Nagar, New Delhi - 110 055.
2. Michael Nichols, The art of listening: how learning to listen can improve relationships, the Guilford press, New York, London, second edition, 2009.

**Internet Resources**

[https://swayam.gov.in/nd2\\_imb19\\_mg14/preview](https://swayam.gov.in/nd2_imb19_mg14/preview)

[https://www.online-degree.swayam.gov.in/nd1\\_dyp20\\_d02\\_s1\\_hs01/preview](https://www.online-degree.swayam.gov.in/nd1_dyp20_d02_s1_hs01/preview)

**COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES**

PLO		CLO	CourseLevel Outcomes (CLO)							
			1	2	3	4	5	6	7	
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	1	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<b>Communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<b>Critical thinking</b>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	<b>Research- related skills/problem solving</b>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
	5	<b>Analytical reasoning and soft skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	6	<b>Leadership skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7	<b>Information/Digital literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8	<b>Cooperation/ team work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9	<b>Multicultural competence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10	<b>Self-directive and learner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## AECC-2 @ SEMESTER II

Year	Subject Title	Semester	Sub Code
2021 -22 Onwards	VALUE EDUCATION – GANDHIAN THOUGHTS (For all UG courses)	II	21VAL2GE

### COURSE LEVEL OUTCOMES:

#### On successful completion of the course, the student will be able to:

1. Interpret Gandhiji's experiments to his spiritual pursuits and search for purity, political activities through fasting protests, and even his role as an educator using diet and meals as teaching exercises.
2. Lead a life marked with humility and truthfulness and subsequent realization of the Truth as the purpose of human life.
3. Infer lessons that are fundamental to living in harmony and social progress such as respect, empathy, equality, solidarity and critical thinking.
4. Promote tolerance and understanding above and beyond our political, cultural and religious differences.
5. Create special emphasis on the defense of human rights, the protection of ethnic minorities
6. Emerge as responsible citizens with clear conviction to practice values and ethics in life.
7. Transform themselves to become good leaders.
8. Realize their role and contribution to the nation building.

**UNIT I:** Birth and Parentage - Childhood - At the High school - Stealing and Atonement - Glimpses of Religion - Gandhi's choice - Experiments in Dietetics - Acquaintance with Religions - The Great Exhibition.

**UNIT II:** The first case - Preparing for South Africa - same experiences - on the way to Pretoria – Coolie - Natal Indian Congress - Education of Children - Brahmacharya.

**UNIT III:** Simple life - The Boer war - Sanitary Reform and Famine Relief - Lord Curzon's Darbar - A month with Gokhale - Experiments in Earth and water treatment - Indian opinion - Coolie Locations or Ghettoes - The Black plague.

**UNIT IV:** The Magic spell of a Book - The Zulu Rebellion - The Birth of Satyagraha - More experiments in Dietetics - Kasturbai's Courage - Domestic Satyagraha- Fasting - Shanti Niketan - Woes of Third-Class passengers.

**UNIT V:** Kumbha mela - Lakshman Jhula - Founding of the Ashram - Abolition of Indentured Emigration - The Kheda Satyagraha - The Rowlatt Bills - Navajivan and young India - Congress Initiation - The Birth of Khadi.

## TEXT BOOKS

1. M.K. GANDHI, "The Story of My Experiments with Truth", An Autobiography Apple publishing International(P) Ltd, Chennai.
2. - மகாத்மா காந்தியின் சுயசரிதை - சத்தியசோதனை தமிழாக்கம் -  
-ரா.வேங்கடராஜ்\*லு, நவஜீவன் பரசுராலயம், அகமதாபாத

## PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Powerpoint slide presentations
- Seminar
- Assignments
- Quizes
- Group discussion

## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES.

		CourseLevel Outcomes (CLO)								
		1	2	3	4	5	6	7	8	
<b>PROGRAMMELEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Reflective thinking</b>	✓	✓			✓		✓	✓
	<b>2</b>	<b>Communication skills</b>		✓		✓	✓	✓	✓	✓
	<b>3</b>	<b>Critical thinking</b>	✓			✓		✓	✓	✓
	<b>4</b>	<b>Multicultural competence</b>				✓	✓	✓	✓	✓
	<b>5</b>	<b>Analytical reasoning</b>		✓	✓	✓		✓		
	<b>6</b>	<b>Problem solving</b>		✓	✓	✓		✓	✓	✓
	<b>7</b>	<b>Team work</b>	✓		✓		✓	✓	✓	
	<b>8</b>	<b>Leadership readiness/qualities</b>			✓		✓	✓		✓
	<b>9</b>	<b>Moral and ethical awareness</b>	✓		✓		✓	✓		✓

Year	Sem.	Sub Code	Title of the paper	Hours/ Week
2021-22 onwards	III	21BBA31C	CORE PAPER V-FINANCIAL MANAGEMENT	5

### **COURSE LEVEL OUTCOMES:**

On successful completion of course, students will be able to:

1. Outline with the key principles of finance.
2. Identify importance of Financial Management.
3. Plan various Financing decisions based on Cost of Capital and Leverages.
4. Outline capital structure of a business.
5. Create dividend policies for an organization.
6. Demonstrate the importance of Working capital Management.
7. Plan efficient management of cash and receivables.
8. Evaluate different techniques of capital budgeting for choosing feasible projects in business.

#### **UNIT- I (Theory only)**

Financial Functions – Meaning - Definitions - Functions - Scope - Objectives of Financial Management - Profit Maximization and Wealth Maximization - Source of Finance - Short term- Bank Sources - Long Term – Shares - Debentures.

#### **UNIT - II (Problem & Theory questions)**

Financing decision - Cost of Capital - Cost of Specific Sources of capital – Equity – Preferred stock - Debt – Reserves - Weighted Average Cost of Capital - Operating Leverage and Financial Leverage.

#### **UNIT - III (Theory only)**

Capital Structure - Factors influencing - Optimal Capital structure – Designing capital structure – Dividend - Dividend policy: Meaning, Classification - Sources available for Dividends - Dividend policy – Aspects – Forms - Determinants of dividend policy .

#### **UNIT- IV (Theory only)**

Working capital management – Concepts – Importance – issues and Determinants - Cash management - Strategies - Objectives - Motives for holding cash - Receivables management: Objectives – Cost of Credit Extension, Benefits – Trade credit - Credit policies- Credit terms – Collection policies.

#### **UNIT - V (Problems & Theory questions)**

Capital Budgeting: Principles - Techniques, Nature, Identifying relevant cash flows, Payback, Average rate of return, Net Present Value, Internal Rate of Return.

**(Theory carries 80% and problem carries 20%)**

**PEDAGOGY STRATEGIES:**

- Assignment
- Group discussion
- Case study
- Seminar
- Quiz

**REFERENCES:**

1. Sharma R. K & Gupta S.P, (2018) Financial Management, Kalyani Publishers,
2. M.Y. Khan and P.K. Jain, (2019) Financial Management, Tata McGraw-Hill Publishing Co, New Delhi.

**FURTHER READING:**

1. I.M. Pandey, (1999) Financial Management, Vikas Publishing House Pvt. Ltd, 8<sup>th</sup> Edition.
2. Prasanna Chandra, (2017) Financial Management, Tata McGraw - Hill Publishing Co.

**Internet Resources**

Related Online Contents, MOOC, SWAYAM, NPTEL, Websites

## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

PLO		CLO	Course Level Outcomes (CLO)								
			1	2	3	4	5	6	7	8	
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	1	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<b>Communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<b>Critical thinking</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	<b>Research- related skills/problem solving</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	<b>Analytical reasoning and soft skills</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6	<b>Leadership skills</b>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7	<b>Information/Digital literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8	<b>Cooperation/ team work</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9	<b>Multicultural competence</b>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10	<b>Self directive and learner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year	Sem	Sub Code	Title of the Paper	Hours/ Week
2021-22 onwards	III	21BBA32C	CORE PAPER VI -PRODUCTION MANAGEMENT	5

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, student will be able to:

1. Demonstrate knowledge about Production Management functions and process.
2. Identify the factors affecting Plant Location
3. Create an idea about principles of Plant Layout.
4. Discuss Materials Management function and its importance in business.
5. Apply knowledge in Production Planning and Control functions.
6. Utilize Materials Handling Principles in organization.
7. Outline the significance of Inventory Control in business
8. Assess storekeeping functions and duties of a store- keeper.
9. Evaluate Quality Control and its significance in Production Management.
10. Analyze the concepts of benchmarking and the procedure for obtaining ISO.

### **UNIT-I**

Production Management - Functions - Scope - Production System - Plant Location – Importance - Pros and Cons - Factors – Site location - Plant Layout – Principles – Process- Product layout - Kinds - Productivity, Efficiency and Effectiveness.

### **UNIT -II**

Production Planning and Control – Principles – Aggregate planning - MRP– ERP, CRP, Master production schedule - Maintenance - Types – Work study - Time study - Motion study – Importance - Objectives.

### **UNIT – III**

Materials Management – Objectives - Principles - Integrated materials management – Purchasing – Principles – Procedure - Vendor rating - Vendor evaluation - Materials Handling - Importance - Principles - Criteria for selection of material - Categories of Material handling equipments.

### **UNIT-IV**

Inventory Control – Importance – Objectives – Types - Tools – ABC, VED, FSN Analysis – EOQ Safety stock - Reorder point- KANBAN – JIT – Outsourcing - Store Keeping - Objectives – Functions - Duties-Responsibilities - Location of store - Stores Ledger - Bin card.

## **UNIT V**

Quality Control – Need –Objectives – Steps - Benefits - Inspection - Methods – TQM - Objectives – Elements – Benefits - Bench Marking - Objectives –Advantages – AGMARK - ISO 9000 - Features – Advantages - Procedure for obtaining ISO.

### **PEDAGOGY STRATEGIES:**

- Case Studies
- Group Discussion
- Seminar
- Quiz

### **REFERENCES:**

- 1.O.P.Khanna : Industrial Engineering and Management – Dhanpat Rai Publishing Co. Pvt Ltd (2018) 6<sup>th</sup> Edition.
- 2.VV.Varma : Materials Management – Sultan Chand & Sons Publication(2012) 4<sup>th</sup> Edition.

