Faculty of Haryana School of Business

Scheme of Examination and Syllabus for

Integrated BBA-MBA 5-Year Programme

Under Multiple Entry and Exit, Internship and CBCS-LOCF as per NEP-2020
w.e.f. 3rd semester upto 6th semester for Batch 2024-29 and from 1st semester up to 6th semester for academic session 2025-26

Subject: Business Administration

Guru Jambheshwar University of Science & Technology, Hisar-125001, Haryana
(A+ NAAC Accredited State Govt. University)

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1. About The Department

Haryana School of Business (HSB) has its origins in the year 1994, with the Faculty of Management having a department of Business Management with sixty seats and department of Business Economics with 30 seats as part of the regional center to promote study and research in emerging areas of business education. The regional center grew into a full-fledged University-Guru Jambheshwar University of Science & Technology, Hisar on November 1, 1995. The Haryana School of Business (HSB) is a pioneer in starting super specialized programmes like MBA (Finance), MBA (Marketing), MBA (International Business), MBA (Business Analytics), and MBA (Healthcare) along with MBA (General) with dual specialization. The department is running Ph.D. programmes in management. HSB is very active in the organization of seminars, workshops, Faculty Development Programmes for university and college teachers, and lecture series inviting prominent industrialists, business professionals, and academicians. The corporate sector's positive response to the placement of the department's students has further enhanced its standing. HSB has innovative curricula, a vibrant teaching and research environment, and regular interaction with the corporate world. At present, the HSB boasts an ideal mix of senior, middle, and young academicians. It is further reinforced by visiting professors from diverse academic and professional fields. The majority of the faculty members are engaged in research activities and have attained enough national and international recognition through consultancy to government and corporations, publication of research papers and books, and participation in national and international seminars and conferences.

Vision

The school shall strive to achieve the vision of a globally respected institution engaged in the generation of knowledge and dissemination of the same through teaching, research, and collaboration with leading business schools, the industry, government, and society in the fields of business management studies for the benefit of the economy, nation, and world.

Mission

The Haryana School of Business (HSB) is committed to transforming lives and serving society through excellence in teaching and research on all aspects of management education, innovation, lifelong learning, and professional enrichment.

Objectives

i) Striving to contribute its best in transforming raw brains into effective business leaders ready to contribute towards the emerging frontiers of economic and societal growth.

ii) Imparting state-of-the-art knowledge in the field of business and management, keeping with the changing requirements of the industry.

iii) Ensuring that our students graduate with a sound theoretical basis, wide-ranging practical business cases, and problem-solving experience.

iv) Fostering linkages between academics, business, and industry.

v) Promoting ethical research of high quality in the field of business and management.

vi) Adopting the best pedagogical methods in to maximize knowledge transfer and ensure outcome-based education in business and management.

vii) Inculcating a culture of free and open discussions in the School thereby engaging students in evolving original business ideas and applying them to solve complex business problems.

viii) Inspiring enthusiasm in students for lifelong learning thereby infusing scientific temper, enthusiasm, professionalism, team spirit, and business leadership qualities in the students.

ix) Sensitizing students to look for environmentally sustainable vis-à-vis globally acceptable business solutions.

x) Upholding democratic values and an environment of equal opportunity for everyone vis-à-vis preparing the students as global humane citizens.

2. Programme Objectives (PO)

The Programme objectives are:

PO1: To remember the conceptual knowledge with an integrated approach to various functions of management.

PO2: To develop leadership and communication skills to become successful businessleaders and managers.

PO3: To encourage and develop critical thinking, analysis, and initiative ability skills.

PO4: To develop problem-solving skills through experiential learning and innovative pedagogy to ensure the utilization of knowledge in professional careers.

PO5: To apply the various concepts, theories, and models in the areas of HR, Marketing, and Finance.

PO6: To develop a positive attitude and life skills to become a multi-faceted personalitywith a sense of environmental consciousness and ethical values.

2.1 Programme Learning Outcomes (PLO)

The expected outcomes after completing the program would be:

PLO1: Acquire adequate knowledge through principles, theory, and models of business management, Accounting, Marketing, Finance, IT, Operations, and Human Resources.

PLO2: Demonstrate proficiency in Business Communication for effective and professional business management.

PLO3: Acquire employability skills through practical exposure to IT and its usage in management.

PLO4: Analyze and comprehend the applicability of management principles in solving complex business issues.

PLO5: Develop entrepreneurial skills to become an entrepreneur.

PLO6: To build perspective about the global environment including cultural, social, and sustainability issues.

PLO7: Ability to develop group behavior and lead a team to achieve individual, group,and organizational goals.

PLO8: Ethics: Understand the importance of ethics in business decision-making and inculcate the spirit of social responsibility.

PLO9: Comprehend the applicability of management principles in situations of the global business world.

PLO10: Apply various concepts, theories, and models in the functional areas ofbusiness like Marketing, HR, and Finance in the Organizations.

PLO11: Acquire and apply knowledge of economics, mathematics, statistics, and production and operation management and its integration relevant to business decisions.

PLO12: Obtain legal knowledge of various business operations for effective decision-making.

2.2 Program Specific Outcomes (PSO)

PSO1: Acquires practical learning through a Summer Internship, industrial visits,Business Plan, etc.

PSO2: Demonstrate analytical and problem-solving skills through a core elective area of specialization in Finance, Human Recourse, and Marketing to solve businessissues.

PSO3: Understand and develop new dimensions of knowledge through openelectives to cater to the needs of the industry.

3. About NEP:

Education plays a significant role in the holistic development of the student. A robust, flexible, multidisciplinary education framework with "Learner Centric Pedagogy"could effectively transform a student into a global citizen of tomorrow to catalyze the nation's growth and development. The National Education Policy 2020 (NEP 2020) outlines the goals, objectives, and policies for the development and improvement of education across all levels. The NEP 2020 is a comprehensive and ambitious policy thataims to transform the Indian education system and make it more student-centric, holistic and aligned with the needs of the 21st century. Some of the key features of theNEP 2020 include:

3.1 Multidisciplinary, flexible, and equitable education framework for the holistic development of learners;

3.2 Emphasis on skill-based education, vocational education, and apprenticeship/Internship;

3.3 Encourage critical thinking, creativity, and problem-solving skills;

3.4 Increase the Gross Enrollment Ratio (GER) in higher education to 50% by 2035;

3.5 Promotion of Indian languages, art, culture and heritage; and

3.6 Emphasis on Multidisciplinary, Interdisciplinary, and Transdisciplinary research to develop innovative solutions to overcome societal issues.

4. Choice Based Credit System (CBCS): The CBCS provides choices for students to select disciplinary, multidisciplinary and interdisciplinary courses to fit into their own requirements and to learn at their own pace within the framework.

4.1 Programme: A programme is made up of courses/subjects and leads to the award of a UG certificate or UG Diploma or Bachelor Degree or Bachelor Degree (Hons. /Hons. With Research) or Master Degree after completing requisite courses successfully.

4.2 Course/Subject: A course/subject refers to components of a programme. A course/subject may comprise of lectures/tutorials/practicum or laboratory work/field/practice/project work/seminar/community engagement and service/Internship/dissertation, etc. or any combination of these.

4.3 Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree is prescribed in terms of the number of credits to be completed by the students

4.4 Learning Outcomes-Based Curriculum Framework (LOCF): The Learning Outcomes-Based Curriculum Framework (LOCF) is an approach to curriculum design that clearly defines what students are expected to know, understand, and be able to do at the end of a course or program. It aligns teaching, learning, and assessment with these intended outcomes to ensure meaningful and measurable learning. LOCF promotes student-centric education and is guided by national standards such as those set by UGC.

4.5 Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week over the duration of one semester. For calculation of the teaching hours, one credit means one hour of lecture or one hour of tutorial or one hour of seminar or two hours of practicum/laboratory work per week over the duration of a semester.

4.6 Cumulative Grade Point Average (CGPA): It is a measure of the overall cumulative performance of a student in a programme over all semesters. The CGPA is the ratio of total credit pointssecured by a student in all the courses of the programme to the sum of the total credits of all the courses in the programme. It shall be expressed up to two digits after decimal place.