### **FURTHER READING:**

- 1.P Saravanel& S Sumathi-Production and Materials Management - MarghamPublications(2012) 6<sup>th</sup> Edition.
- 2.S.K.Sarangi-Production Management and Materials Management: Text & Cases- Asian Books Private Ltd (2018)

### **Internet Resources**

- [www.managetrainlearn.com](http://www.managetrainlearn.com)
- [AllBusiness.com](http://AllBusiness.com)
- Management and Business Studies Portal
- MOOC, SWAYAM, NPTEL Websites



## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

PLO \ CLO		Course Level Outcomes (CLO)										
		1	2	3	4	5	6	7	8	9	10	
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
	<b>2</b>	<b>Communication skills</b>	<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>3</b>	<b>Critical thinking</b>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	<b>4</b>	<b>Research skills/ Problem Solving</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<b>5</b>	<b>Analytical Reasoning&amp; Soft Skills</b>	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<b>6</b>	<b>Leadership skills</b>	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	<b>7</b>	<b>Information/Digital Literacy</b>	<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
	<b>8</b>	<b>Cooperation/Team work</b>				<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<b>9</b>	<b>Multicultural Competency</b>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
	<b>10</b>	<b>Self Directive and Learner</b>	<input type="checkbox"/>		<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>

Year	Sem.	Sub Code	Title of the paper	Hours/ Week
2021-2022 onwards	III	21BBA33C	CORE PAPER VII - MARKETING MANAGEMENT	5

### COURSE LEVEL OUTCOMES:

On the successful completion of the course, student will be able to:

1. Recognize the basics, classification and environmental factors affecting marketing.
2. Apply Market segmentation strategies to market the product.
3. Apply marketing mix and ethics to be followed in marketing.
4. Explain the concept of consumer behaviour, factors influencing and decision making process.
5. Recognize the role of three partners in consumer protection, consumer rights and functions.
6. Classify the types of product, developing new product and reasons for its failure and measures to avoid failures. Implementing strategies in product mix and product life cycle
7. Explore the impact of product pricing, objectives, policies and factors influencing pricing decisions.
8. Implementing the types of channel choice. Identify the role of branding and packaging in marketing products.
9. Explore the recent issues and developments in marketing.

#### UNIT-I

Marketing – Market - Classification – Marketing: Nature –Scope- Benefits-- Functions - Marketing environment – Elements in marketing mix - Market segmentation: Benefits-Bases- strategies.

#### UNIT-II

The product: Types- Product mix strategies - Developing new product - Product life cycle - Product failures – Reasons - Measures to avoid product failures - Pricing – Objectives – Factors influencing Pricing decisions- Pricing policies.

#### UNIT-III

Channel of distribution- Channel types - Choice of channel selection - Promotion mix- Objectives - Factors affecting promotion mix - Forms of Promotion - Branding- Functions - Kinds- Advantages and disadvantages – Packaging - Functions – Kinds.

## **UNIT-IV**

Social media marketing: Importance – Tools – Advantages and disadvantages- Elements - Direct Marketing: Major channels- Merits – E-marketing - Objectives – Benefits – Tools - Green Marketing - Importance- Problems.

## **UNIT-V**

Consumerism In India :Consumer protection- Consumer Rights – Functions. Marketing Ethics: Need – Ethical issues - Improving ethical behaviour in marketing.

## **PEDAGOGY STRATEGIES:**

- Assignment
- Group discussion
- Case study
- Seminar
- Quiz

## **REFERENCES:**

1. Dr. C.B. Gupta, Dr.N. Rajan Nair-Marketing Management-Text and Cases - Sultan Chand & Sons, Nineteenth edition, (2019).
2. K. Sundar - Essentials of Marketing-Vijay Nicole Imprints Pvt Ltd.(2016).

## **FURTHER READING:**

1. Philip T.Kotler, Gary Armstrong, Prafulla Agnihotri-Principles of Marketing-Pearson Education.(2018)
2. Rajan Saxena- Marketing Management- Mc Graw Hill India.(2019)
3. R.S.N. Pillai, Bagavathi- Marketing Management-S. Chand & Company Pvt.Ltd. (2013)
4. S.A.Sherlekar, R.Krishnamoorthy-Marketing Management-Concepts and Cases-14<sup>th</sup> Edition.
5. Dr.Amitkumar, Dr.B.Jagdish Rao- Marketing Management-Sahitya Bhawan Publications.(2019).
6. Callie Daum- Marketing Management- Vibrant Publishers.(2020).

## **Internet Resources:**

**Related Online Contents: MOOC, SWAYAM, NPTEL, Websites.**

- [https://onlinecourses.nptel.ac.in/noc19\\_mg48/preview](https://onlinecourses.nptel.ac.in/noc19_mg48/preview)
- <https://www.classcentral.com/course/swayam-marketing-management-i-5308>
- <https://www.classcentral.com/course/swayam-marketing-management-ii-12989>

**COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES:**

CLO		CourseLevel Outcomes (CLO)									
		1	2	3	4	5	6	7	8	9	
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>2</b>	<b>Communication skills</b>						<input type="checkbox"/>			<input type="checkbox"/>
	<b>3</b>	<b>Critical thinking</b>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>4</b>	<b>Research- related skills/Problem solving</b>						<input type="checkbox"/>	<input type="checkbox"/>		
	<b>5</b>	<b>Analytical reasoning and soft skills</b>						<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	<b>6</b>	<b>Leadership skills</b>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>7</b>	<b>Information/Digital literacy</b>		<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>
	<b>8</b>	<b>Cooperation/ Team work</b>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
	<b>9</b>	<b>Multicultural competence</b>			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<b>10</b>	<b>Self directive and learner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year	Sem.	Subject Code	Title of the Paper	Hours/ Week
2021-2022 onwards	III	21BBA34C	CORE PAPER VIII - ORGANIZATIONAL BEHAVIOUR	5

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, student will be able to:

1. Analyse the concept of Organisational Behaviour to understand the behavior of people in the organisation
2. Analysing the complexities associated with management of Individual behavior in the organisation
3. Develop Perception and learning skills.
4. Judging the attitude and manage the emotions appropriately.
5. Discuss how group dynamics created in an organization.
6. Develop skills through activities and manage Power and Politics in organisation.
7. Analyse the process used in resolving Conflicts.
8. Enhance Knowledge on Organisational Culture.
9. Explore ways to effectively implement organizational change.
10. Generating the skills to understand stress in Human Behaviour

### **UNIT-I**

Organisational Behaviour: Definition - Nature – Objectives – Scope – Role - Disciplines Contributing to OB– Fundamental Concepts Of OB -Individual Differences – Determinants Of Individual Behavior - Personality –Determinants.

### **UNIT -II**

Perception – Characteristics - Perceptual Process – Factors Influencing Perception - Developing perceptual skills – Impression management – Process – Preventions of Negative –Positive Impression - Attitude - Factors in Attitude Formation –Values.

### **UNIT -III**

Learning - Factors - Steps - Process of Learning – Organisational Behaviour Modification - Steps - Emotions – Sources - Emotional Intelligence - Application in Organisation - EQM (Emotional Quality Management) - Managing Emotions.

### **UNIT -IV**

Group Dynamics: Group – Purpose - Types - Distinction between Formal and Informal Group – Stages Of Group Development - Group Norms Types - Cohesiveness - Factors Influencing Group Cohesiveness - Power - Importance - Politics – Types - Reasons For Organizational Politics - Conflict -Types Of Conflict - Conflict Resolution.

## **UNIT –V**

Organizational Culture – Characteristics - Functions - Organizational Effectiveness - Criteria  
- OD – Features – Intervention - Organizational Change - Factors Influencing – Resistance -  
Work Stress - Causes - Effects – Counseling – Merits - Functions – Types.

### **PEDAGOGY STRATEGIES:**

- Lecture (Chalk and Talk-LCD),
- Group discussion,
- Activities,
- Videos.

### **REFERENCES:**

1. L M Prasad – Organisational Behaviour, Sultan Chand and Sons, 2014.
2. R. Prabhu and T. Raju - Organisational Behavior, Biztantra publishers, 2013

### **FURTHER READING:**

1. Keith Davis - Organisational Behaviour : Human behavior work, MC Graw Hill, 2010
2. Ghosh P K - Industrial psychology, Himalaya Publishing House , 2013
3. K. Aswathappa - Organisational Behavior, Himalaya publishing house, Mumbai, 2017
4. K Sundar J Srinivasan - Elements of Organisational Behaviour, Vijay Nicole P Ltd., Ramnagar Chennai. Jan 2017

### **Internet Resources:**

- <https://www.mooc-list.com/course/human-resources-open2study>

**COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES:**

PLO \ CLO		Course Level Outcomes (CLO)											
		1	2	3	4	5	6	7	8	9	10		
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>2</b>	<b>Communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>3</b>	<b>Critical thinking</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>4</b>	<b>Research skills/ Problem Solving</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>5</b>	<b>Analytical Reasoning &amp; Soft Skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>6</b>	<b>Leadership skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>7</b>	<b>Information/Digital Literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>8</b>	<b>Cooperation/Team work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>9</b>	<b>Multicultural Competency</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>10</b>	<b>Self Directive and Learner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year	Sem.	Sub Code	Subject Title	Hours/ Week
2021-22 Onwards	III	21BBA36P	SKILL BASED ELECTIVE I - Basics of MS OFFICE	4

### COURSE LEVEL OUTCOMES:

On the successful completion of the course, students will be able to:

1. Demonstrate the basics of Microsoft Office Programme to function with Word document, Excel sheet, and PowerPoint presentation.
2. Create a new document, save it in a folder, print preview, opening and close documents.
3. Align documents, edit it, delete, cut, copy, paste, redo, undo, go to find and replace operations.
4. Insert table, rows columns, merge, split, delete, page numbers, bulletins, numbering, font size, colour, pictures, header and footer, word art, text box, symbols, smart Art.
5. Create excel spreadsheets, editing, inserting, and entering data, calculations, chart preparation.
6. Create a new slide, insert table and pictures, set animation effect, and perform editing, layout, formatting, slide show.

### MS WORD

- Introduction to Word document - Creating a document, save it in a new folder, type a paragraph, print preview, opening documents and close it.
- Overview of word menu options - Word basic tool bar - Insert tables, deletion, merging, splitting, - insert pictures, symbol, smart art, cover page, Header, footer, word art, text box, and page numbers.
- Page layout: page setup – set margins, paper size, page layout, Columns, page borders & change colours .
- Editing document – font size, colour, perform deleting, editing, cut, copy, paste, undo, redo, find and replace and go to options.
- Formatting documents - aligning text and paragraph, Line space - spelling and grammar check, bullets and numbering.
- Learn shortcuts by using Keyboard .