4.7 Grade Point: It is a numerical value allotted to each letter grade on a 10-point scale.

4.8 Letter Grade: It is an index of the performance of students in a course. Grades aredenoted by letters O, A+, A, B+, B, C, P, F and Ab depending on the score earned in that course.

4.9 Semester Grade Point Average (SGPA): It is a measure of performance of a student in a semester. It is the ratio of total credit points secured by a student in all the courses registered

in a semester and the total course of the credits of the courses taken during that semester. It shall be expressed up to two digits after decimal place.

4.10 Semester: Each semester will consist of 18 weeks of academic work equivalent to 90 actual teaching days and 3-4 weeks approximately of examination, etc. The odd semester may be scheduled from July to December and even semester from January toJune.

4.11 Detailed-Grade-Certificate: Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The Detailed-Grade-Certificate (DGC) will display the course details (code, title, number of credits, grade secured)along with SGPA of that semester.

5. Assessment and Evaluation: Each student shall be examined in the course(s) to check their progression through the programme as laid down in the scheme, syllabus and learning outcomes through a system of Continuous Comprehensive Assessment (CCA) using a mix of Internal and End-Term evaluation.

5.1 Internal Assessment: Internal Assessment will be broadly 30% of the total marks and weightage of 70% shall be given to evaluation of End-Term examination(s). Internal Assessment shall be broadly based on the following defined components: Class Participation; Seminar/ Presentation/ Assignment/Quiz/Class Test, etc. in case of Theory examination and Seminar/Demonstration/Viva-Voce/Lab Record, etc. in case of Practical examination; Mid-Term Exam. The students failing in Internal Assessment/Minor Test will have to get aggregate forty percent marks (40%) in the End-Semester examination with no option of improvement of internal assessment.

Table 5.1a: Course Composition – Theory/(Theory + Tutorial)

Course Composition – Theory/(Theory + Tutorial)			
Course Credit	**Internal**	**End-Term Exam**	**Total Marks**
2	15	35	50
3	25	50	75
4	30	70	100

Table 5.1b: Course Composition – Theory + Practical

Course Composition – Theory + Practical						
Course Credit		**Theory**		**Practical**		**Total Marks**
Theory	Practical	Internal Marks	External Marks	Internal Marks	External Marks	
2	1	15	35	10	15	75
3	1	20	50	10	20	100
2	2	15	35	15	35	100
0	3	-	-	25	50	75
0	4	-	-	30	70	100

Table 5.1c: Composition of Internal Marks (Theory)

Total Internal Marks (Theory)	Class Participation	Seminar/Presentation/Assignment/ Quiz/ Class Test, etc.	Mid-term exam
15	5	-	10
20	5	5	10
25	5	5	15
30	5	10	15

Table 5.1d: Composition of Internal Marks (Practicum)

Total Internal Marks (Practicum)	Class Participation	Seminar/Presentation/Assignment/ Quiz/ Class Test, etc.	Mid-term exam
10	-	10	-
15	5	10	-
25	5	10	10
30	5	10	15

a) Co-Curricular Activities: To be announced by the teacher or course coordinator, in light of expected Course outcomes in the concerned course, at the beginning of the semester, which may include Attendance, Home-Assignment, Presentations, Live Assignment, Brainstorming, Role Playing, Book Review, Field-Visit, Industrial Visit, Exhibition, Case-Study, Mock-Test, Surprise Test, Rapid-Round Session, Open-Book Test, Live Assignment, Quiz, Business-Game, Group Discussion, Declamation, Extempore, Viva-Voce, etc. However, a teacher or course coordinator will choose any five components and announce them to the class at the beginning of the semester).

b) The internal assessment should be designed with learner attributes in mind. These attributes, which have clear linkages to Programme Education Objectives and Course Outcomes, stem from the taxonomy and should be told to the students at the beginning of the semester.

5.2 External Evaluation: An End-Term examination held at the end of each semester.

5.3 Rounding off Marks: shall mean, that if part is one-half or more, its value shall be increased to one and if part is less than half then its value shall be ignored for getting the letter grade and grade point.

5.4 Minimum Marks for a pass: A student has to obtain minimum 40% marks (Grade 'P') in End-Term Examination and in aggregate (sum of the Internal Assessment and End-Term

Examination marks) separately to qualify a course. The pass percentage will be 40% marks (Grade 'P') both for theory and practicum End-Term Examination.

6. Admission Eligibility: A candidate who has passed Senior Secondary Certificate Examination (Class XII level) of the Board of School Education, Haryana or any other examination recognized as equivalent thereto with minimum passing marks (as prescribed in the University Prospectus from time to time) in aggregate with English as one of the subjects, shall be eligible to join the First Semester of the Undergraduate (UG)

7. Types of Courses

7.1 Discipline Specific Course (DSC): A Major course/subject as discipline specific course is thefield in which a student focuses for understanding and skills majority in the chosen field of learning contributing to the core of the programme. This may include Core, Elective and Skill-enhancement courses/Practicum.

7.2 Minor Course (MIC): Minor course/subject aims to expand student's knowledge beyond their major field of study. A student will study MIC in a subject preferably other than the subject of Discipline Specific Courses. This will also include **Vocational Course (VOC)** that will assist student in developing workforce-relevant skills through practical work and enhances the employability of students.

7.3 Multidisciplinary Course (MDC): These courses are based on introductory knowledge in a subject. A student will study MDC in a subject other than the subject of Discipline Specific and Minor subjects/courses to gain knowledge across the disciplines.

7.4 Ability Enhancement Course (AEC): These courses aim at enabling the students to achieve competency in the English language or Modern Indian Languages (MIL) other foreign language with special emphasis on language and communication skills.

7.5 Skill Enhancement Course (SEC): These courses aim at imparting practical skills, hands-on training, soft skills, etc. to enhance the employability of students.

7.6 Value Added Course (VAC): These courses aim at enabling the students to acquire and demonstrate the acquisition of knowledge and understanding of human Values, Indian Knowledge System (IKS), contemporary India, environmental science and education, digital and technical solutions, health and wellness, yoga education, sports and fitness, etc.

Table 7.1: Types of Courses

DSC	**Discipline Specific Course:** Credit of a DSC major could be the combination of lecture credits, tutorial credits, and practical credits. DSC includes core courses, subject elective and subject skill enhancement courses.
MDC	**Multidisciplinary Course:** All UG students must undergo three introductory level multidisciplinary courses relating to Natural Sciences, Physical Sciences, Humanities, Arts & Social Sciences, Commerce & Management, Interdisciplinary Studies**.** Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) or opted as major and minor stream under this category.
AEC	**Ability Enhancement Course:** Ability Enhancement (Language) courses may be designed to achieve competency in the Modern Indian Language and English, with a special emphasis on language and communication skills.
SEC	**Skill Enhancement Course:** Skill Enhancement Courses may be primed to impart practical skills, hands-on training, soft skills, etc., to enhance the student's employability.
Summer Internship	Internships will require 120 hours (1 credit: 30 hrs of engagement) of involvement working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities during summers. *#Four credits of Internship earned by a student during Summer Internship after 2nd semester or 4th semester will be counted in 5th semester of a student who pursue 3 year UG Programmes without taking exit option.*
Research Project	Research Project/ Dissertation for UG degree (Honours with research) will be completed in the eighth semester under the guidance of a college and university faculty member.
VAC	**Value Added Course:** All UG students must undergo at least three Value Added Courses
MIC Include VOC	Minor Course (MIC) with minimum 24 Credits including Vocational Course (VOC)
For students who choose to pursue single major after 2nd semester of multidisciplinary Programmes The 16 credits earned during first year in the two subjects, other than the subject which is continued as Single Major, will be counted towards minor	
DSC Major and Minor in I& II Semesters will have Foundation or Introductory level courses. DSC Major and Minor in III & IV semesterswill be Intermediate Level Courses. Whereas DSC Major and minor in V & VI shall be of higher level courses and in VII & VIII semesters,advanced level courses will be offered.	