### MS EXCEL

- Introduction – spreadsheet and its applications - creating worksheet, entering data into worksheet, save it, printing worksheet, open and close.
- Editing - cell alignments – formatting - Entering and editing data in worksheet.
- Insert rows, columns, delete rows and columns, merge cells, cut, copy, and paste.
- Setting Formula – calculations (Addition, subtraction, multiplication, division).
- Creating a work sheet for maintaining student Mark details, find results by using formula .
- Creating Charts to illustrate performance of product sales in market.
- Learn shortcuts by using Keyboard



## MS POWER POINT

- Basics of Power Point - make new slide, move, copy, delete, duplicate, save, open and close
- Editing and formatting text: alignment, editing, inserting, deleting, selecting, text formatting
- Adding header, footer bullets, numbering
- Insert table, delete and insert - rows, columns, split, merge cells
- Insert a picture name it and practice different animation effect
- Creating advertisement for a product with minimum three slides

### PEDAGOGY STRATEGIES:

- Demonstrate and practice the Programs .
- Prepare practical record note
- Writing algorithm in observation note

### REFERENCES:

1. MS Office 2016 – Joan Lambert, Curtis Frye, Microsoft Press, 2015 Edition.
2. Office 2010, Peter Weverka Publisher - for dummies, I Edition, 2010

### COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

CLO		Course Level Outcomes (CLO)						
		1	2	3	4	5	6	
PROGRAMME LEVEL OUTCOMES (PLO)	1	Disciplinary Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	Critical thinking	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	Research- related skills/problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	Analytical reasoning and soft skills	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6	Leadership skills	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
	7	Information/Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8	Cooperation/ team work						<input type="checkbox"/>
	9	Multicultural competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year	Sem.	Sub Code	Title of the paper	Hours/ Week
2021-22 onwards	IV	21BBA41C	CORE PAPER IX - INVESTMENT MANAGEMENT	5

### **COURSE LEVEL OUTCOMES:**

On successful completion of course, students will be able to:

1. Compile with the concepts of investment.
2. Assess various investment avenues available.
3. Plan the investment in shares and debentures.
4. Design the mechanics of floating new issues and security trading.
5. Outline and evaluate risks and returns involved in a business.
6. Demonstrate the importance of analysing securities for investment by investors.
7. Evaluate the importance of optimum portfolio and diversification.

### **UNIT- I**

Concepts of Investment Management – Principles - Importance – Need - Alternate forms of investment – Government Securities – Post Office Schemes - LIC schemes - Bank deposits – Mutual Fund Schemes – Provident Fund – Company Deposits – Real Estate – Gold and Silver.

### **UNIT - II**

Investment in Shares and Debentures – Comparison with other forms of investment -Primary Market: Role of NIM – Functions - Mechanics of floating new issue - Secondary market - Functions – Mechanics of Security Trading – Role of SEBI - Recent trends in stock market and NIM.

### **UNIT - III**

Risk – Kinds – Measures of Risk – Returns -Valuations of securities: Valuation of Bonds – Valuation of Preference and Equity Shares .

### **UNIT- IV**

Security Analysis – Fundamental Analysis: Economic, Industry and Company Analysis  
Technical Analysis - Dow Theory – Types of Charts – Important Chart Patterns.

### **UNIT - V**

Portfolio – Meaning – Objectives – Principles – Diversification – Selection - Portfolio Construction - Portfolio Revision - Optimum Portfolio .

**(Theory only)**

### **PEDAGOGY STRATEGIES:**

- Assignment
- Group discussion
- Case study
- Seminar
- Quiz

### **REFERENCES:**

1. Preethi Singh, (2018) Investment Management, Himalaya Publishing House.
2. Bhalla V.K, (2013) Investment management, S. Chand Limited.

### **FURTHER READING:**

1. V.A Avadhani, (2010) Investment management,Himalaya Publishing House.
2. Prasanna Chandra,(2017) Investment Analysis & Portfolio Management, 2<sup>nd</sup> Edition, Tata Mc Graw Hill Publications.

### **Internet Resources**

1. [www.rbi.org.in](http://www.rbi.org.in)
2. [www.amfindia.com](http://www.amfindia.com)
3. [www.nseindia.com](http://www.nseindia.com)

## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

PLO		CLO	Course Level Outcomes (CLO)							
			1	2	3	4	5	6	7	
PROGRAMME LEVEL OUTCOMES (PLO)	1	Disciplinary Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	Communication skills		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	3	Critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	Research- related skills/problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	Analytical reasoning and soft skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6	Leadership skills			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7	Information/Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8	Cooperation/ team work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9	Multicultural competence	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10	Self directive and learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year	Sem.	Sub Code	Title of the paper	Hours/ Week
2021-22 onwards	IV	21BBA42C	CORE PAPER X – HUMAN RESOURCE MANAGEMENT	5

### COURSE LEVEL OUTCOMES:

On the successful completion of the course, students will be able to:

1. Explain the essentials of human resource management practice for business development.
2. Identify the role and status of HR manager and apply the recent techniques in HRM.
3. Explore human relation skills for drafting Job description and Job specification.
4. Identify various types of recruitment sources and selection process carried in organizations.
5. Evaluate the employee performance, develop a training Programme and control employee turnover.
6. Recognize the importance of promotion, transfer and demotion in effective functioning of organizations.
7. Identify the suitable monetary and non-monetary rewards based on employee performance.
8. Create a conducive working environment and identify various welfare measures for employees.
9. Create a sound industrial relations and role of trade union in organizations.
10. Handle employee grievances in organizations and develop employee participation in management.

### UNIT-I

Human Resource Management : Nature - Scope - Objectives - Functions - Role and Status of HR manager – Qualities - Careers in HRM - Ethics in HRM – Strategic HRM - Challenges to HRM - Recent techniques in HRM.

### UNIT-II

Human Resource Planning: Objectives – Factors – Process - Recruitment Sources - E-Recruitment - Selection Process - E-Selection - Job Analysis – Importance - Process – Uses - Job description – Contents - Job specification.

### UNIT-III

Performance Appraisal : Objectives – Methods – Problems - Recent developments - Training – Benefits- Methods - Recent developments -Job evaluation: Principles- Procedure- – Difference between Merit rating and Job evaluation– Promotion: Bases – Transfer – Reasons – Types – Demotion :Reasons - Labour Turnover: Causes -Control of Employee Turnover.

## **UNIT-IV**

Wages and Salary Administration :Objectives – Factors - Wage Incentives Plans - Social Security and Welfare: Objectives –Types - Non-Monetary Rewards – Employee Safety and Health: Causes of accidents - Safety measures - Industrial Health – Objectives - Protection against Health Hazards.

## **UNIT-V**

Industrial Relations :Importance - Causes of poor IR - Developing Sound IR - Trade Union :Functions – Problems - Measures to Strengthen Trade Union Movement in India – Employee Grievance: Sources – Grievance Handling Systems – Workers Participation in Management- Objectives- Forms- Suggestions for success WPM.

## **PEDAGOGY STRATEGIES :**

- Assignment
- Group discussion
- Case study
- Seminar
- Quiz.

## **REFERENCES:**

1. Subba Rao. P, Personnel and Human Resource Management (Text and cases) Himalaya Publishing House Fourth edition, 2011.
2. Dr.K.Sundar,Dr.J.Srinivasan,Essentials of Human Resource Management-Vijay Nicole Imprints Private Limited, Chennai.2017.
3. S.S.Khanka, Human Resource Management Text and Cases –S.Chand& Company Ltd Second edition, 2019.

## **FURTHER READING:**

1. T.N.Chhabra and Monica Chhabra ,Essentials of Human Resource Management-Sun India Publications.2020.
2. V.S.P.Rao, Human Resource Management-Taxmann, 2020.
3. Pravin Durai, Human Resource Management-Pearson Education.2020.
4. C.B. Gupta, Human resource Management Sultan Chand &sons Eleventh edition, 2009
5. GhanchiMahammuthushen, Human Resource Management- Notion Press. 2019

## **Internet Resources**

**Related Online Contents: MOOC, SWAYAM, NPTEL, Websites.**

- [https://onlinecourses.nptel.ac.in/noc20\\_mg15/preview](https://onlinecourses.nptel.ac.in/noc20_mg15/preview)
- [https://onlinecourses.swayam2.ac.in/cec20\\_mg20/preview](https://onlinecourses.swayam2.ac.in/cec20_mg20/preview)
- [https://onlinecourses.swayam2.ac.in/nou20\\_mg02/preview](https://onlinecourses.swayam2.ac.in/nou20_mg02/preview)

**COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES:**

CLO		Course Level Outcomes (CLO)											
		1	2	3	4	5	6	7	8	9	10		
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>2</b>	<b>Communication skills</b>			<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>	
	<b>3</b>	<b>Critical thinking</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>4</b>	<b>Research- Related Skills/Problem solving</b>					<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
	<b>5</b>	<b>Analytical reasoning and Soft skills</b>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>				
	<b>6</b>	<b>Leadership skills</b>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>7</b>	<b>Information/Digital literacy</b>				<input type="checkbox"/>	<input type="checkbox"/>						
	<b>8</b>	<b>Cooperation/ Team work</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>9</b>	<b>Multicultural competence</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>	
	<b>10</b>	<b>Self directive and learner</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year	Sem	Sub Code	Title of the Paper	Hours/ Week
2021-22 onwards	IV	21BBA43C	<b>CORE PAPER XI -SERVICES MARKETING</b>	5

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, student will be able to :

1. Demonstrate knowledge about significance and growth of Services Marketing.
2. Analyze the services marketing environment and identify factors playing a vital role.
3. Explore Customer Relationship Management in Services Sector.
4. Assess traditional vs relationship marketing in services.
5. Evaluate Service Quality Model and gaps in delivery of service to the customer.
6. Discuss the stages in New Service Development.
7. Identify Service Marketing Mix and create Problem Solving Skills by analyzing case studies.
8. Explore new ideas about interactive marketing and its significance.
9. Create ideas regarding formulating service Marketing strategies for Bank, insurance – mutual fund, portfolio – transport, Hotels, Hospital, consultancy, Tourism, entertainment, Information Technology, Political, Education, Courier Services, Automobiles, Electricity.
10. Assess users behavior profile in Services Sector.

### **UNIT I**

Services – Concepts – Goods and services – Salient Features – Significance – Behavioural profile of users – Emerging key Services – Service Aspiration – Services Marketing Triangle – Technology in services – Consumer protection in services.

### **UNIT II**

Services Environment – Services Capes – Factors to Consider Designing Services Capes – Dimensions of Service Environment – Service Blueprint – Steps – Importance – Understanding the customer relationship – Customer Pyramid – Essentials of Relationship Marketing – Relationship Vs. Traditional Marketing – CRM in different forms.

### **UNIT III**

Service recovery – Service Expectations - Levels – Service Encounters – Types – Cascade – Service Quality – Importance – Gap – Causes of Gap – Bridging the Gap – Measuring – Gap Model – Servqual – Dimensions – New Service Development Stages – Matrix – Service Strategy – Process – Service Triangle – TQM – Roadmap – Effects – Quality Circle.

### **UNIT IV**

Marketing Mix – Formulation – Levels of Product – Product Development – Process – Attractiveness – Promotion Mix – Components – Sales Promotion – Tools – Word-of-Mouth



Promotion – Telemarketing – Expanded Mix For Service Marketing – Capacity Planning – Scheduling – Interactive Marketing.

## **UNIT V**

Formulating Service Marketing Strategies for Bank, Insurance – Mutual Fund, Portfolio – Transport, Hotels, Hospital, Consultancy, Tourism, Entertainment, Information Technology, Political, Education, Courier, Automobiles – Electricity – Service Sectors – Users Behavioural Profile – Importance – Segmentation – Marketing Mix of Each Sectors.

### **PEDAGOGY STRATEGIES:**

- Case Studies
- Group Discussion
- Seminar
- Quiz

### **REFERENCES:**

- 1.S.M. Jha, Services Marketing, Himalaya publishing house, 2018 edition.
- 2.K.Douglas Hoffman, John E.G. Bateson-Services Marketing Concepts, Strategies and Cases–CENGAGE INDIA.

### **FURTHER READING:**

- 1.Wirtz Jochen,LovelockChristopher,Chaterjee Jayanta -Service Marketing- Pearson Publication (2017) Eighth Edition.
- 2.K. Rama Mohana Rao-Services Marketing -Pearson Education (2011) 2<sup>nd</sup> Edition.

### **Internet Resources:**

- [www.managetrainlearn.com](http://www.managetrainlearn.com)
- [AllBusiness.com](http://AllBusiness.com)
- Management and Business Studies Portal
- **MOOC, SWAYAM, NPTEL Websites**

## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

CLO		Course Level Outcomes (CLO)										
		1	2	3	4	5	6	7	8	9	10	
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>2</b>	<b>Communication skills</b>			<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>3</b>	<b>Critical thinking</b>						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>4</b>	<b>Research skills/ Problem Solving</b>	<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>5</b>	<b>Analytical Reasoning &amp; Soft Skills</b>	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>6</b>	<b>Leadership skills</b>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	
	<b>7</b>	<b>Information/Digital Literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>					<input type="checkbox"/>	
	<b>8</b>	<b>Cooperation/Team work</b>		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<b>9</b>	<b>Multicultural Competency</b>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
	<b>10</b>	<b>Self Directive and Learner</b>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

<b>Year</b>	<b>Sem.</b>	<b>Sub Code</b>	<b>Title of the paper</b>	<b>Hours/ Week</b>
<b>2021-22 onwards</b>	<b>IV</b>	<b>21BBA44C</b>	<b>CORE PAPER XII - BUSINESS ETHICS</b>	<b>4</b>

### **COURSE LEVEL OUTCOMES:**

On successful completion of course, students will be able to:

1. Explain the role of Business Ethics in Business World.
2. Ability to distinguish Ethics and Unethical issues.
3. Understand Code of Conduct.
4. Improve Managerial Decision making by understanding the ethical components.
5. Recognise Ethics in Organisation.
6. Identify the legal aspects of Ethics.
7. Apply the best practices in Corporate Social Responsibility.
8. Practice Corporate Governance.

### **UNIT I**

Ethics - Meaning- Definition- Nature of Business Ethics- Characteristics - Causes of Unethical Behaviour- Ethical abuses.

### **UNIT II**

Work ethics - Code of Conduct - Ethical Decision making - Ethical leadership -Management of Ethics - Ethical Dilemma - Ethics in practice- Ethics for Managers - Role and Functions of Ethical Managers.

### **UNIT III**

Code of Ethics - Competitiveness , Organisational size, Profitability and Ethics - Cost of Ethics in Corporate Ethics evaluation- Legal aspects of Ethics - Political and Legal Environment - Environmental Ethics .

### **UNIT IV**

Corporate Social Responsibility - Definition - Evolution - Need- Business Practices - Strategies for CSR- Challenges and Implementation.

### **UNIT V**

Corporate Governance - Issues - Corporate Governance Code - Transparency and Disclosure - Practices and Regulations - Future of Governance.

**PEDAGOGY STRATEGIES :**

- Assignment
- Group discussion
- Case study
- Seminar
- Quiz

**REFERENCES:**

1. Dr.S.S.Khanka , (2014) Business Ethics and Corporate Social Responsibility , S.Chand Publishing .
2. Gupta. C.B, (2014), Governance , Ethics and Social Responsibility of Business , Sulthan Chand .

**FURTHER READING:**

1. Jyoti Jain , ( 2019.), Ethics in Management , Garima Publications .
2. DeGeorge.R ,(2011) Business Ethics 7th Edition, Pearson,

**Internet Resources**

1. <https://openstax.org/details/books/business-ethics>
2. <https://open.umn.edu/opentextbooks/textbooks/business-ethics-2018>

## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

PLO		CLO	Course Level Outcomes (CLO)							
			1	2	3	4	5	6	7	8
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>2</b>	<b>Communication skills</b>				<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>3</b>	<b>Critical thinking</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>4</b>	<b>Research- related skills/problem solving</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>5</b>	<b>Analytical reasoning and soft skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>6</b>	<b>Leadership skills</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>7</b>	<b>Information/Digital literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>8</b>	<b>Cooperation/ team work</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>9</b>	<b>Multicultural competence</b>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>10</b>	<b>Self directive and learner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year	Sem.	Sub Code	Title of the paper	Hours/ Week
2021-22 onwards	IV	21BBA45A	ALLIED PAPER IV – BUSINESS LAW	6

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to:

1. Identify the legal rules, elements and exception to a contract.
2. Recognise the knowledge on all related aspects of a contract - offer and acceptance.
3. Demonstrate the legality of an object.
4. Identify their knowledge on all aspects of Agreement, discharge and breach of a contract.
5. Identify the formulation of a sale of contract including conditions and warranties.
6. Identify the basic concepts of GST.
7. Recognise the rules as to a buyer and unpaid seller.
8. Recognise the nuances of Transfer of property.
9. Identify the norms for the contract of an Agency.
10. Revise the knowledge on relationship, duties of Principal, delegation and termination of an Agency.

### **UNIT I**

Contract –Elements – Essentials – Classification - Agreements – Consideration – Essentials - Legal Rules – Stranger to a Contract And Exceptions – Types – Capacity to Contract – Free Consent – Essentials – Coercion – Undue Influence – Misrepresentation – Fraud – Mistake – Offer – Lapse – Essentials – Acceptance – Rules – Essentials.

### **UNIT II**

Legality of object - Unlawful And Illegal Agreements - Effects Of Illegality - Wagering Agreements - Agreement Against Public Policy – Restraint Of Trade – Exceptions - Void Agreement – Types – Restitution - Essentials – Quasi Contract - Discharge Of Contract – Breach Of Contract - Remedies.

### **UNIT III**

Contract Of Sale - Sale And Agreement to Sell - Hire Purchase Agreement – Sale And Bailment - Capacity to Buy And Sell – Effect of Destruction of Goods - Conditions And Warranties – Rules of Caveat Emptor – Exceptions - Concept of Goods And Service Tax (GST) - Tax - Act 2017 - IGST- Integrated GST - Inter-State Transactions And Imported Goods or Services - State GST (SGST) - Latest Amendments.

### **UNIT – IV**

Transfer of Property – Goods Sent on Approval FOB, CIF, For and Ex-Ship Contract of Sale - Rights of an Unpaid Seller: Transfer of title of Non- Owners – Exception to the

Rule – Rules regarding delivery of Goods – Rights of the buyer – Unpaid Vendors Rights.

#### **UNIT – V**

Law of Agency: Contract of Agency – General Rules – Classification of Agents – Creation of An Agency – Limitation of Principal Towards Third Parties – Relationship of Principal And Agent - Revocation – Duties And Rights of Principal – Duties of Agents – Delegation of Authority to Agent – Personal Liability - Termination of Agency.

#### **PEDAGOGY STRATEGIES:**

- Assignment
- Group discussion
- Case study
- Seminar
- Quiz

#### **REFERENCES:**

1. N.D. Kapoor, Elements of Mercantile Law, Sulthan Chand, 2019 Edition.

#### **FURTHER READING:**

1. Shukla M.C, A manual of Mercantile Law, S.Chand, 2010 Edition.
2. Venkatesan, Hand book of Mercantile Law, Madras Law Journal Office, 1969.
3. Pandia R.H, Mercantile Law, Tripathi Private.

#### **Internet Resources:**

- **Related Online Contents, MOOC, SWAYAM, NPTEL Websites**

## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

PLO		CLO	Course Level Outcomes (CLO)											
			1	2	3	4	5	6	7	8	9	10		
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>2</b>	<b>Communication skills</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>3</b>	<b>Critical thinking</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>4</b>	<b>Research- related skills/problem solving</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>5</b>	<b>Analytical reasoning and soft skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>6</b>	<b>Leadership skills</b>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>7</b>	<b>Information/Digital literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>8</b>	<b>Cooperation/ team work</b>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>9</b>	<b>Multicultural competence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>10</b>	<b>Self directive and learner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Year	Sem.	Sub Code	Title of the paper	Hours/ Week
2021-22 Onwards	IV	21BBA46V	SKILL BASED ELECTIVE – II SOFT SKILLS FOR EXECUTIVES – I	5

### **COURSE LEARNING OUTCOMES:**

On the successful completion of the course, student will be able to:

1. Demonstrate the required soft skills to meet out the industry expectations .
2. Develop the students with knowledge of different types of reading and listening.
3. Apply the appropriate style of reading .
4. Overcome the pressure and consciously succeed in any stressful environments.
5. Get into any corporate with confidence and complete interview process successfully.
6. Develop the Communication in group discussion remarkably.

### **UNIT - I**

#### **Listening Skills**

- Listening Effectively
- Identifying Barriers
- Listening for Specific and General Information

### **UNIT - II**

#### **Reading Skills**

- Types of Reading
- Reading Strategies
- Active Reading

### **UNIT - III**

#### **Interpersonal skills**

- Negotiation Skills
- Social Conversation
- Managing stress

### **UNIT - IV**

#### **Interview Skills**

- Types of Interview
- Interview Preparation Techniques
- Frequently asked Questions

### **UNIT - V**

#### **Group Discussion Skills**

- Principles of group discussion
- Purpose of group discussion
- Preparation

**PEDAGOGY STRATEGIES:**

- PowerPoint presentation
- Seminar
- Mock interview participation
- Skill development record note preparation (SDRN)

**REFERENCES:**

1. Francis Thamburaj, Communication Skills for Professional Excellence, Vijay Nicole Imprints Private Limited, Chennai, 2018.
2. Nishitesh & Dr.Bhaskara Reddi, Soft Skills & Life Skills – The Dynamics of Success, BSC Publishers & Distributors, Hyderabad, 2012.