7.7 Major and Minor disciplines

Major discipline is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of total credits) through core courses in the major discipline. Minor discipline helps a student to gain a broader understanding beyond the major discipline.

7.8 Awarding UG Certificate, UG Diploma, and Degrees

a) **UG Certificate:** Students who opt to exit after completion of the first year and have secured 48 credits (44 credits in case of single major) will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

b) **UG Diploma:** Students who opt to exit after completion of the 2nd year and have secured 92 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period ofthree years and complete the degree programme within the maximum period of sevenyears.

c) **3-year UG Degree:** Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 132 credits and satisfying the minimum credit requirement as given in Table 8.1.

d) **4- year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a 4-year degree programme with 180 credits and have satisfied the credit requirements as given in Table 8.1.

e) **4-year UG Degree (Honours with Research):** Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students, who secure 180 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

7.9 Credit hours for different types of courses

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the number of hours of instruction requiredper week over the duration of a semester (minimum 15 weeks).

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component. For example, a three-credit lecture course in a semester means three one-hour lectures per week with each one-hour lecture counted as one credit. In a

semester of 15 weeks duration, a three-credit lecture course is equivalent to 45 hours of teaching. Required contact hours to earn credits will be as follows:

Table 7.2: Contact hours for different types of courses

Nature of Work	Course Credits	Contact hours per week	Contact hours per semester (15 weeks)
Lecture	01	01	15
Tutorial per paper	01	01	15
Practical, Seminar, Internship, field practice/ project, or community engagement, etc.	01	02	30

A course can have a combination of lecture credits, tutorial credits, and practicum credits. For example, a 4–credit course with three credits assigned for lectures and one credit for practicum shall have three 1-hour lectures per week and one 2-hour duration field-based learning/project or lab work, or workshop activities per week. In a semester of 15 weeks duration, a 4-credit course is equivalent to 45 hours of lectures and 30 hours of practicum. Similarly, a 4 –credit course with 3- credits assigned for lectures and one credit for tutorialshall have three 1-hour lectures per week and one 1-hour tutorial per week. In a semester of15 weeks duration, a four-credit course is equivalent to 45 hours of lectures and 15 hours of tutorials.

The courses/activities as part of the programmes of the study will require specific number of hours of teaching/guidance and laboratory/studio/workshop activities, field-based learning/Projects, Internships, andcommunity engagement and service.

8. Programme Structure

BBA - an eight-semester undergraduate programme consisting of Discipline Specific Courses (DSC), Skill Enhancement Courses(SEC), Multidisciplinary Courses (OEC) and Value Added Courses (VAC)

Table 8.1: Courses and Credits Scheme for UG/UG (Hons)/ UG (Hons with Research)

Level	Semester	Discipline Specific Courses (DSC)		Minor/Vocational Courses (VOC)		Skill Enhancement Courses (SEC)/ Internship		Ability Enhancement Courses (AEC)		Multidisciplinary Courses (MDC)/ Practicum Courses		Value Added Courses (VAC)		Total Credits	Minimum credits Required
		No. of Courses	Total Credits	No. of Courses	Total Credits	No. of Courses	Total Credits	No. of Courses	Total Credits	No. of Courses	Total Credits	No. of Courses	Total Credits		
I	**I**	3	12	1	2	1	3	1	2	1	3	1	2	24	48+4* =52
	II	3	12	1	2	1	3	1	2	1	3	1	2	24	
II	**III**	3	12	1	4	1	3	1	2	1	3			24	92+4* =96
	IV	3	12	1	4			1	2			1	2	20	
III	**V**	3	12	1	4	1	4*							20	132
	VI	3	12	2	8									20	
IV	**VII**	5	20	1	4									24	180
	VIII	5	20	1	4									24	
Total		**28**	**112**	**9**	**32**	**4**	**13**	**4**	**8**	**3**	**9**	**3**	**6**	**180**	
OR															
IV**	**VII**	5	20	1	4									24	180
	VIII	2	8	1	4	1	12							24	

Fifth Year															
	Semester	Core		Elective		Practicum		Seminar/ VAC							
V	**IX**	DSC-M1 4 Credits DSC-M2 4 Credits DSC-M3 4 Credits	12	DSC-M4 4 Credits	04	DSC-M5 4 Credits	04	2 Credits						22	
V	**X**	DSC-M6 4 Credits DSC-M7 4 Credits DSC-M8 4 Credits	12	DSC-M9 4 Credits	04	DSC-M10 4 Credits	04	2 Credits						22	**224**

OR

V	**IX**	DSC-M1 4 Credits DSC-M2 4 Credits DSC-M3 4 Credits	12	DSC-M4 4 Credits	04	DSC-M5 4 Credits	04	2 Credits						22	
V	**X**	DSC-M6 4 Credits DSC-M7 4 Credits	08	Projects/Dissertation 12 Credits			12	2 Credits						22	**224**

*Exit option:

i) Students exiting the programme after second semester and securing 52 credits including 4 credits of Summer Internship of 4-6 weeks will be awarded UG Certificate in Business Administration.

ii) Students exiting the programme after fourth semester and securing 96 credits including 4 credits of Summer Internship of 4-6 weeks will be awarded UG Diploma in the Business Administration.

NSQF Level	Name of Programme	Credits
I	Under Graduate Certificate in Business Administration	with 52 Credits
II	Under Graduate Diploma in Business Administration	with 96 credits
III	Bachelor of Business Administration	with 132 credits
IV	Bachelor of Business Administration (Honours)	with 180 credits
IV**	Bachelor of Business Administration (Honours with Research)	with 180 credits
V	MBA	With 224 credits

Table 8.2: Credit Point Table for UG/5-Year Integrated UG-PG Programme (Interdisciplinary): Scheme D

Sr. No.	Courses	Credits earned after						
		First year	Second year	Third year	Fourth year	Fourth year (Hons with research)	Fifth year	
1	Discipline Specific Course (DSC)	**24**	**48**	**72**	**112**	**100**	**152**	**140**
2	Minor Course (MIC) including Vocational Courses	**4**	**12**	**24**	**32**	**32**	**32**	**32**
3	Multidisciplinary Courses (MDC)	**6**	**9**	**9**	**9**	**9**	**9**	**9**
4	Ability Enhancement Courses (AEC)	**4**	**8**	**8**	**8**	**8**	**8**	**8**
5	Skill Enhancement Courses (SEC)	**6**	**9**	**9**	**9**	**9**	**9**	**9**
6	Value Added Courses (VAC)	**4**	**6**	**6**	**6**	**6**	**6**	**6**
7	Internship	**4***	**4***	**4**	**4**	**4**	**4**	**4**
8	Research					**12**		**12**
9	Seminar/Value Added Course/Open Elective/ Employability & Entrepreneurship Skills Course						**4**	**4**
	Total	**52**	**96**	**132**	**180**	**180**	**224**	**224**

*added in case of exit from programme

Note for Table:

i. Discipline Specific Courses (DSC), Minor courses (MIC) including vocational (VOC), Ability Enhancement Courses (AEC), Value Added Courses (VAC), Multidisciplinary Courses (MDC), Core courses, Elective courses and Practicum Course of this programme.
ii. A student will study AEC, VAC, MDC and Minor (Vocational) Courses from the respective pools of the courses offered by the Department duly approved by the University.
iii. A student will opt for MDC from the course/subject which is different from the discipline of major and minor subjects and should also be different from the courses undergone at the senior secondary level (Class XII).
iv. A student of UG/UG-PG programme (Interdisciplinary)w will be offered UG Hons. Programme in the fourth year offered by the Department. However, if the student gets 7.5 CGPA then the student may opt UG Hons. With Research programme in the fourth year offered by the Department.
v. The fifth year is a PG programme (one-year) in that discipline offered by the Department.