**FURTHER READING:**

1. Barun K. Mitra, Personality Development and Soft Skills, Oxford Higher Education, 2012.
2. Alex. K (2012) Soft Skills - Know Yourself & Know the World, First edition, reprint 2011, published by S. Chand & Company LTD, Ram Nagar, New Delhi - 110 055.
3. The Etiquette Book :A Complete Gide to Modern Manners- Jodi R.R. Smith, Sterling Publications, New York 2011

**Internet Resources:**

[www.managetrainlearn.com](http://www.managetrainlearn.com)

## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

PLO \ CLO		Course Level Outcomes (CLO)						
		1	2	3	4	5	6	
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	1	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<b>Communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<b>Critical thinking</b>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	<b>Research- related skills/problem solving</b>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
	5	<b>Analytical reasoning and Soft Skills</b>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6	<b>Leadership skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	7	<b>Information/Digital literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	8	<b>Cooperation/ team work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	9	<b>Multicultural Competence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10	<b>Self directive and Learner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year	Sem.	Sub Code	Title of the paper	Hours/ Week
2021-22 onwards	V	21BBA51C	COREPAPER XIII- FINANCIAL SERVICES	5

### **COURSE LEVEL OUTCOMES:**

On successful completion of course, students will be able to:

1. Apply the concepts of Financial Services.
2. Assess the availability of various financial products.
3. Evaluate the services of Merchant Bankers.
4. Analyse Hire purchase and Leasing as a source of credit in business.
5. Identify the importance of asset securitization.
6. Demonstrate the services of a factor and venture capitalist.
7. Compare and analyse the working of Credit rating agencies for rating the securities.
8. Develop an idea on derivatives.

### **UNIT- I**

Financial Services – objectives – Classification – Modern Activities – Sources – Causes for Financial Innovation – New Financial Products and Services – Financial services in India.

### **UNIT- II**

Merchant Banking – Functions – Code of conduct - Merchant Banking and Commercial Banks –Services of Merchant Banks – Qualities of Merchant Banker - Operational Guidelines for Merchant Bankers.

### **UNIT - III**

Hire Purchase: Feature – Hire Purchase and Installment Sale – Hire Purchase and Leasing – Bank Credit for Hire Purchase Business - Leasing: Definition – Types of Lease – Difference between Financial and Operating Lease – Advantages and Disadvantages of Leasing. Securitization: Meaning – Features – Parties Involved – Stages of Securitization – Benefits of Securitization.

### **UNIT- IV**

Venture Capital: Meaning – Definition – Features – Stages/Scope of Venture Capital Financing – Importance of Venture Capital – Methods of Venture Financing - Discounting – Factoring – Meaning – Modus Operandi – Functions – Types of Factoring – Benefits – Discounting vs Factoring - Forfaiting – Meaning – Benefits.

### **UNIT - V**

Credit Rating: Definition – Meaning – Functions – Benefits of Credit Rating – Credit Rating Agency of India – CRISIL – ICRA – CARE. Derivatives: Meaning - Importance - Kinds .

### **PEDAGOGY STRATEGIES :**

- Group discussion
- Assignment
- Seminar
- Case study

### **REFERENCES :**

- 1 .E.Gordan&K.Natarajan (2020)Financial Markets and Services, Himalaya Publishing House.
2. Punithavathy Pandian (2009) Financial Services and Markets, Vikas Publishing House Ltd.

### **FURTHER READING:**

1. M.Y.Khan, (2013) Financial Services, Mc Graw Hill Publications.
2. S.Gurusamy ,(2015) Financial Services, Vijay Nichole Imprints Pvt Ltd.

### **Internet Resources**

#### **Related Online Contents: MOOC, SWAYAM, NPTEL Websites**

- [www.rbi.org.in](http://www.rbi.org.in)
- [www.amfiindia.com](http://www.amfiindia.com)
- [www.nseindia.com](http://www.nseindia.com)

## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

PLO		CLO	Course Level Outcomes (CLO)								
			1	2	3	4	5	6	7	8	
PROGRAMME LEVEL OUTCOMES (PLO)	1	Disciplinary Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	Critical thinking		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
	4	Research- related skills/problem solving		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	5	Analytical reasoning and soft skills			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	6	Leadership skills	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	7	Information/Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	8	Cooperation/ team work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	9	Multicultural competence	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	10	Self directive and learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

Year	Sem	Sub Code	Title of the Paper	Hours/Week
2021-22 onwards	V	21BBA52C	CORE PAPER XIV - INTERNATIONAL BUSINESS	6

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, student will be able to :

1. Demonstrate knowledge in International Business Concepts
2. Identify the strategies followed in International Business.
3. Analyze International Business Environment.
4. Assess the objectives of IPR, Patents and RTI procedure.
5. Create an understanding about GATT, WTO, Trade Barriers in International Business and communication skills through case discussions.
6. Evaluate the concepts of LPG (Liberalisation, Privatization and Globalization)
7. Explore ideas about MNC's in India.
8. Rate the International Business Ethics.
9. Assess the concept of Balance of Payment.
10. Predict FDI(Foreign Direct Investment)

### **UNIT-I**

International Business: Evolution – Advantages – Types – Drivers of International Business – Stages of Rationalization – Domestic Vs. International Business – Modes of Entry – Internationalization Strategies – Trade Policy – Export Promotion – Export Procedures And Documents.

### **UNIT-II**

International Business Environment- Political – Risks – Economic – Socio – Cultural - Technology- Tools Used In International Business – Features – Legal – Principles – MRTP – Scope - Governing Body – Powers Of Commission – IPR – Objectives – Patents – RTI – Procedure – Exemption to Disclose.

### **UNIT -III**

Background of WTO - ITO, IMF, World Bank, Uruguay Round – GATT – Objectives - GATS, TRIMs, TRIPs – WTO – Functions – Rules – Benefits – Impact – Dispute Settlement Under WTO – Liberalization – Privatisation – Forms – Globalization – Reason For Going Global – Challenges.

### **UNIT-IV**

MNC's- Definition- Dominance of MNC's – Benefits and Demerits of MNC's – MNC's in India- Trade Barriers – Types – Non Tariff Barriers – Types – ASEAN – SAARC – Objectives – SAPTA, SAFTA – Principles, BIMST-EC, EU – Balance of payments – International Business Ethics – Social Responsibility.

## **UNIT -V**

FDI – Routes – Factors influencing – Global E-business – Successful Global E-Business Strategy -. Implementation – ECGC – Objectives – Objectives – FTZ’s – Features – EOU’s – Objectives – FOREX Management – Exchange Rate Determination – Exchange Risk – Managing Exchange Rate .

### **PEDAGOGY STRATEGIES:**

- Case Studies
- Group Discussion
- Seminar
- Quiz

### **REFERENCES:**

1.Francis Cherunilam : International Business (EEE) – Mc. Graw Hill Publication (2020) Sixth Edition.

### **FURTHER READING:**

1. Simon Collinson-International Business- Pearson Publication(2020) Eighth Edition.
2. Neeta Vaydande- International Business – Sahitya Bhawan Publications-Agra(2020).

### **Internet Resources:**

- [www.managetrainlearn.com](http://www.managetrainlearn.com)
- [AllBusiness.com](http://AllBusiness.com)
- Management and Business Studies Portal

**Related Online Contents: MOOC, SWAYAM, NPTEL Websites**



## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

CLO		Course Level Outcomes (CLO)										
		1	2	3	4	5	6	7	8	9	10	
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>2</b>	<b>Communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>
	<b>3</b>	<b>Critical thinking</b>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
	<b>4</b>	<b>Research skills/ Problem Solving</b>					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<b>5</b>	<b>Analytical Reasoning &amp; Soft Skills</b>		<input type="checkbox"/>				<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
	<b>6</b>	<b>Leadership skills</b>			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<b>7</b>	<b>Information/Digital Literacy</b>				<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<b>8</b>	<b>Cooperation/Team work</b>	<input type="checkbox"/>				<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>
	<b>9</b>	<b>Multicultural Competency</b>	<input type="checkbox"/>		<input type="checkbox"/>					<input type="checkbox"/>		<input type="checkbox"/>
	<b>10</b>	<b>Self Directive and Learner</b>				<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	

<b>Year</b>	<b>Sem.</b>	<b>Sub Code</b>	<b>Title of the paper</b>	<b>Hours/ Week</b>
<b>2021-2022 onwards</b>	<b>V</b>	<b>21BBA53C</b>	<b>CORE PAPER XV – RETAIL MANAGEMENT</b>	<b>5</b>

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, student will be able to:

1. Explain the drivers and impact of retailing in India.
2. Identify the implications of FDI in retail in India.
3. Apply the knowledge of retail formats in establishing retail stores for given scenario.
4. Select suitable store location and pricing strategies to be followed by retail stores.
5. Identify models and deliver services meeting customer expectations and in maintaining customer relationship.
6. Apply the elements of retail mix in delivery services and ethics to be followed by retail stores.
7. Explain the factors playing vital role in international retailing and various entry strategies for foreign markets.
8. Identify the importance of Complaint management in retailing.
9. Explore the benefits and future trends in e-tailing.
10. Apply IT in retail trade.

### **UNIT- I**

Retailing: Meaning-Functions-Drivers of retail change in India- FDI in retail- Challenges to retail development in India- Careers in retailing- Trends in retailing- Ethical issues in retailing.

### **UNIT-II**

Classifications of Retail Formats: Store based retail formats- Non-store based- Store location: Factors involved in location decision-Location site and types of retail development. Elements in Retail Mix -Retail Pricing Strategies.

### **UNIT-III**

The management of service and quality in retailing: Characteristics - GAP analysis: The Gronroos model-The Parasuraman, Zeithaml and Berry model-Service Quality Dimensions- New trends in customer service- -Customer Relationship Management- Process- Importance.

### **UNIT-IV**

International Retailing: Reasons for Internationalization- Factors contributing to the growth of Internationalization- Entry Strategies for Foreign markets -.Complaints Management: Characteristics-Objectives-Advantages in implementing retail complaint management.

## **UNIT-V**

Role of IT in retailing: Advantages of IT in retail trade- Marketing benefits- Competitive advantages of IT- Limitations of using IT- Online retailing: Meaning-Types-Merits and De-merits -E-tailing: Reasons and challenges for the growth of E-tail market.

### **PEDAGOGY STRATEGIES:**

- Group discussion
- Seminar
- Case study

### **REFERENCES:**

1. Dr.L.Natarajan- Retail Management, Margham Publications, First edition, 2016.
2. Swapna Pradhan- Retailing Management-Text and Cases- Tata McGraw-Hill Publishing Co Ltd., Third edition,(2020)

### **FURTHER READING:**

1. Bary Berman, Joel R.Evans, Ritu Shrivastava-Retail Management- A Stratgic Approach-Pearson Education India, (2017).
2. Gibson- Retail Management-Pearson Education India.(2017).
3. David Gilbert-Retail Marketing Management-Pearson EducatonIndia.(2014).
4. Suja Nair- Retail Management-Himalaya Publishing House, Fourth edition 2009
5. Dr.Harjith Singh- Retail Management-A Global Perspective Text and Cases- S.Chand& Company Ltd. First edition,2009.

### **Internet Resources:**

#### **Related Online Contents: MOOC, SWAYAM, NPTEL Websites.**

- [https://onlinecourses.swayam2.ac.in/cec20\\_mg01/preview](https://onlinecourses.swayam2.ac.in/cec20_mg01/preview)
- [Retail Management - Course \(swayam2.ac.in\)](https://onlinecourses.swayam2.ac.in/course/retail-management)
- [https://onlinecourses.swayam2.ac.in/imb20\\_mg02/preview](https://onlinecourses.swayam2.ac.in/imb20_mg02/preview)

**COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES:**

PLO \ CLO		Course Level Outcomes (CLO)										
		1	2	3	4	5	6	7	8	9	10	
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	<b>2</b>	<b>Communication skills</b>					<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
	<b>3</b>	<b>Critical thinking</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>
	<b>4</b>	<b>Research- related skills/Problem solving</b>		<input type="checkbox"/>							<input type="checkbox"/>	
	<b>5</b>	<b>Analytical reasoning and soft skills</b>						<input type="checkbox"/>	<input type="checkbox"/>			
	<b>6</b>	<b>Leadership skills</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<b>7</b>	<b>Information/Digital literacy</b>					<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>8</b>	<b>Cooperation/ Team work</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<b>9</b>	<b>Multicultural competence</b>							<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<b>10</b>	<b>Self directive and learner</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year	Sem.	Sub Code	Title of the paper	Hours/ Week
2021-22 onwards	V	21BBA54C	<b>CORE PAPER XVI - RESEARCH METHODS FOR MANAGEMENT</b>	<b>6</b>

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to:

1. Demonstrate the knowledge on the types and qualities of research process.
2. Recognise ethics and limitations of Business research.
3. Identify sampling types.
4. Demonstrate a clear knowledge on scaling techniques.
5. Identify the methods of data collection and review of literature.
6. Utilise and apply an appropriate method for data analysis.
7. Recognise the intricacies of writing research papers and reports.
8. Demonstrate how to use technology in business research.
9. Identify the problems encountered by researchers in India.

### **UNIT I**

Research – Definition – Objectives – Types – Causes of Research In Business – Research Process - Qualities of a Good Research – Research Problems Selection – Ethics in Research – Plagiarism – Limitations of Research In Business.

### **UNIT II**

Research design – Need – Features of a Good Design – The purpose of the study: Exploratory, Descriptive - Sample design – Steps – Types - Sample vs. Census - Sampling Techniques .

### **UNIT III**

Review of Literature – Gap Analysis - Data collection – Methods – Primary Data - Questionnaire Vs. Schedule - Guidelines for constructing Questionnaire/Schedule - Secondary Data – Characteristics.

### **UNIT IV**

Interpretation and Report writing – Techniques of interpretation – Precautions - Steps in writing reports – Layout of Research report – Types of reports .

### **UNIT V**

Commonly used Technologies in Business Research – Managerial Advantages – Computers And Research – Characteristics - Software used in Business Research – Uses of SPSS Package and R - Problems Encountered by Researchers In India.

### **PEDAGOGY STRATEGIES:**

- Group Discussion
- Seminar
- Case study
- Assignment

### **REFERENCES:**

1. Prabhu R, Raju T & Krishnapriya V, Research Methods in Business Management, Vijay Nicole Imprints, Chennai, 2018 Edition.

### **FURTHER READING:**

1. Uma Sekaran, Research methods for business, Wiley, 2015 Edition
2. C.R Kothari: Research Methodology, methods and techniques, New age international publishers, 2019 Edition.
3. Boyd and Westfall, Marketing Research, Richard D.Irwin, Inc, 1972 Edition.

### **Internet Resources:**

- **Related Online Contents: MOOC, SWAYAM, NPTEL Websites**
- [www.managetralearn.com](http://www.managetralearn.com)

## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

PLO		CLO	Course Level Outcomes (CLO)								
			1	2	3	4	5	6	7	8	9
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>2</b>	<b>Communication skills</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>3</b>	<b>Critical thinking</b>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>4</b>	<b>Research- related skills/problem solving</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>5</b>	<b>Analytical reasoning and soft skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>6</b>	<b>Leadership skills</b>						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>7</b>	<b>Information/Digital literacy</b>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>8</b>	<b>Cooperation/ team work</b>					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>9</b>	<b>Multicultural competence</b>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>10</b>	<b>Self directive and learner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Year	Sem.	Sub Code	Title of the paper	Hours/ Week
2021-22 onwards	V	21BBA55V	SKILL BASED ELECTIVE – III SOFT SKILLS FOR EXECUTIVES - II	5

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, student will be able to:

1. Demonstrate soft skills to enter into the corporate world
2. Create positive attitude to tackle the challenges in the competitive environments
3. Develop the students to focus on goal-setting and to manage time effectively
4. Instil good leadership qualities
5. Work in a team with team spirit and play effective role as a member/leader of it
6. Develop the importance of etiquette in organizational culture
7. Foster creative thinking and abilities

### **UNIT - I**

#### **Personality Enrichment**

- Positive attitude
- SWOT Analysis
- Projecting a positive social image

### **UNIT - II**

#### **Time Management**

- Goal setting and Prioritisation
- ABC Analysis
- Preparing a personal schedule

### **UNIT - III**

#### **Leadership Skills**

- Planning, Organising,
- Setting objectives and taking initiatives
- Team Building

### **UNIT - IV**

#### **Ettiquette**

- Business Ettiquette
- Social Ettiquette
- Netiquette

### **UNIT - V**

#### **Creativity**

- Brainstorming
- Mind mapping
- Thinking out of the box



**PEDAGOGY STRATEGIES:**

- Role play
- Positive attitude exercises
- Team building practices and presentation
- Group discussion with recent topics
- Career designing
- Skill development record note preparation (SDRN)

**REFERENCES:**

1. Nishitesh & Dr.Bhaskara Reddi, Soft Skills & Life Skills – The Dynamics of Success,BSC Publishers & Distributors, Hyderabad, 2012.
2. Francis Thamburaj, Communication Skills for Professional Excellence, Vijay Nicole Imprints Private Limited, Chennai, 2018

**FURTHER READING:**

1. Barun K. Mitra, Personality Development and Soft Skills, Oxford Higher Education, 2012.
2. Alex. K (2012) Soft Skills - Know Yourself & Know the World, First edition, reprint 2011, published by S. Chand & Company LTD, Ram Nagar, New Delhi - 110 055.

**Internet Resources:**

[www.managetrainlearn.com](http://www.managetrainlearn.com)

## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

CLO		Course Level Outcomes (CLO)							
		1	2	3	4	5	6	7	
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>2</b>	<b>Communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>3</b>	<b>Critical thinking</b>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>4</b>	<b>Research- related skills/problem solving</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>5</b>	<b>Analytical reasoning and soft skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>6</b>	<b>Leadership skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>7</b>	<b>Information/Digital literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>8</b>	<b>Cooperation/ team work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>9</b>	<b>Multicultural competence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>10</b>	<b>Self directive and learner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year	Sem.	Sub Code	Title of the paper	Hours/Week
2021-22 onwards	V	21BBA5EL	NON-MAJOR ELECTIVE - I-BASICS OF BUSINESS ORGANISATION	3

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, student will be able to:

1. Explain the concepts related to Business.
2. Develop the Principles for the Successful Business.
3. Design the appropriate forms of Business Organisation.
4. Design Memorandum of Association and Articles of Association for an Organisation
5. Evaluate the suitable location for the Industry.
6. Evaluate & Classify the Modern office function and its significance.
7. Generate the skills to use different forms of Business Combinations.
- 8 Identify the suitable types of Industrial estate..

### **UNIT-I**

Business - Meaning - Characteristics - Objectives of modern business - Types of business - Business and Profession - Essentials of successful Business.

### **UNIT-II**

Forms of Business Organisation : Sole traders, Partnership, and Joint Hindu Family firm - Joint stock companies - Co-operative Organisation - Public Utilities and Public Enterprise.

### **UNIT-III**

Location of industry- Factors influencing location- Size of business firm- Factors determining Large scale units -Limitations - Modern office- Functions- Importance - Office layout - Objectives.

### **UNIT-IV**

Records management- Filing -Functions -Classifications -Indexing- Office Equipment- Advantages -Criteria for Selection -Essential Capabilities of a Business Computer -Elements of Computer System - Limitations -Office Furniture- Types.

### **UNIT-V**

Business combinations - Causes for the growth - Forms of combinations - Combination movement in India -Causes - Industrial estate - Objectives - Merits - Reasons for poor performance.

**PEDAGOGY STRATEGIES:**

- Lecture (Chalk and Talk-LCD),
- Group discussion,
- Peer Learning.

**REFERENCES:**

1. Bhushan Y.K – Fundamentals of Business Organisation, Sulthan Chand Publishers,2016.
- 2.C.B Gupta- Business Management, Sultan Chand and Sons Publishers,2018.

**FURTHER READING:**

1. Reddy P.N and Gulshan S.S - Principles of Business Organisation and Management, S.Chand Limited,2019.
2. Jagadish Prakash- Business Organisation and Management,KitabMohal Ditributors,2019.
3. Koontz &O'Donnel -Essentials of Management,MC Graw Hill Higher Education, 4<sup>th</sup> edition.
- 4.Dale Ernest-Management –Theory and practice, MC Graw Hill Higher Education, 4<sup>th</sup> edition.

**Internet Resources:**

<https://www.mooc-list.com/course/principles-management-saylororg>  
<https://businessjargons.com/business.htm>, <https://mymba guide.com>  
<https://yourlibrary.com>

### COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

PLO \ CLO		Course Level Outcomes (CLO)								
		1	2	3	4	5	6	7	8	
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>2</b>	<b>Communication skills</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>3</b>	<b>Critical thinking</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>4</b>	<b>Research skills/ Problem Solving</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>5</b>	<b>Analytical Reasoning &amp; Soft Skills</b>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>6</b>	<b>Leadership skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>7</b>	<b>Information/Digital Literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>8</b>	<b>Cooperation/Team work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>9</b>	<b>Multicultural Competency</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>10</b>	<b>Self Directive and Learner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year	Sem	Sub Code	Title of the Paper	Hours/ Week
2021-22 onwards	VI	21BBA61C	CORE PAPER XVII - STRATEGIC MANAGEMENT	6

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, student will be able to:

1. Demonstrate knowledge about Strategic Management in business to meet competition.
2. Analyze the business environment and forces operating to overcome competition.
3. Assess the significance of Corporate Social Responsibility in business.
4. Evaluate different business strategies to be followed in a competitive scenario and develop strategic thinking and decision making.
5. Discuss environment scanning in business and forces of competition.
6. Explain Michael Porter's Five Forces Model and its impact in strategic management.
7. Evaluate the concept of Balanced Score Card.
8. Discuss about the process of strategy implementation.
9. Identify the factors influencing the success of a new venture.
10. Compare the popular strategies for NPO.

### **UNIT I**

Strategic Management: Concept- Nature and Scope -Strategic Planning Process- Benefits of Strategic Management- Mission - Vision- Objectives – Significance - Corporate Governance Social Responsibility – Areas – CSR activity as per corporate affairs ministry.

### **UNIT II**

Need For Environmental Scanning – Variables – Internal Value Chain Analysis - Strategy formulation SWOT Analysis – Tows Matrix - Competitive Advantage-Generic Building Blocks - Porter's Five Forces Model- Limitations - Strategic Group.

### **UNIT III**

Strategy Formulation - Corporate Strategy Grand Strategies – Business Level, Functional Strategy -Strategy in Global Environment - Expansion - Diversification – Strategic Alliances - Building And Restructuring The Corporation – Methods – Strategic Choice - BCG Matrix- Uses – Limitations- Balanced Score Card.

### **UNIT IV**

Strategy Implementation- Designing Structure - Implementing Strategic Change – Politics – Power And Conflict - Strategic Control System- Process – Levels Types – Evaluation Control – Types - Techniques.

## **UNIT V**

Strategic Issues in Managing And Innovation- Entrepreneurial Ventures and Small Businesses- Strategic Management Process in Small Business – Sources of Innovation – Factors Influencing Success Of a New Venture - Not-For-Profit Organization – Nature – Issues – Popular Strategies for NPO.

### **PEDAGOGY STRATEGIES:**

- Case Studies
- Group Discussion
- Seminar
- Quiz

### **REFERENCES:**

1. P.K. Ghosh -Strategic Management- Text and Cases, Sultan Chand & Sons, 2012.
- 2.C. A. Meeta Mangal-StrategicManagement,Commercial Law Publishers India Pvt Ltd(2020)9<sup>th</sup> Edition.

### **FURTHER READING:**

1. Fred R. David, Forest R. David, Meredith E.David , Strategic Management-A Competitive Advantage Approach, Concepts- Pearson Publications(2020) 17<sup>th</sup> Edition.
- 2.Dr. Sumanta Dutta- Strategic Management Concepts and Cases- Bharti Publications (2019) New Edition.

### **Internet Resources:**

- [www.managetrainlearn.com](http://www.managetrainlearn.com)
- [AllBusiness.com](http://AllBusiness.com)
- Management and Business Studies Portal
- **MOOC, SWAYAM, NPTEL Websites**

## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

PLO		CLO	Course Level Outcomes (CLO)										
			1	2	3	4	5	6	7	8	9	10	
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>2</b>	<b>Communication skills</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
	<b>3</b>	<b>Critical thinking</b>		<input type="checkbox"/>		<input type="checkbox"/>					<input type="checkbox"/>		<input type="checkbox"/>
	<b>4</b>	<b>Research skills/ Problem Solving</b>	<input type="checkbox"/>				<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	
	<b>5</b>	<b>Analytical Reasoning&amp; Soft Skills</b>				<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
	<b>6</b>	<b>Leadership skills</b>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	
	<b>7</b>	<b>Information/Digital Literacy</b>						<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
	<b>8</b>	<b>Cooperation/Team work</b>			<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>
	<b>9</b>	<b>Multicultural Competency</b>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>						<input type="checkbox"/>	
	<b>10</b>	<b>Self Directive and Learner</b>		<input type="checkbox"/>			<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>



Year	Sem.	Sub Code	Title of the paper	Hours/ Week
2021-22 onwards	VI	21BBA62C	<b>COREPAPER XVIII – MANAGEMENT INFORMATION SYSTEM</b>	<b>6</b>

### **COURSE LEVEL OUTCOMES:**

On successful completion of course, students will be able to:

1. Apply the concepts of Information System.
2. Identify the resources used in organisation.
3. Assess the various Functional Information systems used in business.
4. Evaluate Decision support system for decision making in organisations.
5. Analyse the types of Information System used in organisations.
6. Utilise Information security.
7. Demonstrate the application of Information technology in day to day business.

### **UNIT- I**

Introduction to information system (IS) – Classification - Importance - Types of IS - Components of IS - Information Quality – Data and Information - Computer Concepts - Hardware - Software - Database Management System (DBMS) – Functions – Benefits – Data Storage and Retrieval.

### **UNIT -II**

Management Information System (MIS) – Definition – Characteristics – MIS Structures – Importance of MIS - Functional Information System for Business – Marketing Information System – Human Resource Information System – Production / Manufacturing Information System – Financial Information System – MIS support for management functions.

### **UNIT- III**

Information System for Decision Making – Types – Decision Support System (DSS) – Characteristics – Components – Expert System (ES) – Components – Applications – Artificial Intelligence (AI) – Area of AI.

### **UNIT -IV**

Transaction Processing System (TPS) – Types - Office Automation System (OAS) – Use and Limitations - Executive Information Systems (EIS) – Components – Benefits - Enterprise Resource Planning (ERP) – Structure - Benefits – Implementation - Information Security – Principles – Stages – Sources - Ethical issues .

## **UNIT- V**

Telecommunication revolution – E-commerce and E-business – Email, Internet, intranet and Teleconferencing - E- Commerce - Models B to B, B to C, C to B, Electronic Data Interchange (EDI) - EDI Applications in business - Electronic payments by using smart cards.

### **PEDAGOGY STRATEGIES :**

- Group Discussion
- Seminar
- Case study
- Quiz
- Assignment

### **REFERENCES:**

1. Aman Jindal ,(2010) Management Information System, Kalyani Publishers.
2. C.S.V Murthy, (2013) Management Information System, Himalaya Publishers.

### **FURTHER READING:**

1. James A. O' Brien, (2008)Management Information System, Tata Mc Graw Hill Publications.
2. L.M. Prasad and Usha Prasad, (2006)Management Information System, Sulthan Chand.

### **Internet Resources:**

#### **Related Online Contents: MOOC, SWAYAM, NPTEL Websites**

- <https://www.edx.org/course/introduction-to-management-information-systems-mis>
- [https://onlinecourses.nptel.ac.in/noc20\\_mg60/preview](https://onlinecourses.nptel.ac.in/noc20_mg60/preview)

### COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

CLO			Course Level Outcomes (CLO)							
			1	2	3	4	5	6	7	
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>2</b>	<b>Communication skills</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>3</b>	<b>Critical thinking</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>4</b>	<b>Research- related skills/problem solving</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
	<b>5</b>	<b>Analytical reasoning and soft skills</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
	<b>6</b>	<b>Leadership skills</b>			<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
	<b>7</b>	<b>Information/Digital literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
	<b>8</b>	<b>Cooperation/ team work</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
	<b>9</b>	<b>Multicultural competence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>10</b>	<b>Self directive and learner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year	Sem.	Sub Code	Title of the paper	Hours/ Week
2021-2022 onwards	VI	21BBA63C	<b>COREPAPER XIX – ADVERTISING AND SALES PROMOTION</b>	6

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, student will be able to:

1. Explain the basics and models of advertising and their types as a marketing tool.
2. Recognize the role of advertising in business and various careers opportunities available in advertising.
3. Identify advertising media for given scenario and to develop their own advertising copy.
4. Develop advertising layout and ethics to be followed in advertising.
5. Identify and apply suitable advertisement budget estimator and advertisement effectiveness metric for a given scenario.
6. Select suitable advertising agency and apply appropriate measures for measuring advertising effectiveness.
7. Explain the role of salesmanship and sales promotion in promoting sales.
8. Differentiate between salesmanship and advertising.
9. Apply various sales promotion strategies and techniques as a marketing tool to promote sales.
10. Apply sales promotion tools in various stages of product life cycle in promoting sales.

### **UNIT-I**

Advertising: Meaning-Features-Objectives-Classification- Advantages and Disadvantages - DAGMAR method-AIDAS Model- Social And Ethical Aspects of Advertising- Role of E-Advertising in Business-Careers in Advertising.

### **UNIT-II**

Advertising media: Classification – Steps in Media Planning-Media selection choice- Advertising copy: Features-Format- Steps in Copywriting- Advertising layout: Functions- Essential qualities – Steps in preparing advertising layout.

### **UNIT-III**

Advertising agency: Functions-Types- Selection of advertising agency-Advertising agencies in India- Advertising budget: Preparation and execution of advertising budget- Methods in advertisement appropriation- Factors influencing advertising budget appropriation - Measuring advertising effectiveness

#### **UNIT-IV**

Salesmanship: Objectives-Advantages and Criticism-Difference between Salesmanship and Advertising - Qualities of salesman- Classification of salesman-Duties and Responsibilities of salesman- Sales promotion: Need- Benefits-Process

#### **UNIT-V**

Sales promotion strategies: Objective- Elements in promotion mix-Pull and push strategies- Sales promotion methods-Sales promotion and Product Life Cycle- Difference between Industrial Promotion and Consumer Promotion.

#### **PEDAGOGY STRATEGIES:**

- Assignment
- Group discussion
- Seminar
- Case study
- Quiz

#### **REFERENCES:**

1. P.Saravanavel , S.Sumathi- Advertisement and Salesmanship( With sales promotion and Publicity)- Margham Publications Second edition 2014.
2. S.A.Chunawalla- Advertisement and Sales promotion-Himalaya Publishing House, 2015.

#### **FURTHER READING:**

1. Dr.Saibal Roy- Advertisement and Sales promotion-Sankal Publication,2020.
2. Pankhuri Bhagat- Advertisement and Sales promotion-SBPD Publishing House, 2015.
3. Richa Gaur-Marketing communication and Advertising-JBC Press, 2013.
4. JaishriJethwaney, Shruthi Jain-Advertising Management-Oxford University Press India, 2012.
5. C.N.Sontakki-Advertising and Sales Management-Kalyani Publishers, first edition 2003.

#### **Internet Resources:**

**Related Online Contents: MOOC, SWAYAM, NPTEL, Websites.**

- [https://onlinecourses.swayam2.ac.in/cec20\\_ge02/preview](https://onlinecourses.swayam2.ac.in/cec20_ge02/preview)
- [https://onlinecourses.swayam2.ac.in/cec20\\_ge07/preview](https://onlinecourses.swayam2.ac.in/cec20_ge07/preview)

**COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES:**

PLO		CLO	Course Level Outcomes (CLO)									
			1	2	3	4	5	6	7	8	9	10
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	1	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
	2	<b>Communication skills</b>				<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	3	<b>Critical thinking</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
	4	<b>Research- related skills/ Problem solving</b>		<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>		
	5	<b>Analytical reasoning and soft skills</b>									<input type="checkbox"/>	<input type="checkbox"/>
	6	<b>Leadership skills</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	7	<b>Information/Digital literacy</b>		<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>	
	8	<b>Cooperation/ Team work</b>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	
	9	<b>Multicultural competence</b>	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>		
	10	<b>Self directive and learner</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

Year	Sem.	Sub Code	Subject Title	Hours/Week
2021-22 Onwards	VI	21BBA64S	<b>SKILL BASED ELECTIVE – IV ENTREPRENEURIAL DEVELOPMENT</b>	5

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, student will be able to:

1. Explain the concept, origin and growth of entrepreneurship
2. Develop the skills to understand the various types of Entrepreneurship
3. Integrate the family business success to formulate their own business.
4. Develop the knowledge on Entrepreneurial Competencies and its mapping.
5. Evaluate and assess various Entrepreneurship development programme.
6. Develop the process of starting a new venture
7. Prepare a business plan
8. Evaluate sick units and effectively manage small scale business units.
9. Examine the various governmental and non-governmental supports offered to the entrepreneurs

### **UNIT I**

Entrepreneur – Characteristics - Skills of an Entrepreneur – Functions – Types – Entrepreneur Vs. Manager – Intrapreneur – Social entrepreneur – Homepreneur - Entrepreneurship Vs. Entrepreneur –Women Entrepreneurship – Functions – Problems – Limitations - Growth of Entrepreneurship in India.

### **UNIT II**

Rural Entrepreneurship – Need – Problems – Rural Entrepreneurship – Family Business – Types – Merits, Demerits -Factors Affecting and Influencing Emergence of Entrepreneurship.

### **UNIT III**

Entrepreneurial competencies –Entrepreneurship development programme (EDPs) – Objectives – Phases of EDP – Criteria to assess the effectiveness of EDPs – Micro and Small enterprises – Types – Scope – Objective .

### **UNIT IV**

Project Identification - Project Appraisal Methods - Project Report as per MSME format - Business plan DO & Don'ts – Pitching - Angel Investors - Venture capital-Incubation facilities and Clusters.

## **UNIT V**

Sickness in Small Enterprises – Process – Causes – Corrective Measures – Institutional finance to entrepreneurs – Categories – Institutional support - SIDCO – SIPCOT – SIDO – EDII – NSIC – SISI – THIC – NAYC – KVIC – MSME – TCO – SEZ – DIC.

### **PEDAGOGY STRATEGIES:**

- Lecture (Chalk and Talk-LCD),
- Group discussion,
- Videos,
- Case study.

### **REFERENCES:**

1. C.B Gupta &N.P Srinivasan - Entrepreneurial Development, Sultan Chand & Sons, 2020.
2. Dr. S.S Khanka - Entrepreneurial Development, S. Chand 2016.

### **FURTHER READING:**

1. S. Choudhury - Project Management, Tata McGraw-Hill, 2009.
2. Dennis Lock -Project management, Gower Publishing Ltd., 2013.
3. Rajshankar - Essentials of Entrepreneur, Vijay Nicole Imprints Pvt Ltd., 2012

### **Internet Resources:**

- <https://www.mooc-list.com/course/essentials-entrepreneurship-thinking-action-courser>



## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

			CourseLevel Outcomes (CLO)									
			1	2	3	4	5	6	7	8	9	
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>2</b>	<b>Communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>3</b>	<b>Critical thinking</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>4</b>	<b>Research skills/Problem Solving</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>5</b>	<b>Analytical Reasoning&amp; Soft Skills</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>6</b>	<b>Leadership skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>7</b>	<b>Information/Digital Literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>8</b>	<b>Cooperation/Team work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>9</b>	<b>Multicultural Competency</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>10</b>	<b>Self Directive and Learner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year	Sem.	Sub Code	Title of the paper	Hours/ Week
2021-2022 onwards	VI	21BBA65V	PROJECT WORK and VIVA VOCE	4

A Group project to be done in Finance, Marketing, Human Resource, Production or in any other Social Study related areas. The candidate should submit a report at the end of VI semester and present for a Viva-Voce examination conducted by an external examiner.

Chapterisation may be done according to the following guidelines:

### **Acknowledgement**

**Certificates :** Two certificates are to be obtained, one from the organization (If done in an Organisation) and the other from the guide .

### **Declaration**

### **List of tables**

### **List of figures/ charts**

### **Chapter I - Introduction**

Theoretical background

Theoretical information related to the present study.

Company profile

A brief description of the organization where the project has been undertaken

Statement of the problem

A write up of the existing situation in the organization

Need for the study

To highlight the reason for taking for the present study

Objectives

To mention the aim of undertaking the project

Limitations

To highlight the major limitations undergone while undertaking the project

## **Chapter II – Research methodology**

Research Design

Data collection tools

To mention the primary and secondary sources used

Sampling designs

Statistical tools

Design of questionnaire

## **Chapter III - Analysis and Interpretation**

To analyze by using charts and figures and giving appropriate explanation

## **Chapter IV – Findings, Suggestion and Conclusions**

Findings

To give a summary of findings

Suggestions

To discuss the existing situation and appropriate suggestions

Conclusion

## **Bibliography**

To mention the books, articles, Websites and References. Books are to be mentioned as shown in the following example

*Agarwal, V.K.:* Initiative, Enterprise and Economic choices in India, Munshiram Manoharlal, New delhi, 1975.

## **Appendix**

A copy of the questionnaire or schedule to be attached here

## **Annexure**

List of abbreviations, photos etc

Year	Sem.	Sub Code	Title of the paper	Hours/Week
2021-2022 onwards	VI	21BBA6EL	NON-MAJOR ELECTIVE - II - ENTERPRENEURIAL DEVELOPMENT	3

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, student will be able to:

1. Explain the concept, origin and growth of entrepreneurship
2. Develop the skills to understand the various types of Entrepreneurship
3. Integrate the family business success to formulate their own business.
4. Develop the knowledge on Entrepreneurial Competencies and its mapping.
5. Evaluate and assess various Entrepreneurship Development Programme.
6. Develop the process of starting a new venture
7. Prepare a business plan
8. Evaluate sick units and effectively manage small scale business units.
9. Examine the various governmental and non-governmental support offered to the entrepreneurs

### **UNIT I**

Entrepreneur – Characteristics - Skills of an Entrepreneur – Functions – Types – Entrepreneur Vs. Manager – Intrapreneur – Social entrepreneur – Homepreneur - Women Entrepreneurship – Growth of Entrepreneurship in India.

### **UNIT II**

Rural Entrepreneurship – Need – Problems – Rural Entrepreneurship – Family Business – Types – Merits, Demerits – Challenges – Factors Affecting and Influencing Entrepreneurship.

### **UNIT III**

Entrepreneurial competencies –Entrepreneurship development Programme (EDPs) – Objectives – Phases of EDP – Criteria to assess the effectiveness of EDPs .

### **UNIT IV**

Project Identification - Project Appraisal Methods - Project Report as per MSME format - Business plan DO & Don'ts – Pitching - Angel Investors-Venture capital-Incubation facilities and Clusters.

### **UNIT V**

Sickness in Small Enterprises – Process – Causes – Corrective Measures – Institutional finance to entrepreneurs – Categories – Institutional support - SIDCO – SIPCOT – SIDO – EDII – NSIC – SISI – TIIC – NAYC – KVIC – MSME – TCO – SEZ – DIC .

## PEDAGOGY STRATEGIES:

- Lecture (Chalk and Talk-LCD),
- Group discussion,
- Videos,
- Case study.

## REFERENCES:

1. C.B Gupta &N.P Srinivasan - Entrepreneurial Development, Sultan Chand & Sons, 2020.
2. Dr. S.S Khanka - Entrepreneurial Development, S. Chand 2016

## FURTHER READING:

1. S. Choudhury - Project Management, Tata McGraw-Hill, 2009.
2. Dennis Lock -Project management, Gower Publishing Ltd., 2013.
3. Rajshankar - Essentials of Entrepreneur, Vijay Nicole Imprints Pvt Ltd., 2012

## Internet Resources:

- <https://www.mooc-list.com/course/essentials-entrepreneurship-thinking-action-coursera>

## COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOMES

		CourseLevel Outcomes (CLO)								
		1	2	3	4	5	6	7	8	9
<b>PROGRAMME LEVEL OUTCOMES (PLO)</b>	<b>1</b>	<b>Disciplinary Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>2</b>	<b>Communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>3</b>	<b>Critical thinking</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>4</b>	<b>Research skills/Problem Solving</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>5</b>	<b>Analytical Reasoning&amp; Soft Skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>6</b>	<b>Leadership skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>7</b>	<b>Information/Digital Literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>8</b>	<b>Cooperation/Team work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>9</b>	<b>Multicultural Competency</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>10</b>	<b>Self Directive and Learner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **7. TEACHING LEARNING METHODOLOGIES**

Dissemination of up-to-date knowledge, development of student's capability to use ideas and information, and their ability to test those ideas and evidence. The courses also aim for facilitating the personal development and capacity of students to plan and manage their own learning. Instead of using traditional teaching methods, new teaching methods and pedagogical tools are required to ensure the achievement of desired learning outcomes for each of the commerce courses. In view of the programme outcomes for BBA the suggested teaching methodologies, therefore, are:

- Class room lectures;
- Use of up-to-date textbooks, other learning resources;
- Use of internet to support and explore the knowledge;
- Use of case studies;
- Practical exercises for each course to augment the learning;
- Work experience through internship and fieldwork;
- Projects;
- Demonstrations;
- Group working;
- Simulations (e.g. computer based);
- Problem solving;
- Discussion and debate;
- Role play;
- Quizzes;
- Seminar presentations;
- Class presentations;
- Tutorials;
- Examination papers

## **8. ASSESSMENT AND OUTCOME MEASUREMENT**

Methods of measuring student learning are often characterized as summative or formative assessments:

- **Summative assessments:** case study analysis, assessment and evaluation of internship reports, project report evaluation, tests, quizzes, and other graded course activities that are used to measure the performance of learner. They are cumulative and often reveal what students have learned at the end of a unit or the end of a course. Within a course, summative assessment includes the system for calculating individual student grades.
- **Formative assessment:** any means by which students receive input and guiding feedback on their relative performance to help them improve. It can be provided face-to-face in office hours, in written comments on assignments, through rubrics, and through emails.

An array of direct and indirect methods should be used based upon the above mentioned methodologies and assessment tools to assess the level of learning outcome(s) under each course with more weightage on 'Formative Assessment' to ensure that the learner improves during the teaching learning process. Direct measures require a learner to present or demonstrate their learning or produce work so that observers can assess how well students' work or responses fit institution-or program-level expectations of outcomes. It includes examinations, field experience, internship, lab reports, case studies, etc. as mentioned above under Teaching Learning Outcome Methodologies and Summative Assessment. Through the indirect measures, the observer would be able to infer student abilities, knowledge, and values based on an analysis of reported perceptions about student mastery of outcomes using the indirect measures. It includes classroom assessments.