Table 8.3: Curriculum and Credit Framework for Integrated MBA Programme Scheme: D

Semester	Discipline- Specific Courses (DSC)	Minor(MIC)/Vocational (VOC)	Multidisciplinarycourses (MDC)	Ability Enhancement courses(AEC)	Skill Enhancement Courses(SEC)/ Internship /Dissertation	Value-AddedCourses (VAC)	Total Credits
I	DSC - A1 @ 4 credits	MIC1 @ 2 credits	MDC1 @ 3 credits	AEC1 @ 2 credits	SEC1@ 3 credits	VAC1 @ 2 credits	24
	DSC - B1 @ 4 credits						
	DSC - C1 @ 4 credits						
II	DSC - A2 @ 4 credits	MIC2 @ 2 credits	MDC2 @ 3 credits	AEC2 @ 2 credits	SEC2 @ 3 credits	VAC2 @ 2 credits	24
	DSC – B2 @ 4 credits						
	DSC – C2 @ 4 credits						
Students exiting the programme after second semester and securing 52 credits including 4 credits of Summer Internship will be awarded UG Certificate in the relevant Discipline /Subject							
III	DSC – A3 @ 4 credits	MIC3 @ 4 credits	MDC3 @ 3 credits	AEC3 @ 2 credits	SEC3@ 3 credits	----------	24
	DSC – B3 @ 4 credits						
	DSC – C3 @ 4 credits						
IV	DSC – A4 @ 4 credits	MIC4(VOC)@ 4 credits	----------	AEC4 @ 2 credits	----------	VAC3 @ 2 credits	20
	DSC – B4 @ 4 credits						
	DSC – C4 @ 4 credits						
Students exiting the programme after fourth semester and securing 96 credits including 4 credits of Summer Internship will be awarded UG Diploma in the relevant Discipline /Subject							
V	DSC – A5 @ 4 credits	MIC5(VOC)@ 4 credits	----------	----------	Internship @4 credits#	----------	20
	DSC – B5 @ 4 credits						
	DSC – C5 @ 4 credits						
VI	DSC – A6 @ 4 credits	MIC6 @ 4 credits MIC7(VOC)@ 4 Credits	----------	----------	----------	----------	20
	DSC – B6 @ 4 credits						
	DSC – C6 @ 4 credits						
Students will be awarded 3-year UG Degree with major in the relevant Discipline /Subject upon securing 132 credits.							
VII *	DSC – H1 @ 4 credits	MIC8 @ 4 credits	----------	----------	----------	----------	24
	DSC – H2 @ 4 credits						
	DSC – H3 @ 4 credits						
	DSC – H4 @ 4 credits						
	DSC – H5 @ 4 credits						
VIII* (4yr UG Hon.)	DSC – H6 @ 4 credits	MIC9 @ 4 credits	----------	----------	----------	----------	24
	DSC – H7 @ 4 credits						
	DSC – H8 @ 4 credits						
	DSC – H9 @ 4 credits						
	DSC – H10 @ 4 Credits						
VIII* (4yr UG Hon. with Research)	DSC – H6@ 4 credits	MIC9 @ 4 credits	----------	----------	Research project/ Dissertation@ 12 credits	----------	24
	DSC – H7@ 4 credits						
	----------					Total	180

IX (PG)	**DSC – H11 @ 4 credits** **DSC – H12 @ 4 credits** **DSC – H13 @ 4 credits** **DSC – H14 @ 4 credits** **DSC – H15 @ 4 Credits**					**Seminar @ 2credits**	**22**
X (PG.)	**DSC – H16 @ 4 credits** **DSC – H17 @ 4 credits** **DSC – H18 @ 4 credits** **DSC – H19 @ 4 credits**					**Seminar @ 2credits**	**22**
	DSC – H20 @ 4 Credits					**Total**	**224**

Or

IX (PG)	**DSC – H8 @ 4 credits** **DSC – H9 @ 4 credits** **DSC – H10 @ 4 credits** **DSC – H11 @ 4 credits** **DSC – H12 @ 4 Credits**					**Seminar @ 2 credits**	**22**
X (PG)	**DSC – H13 @ 4 credits** **DSC – H14 @ 4 credits**	Projects/Dissertation 12 Credits				**Seminar @ 2 credits**	**22**
						Total	**224**

*Student should select one major discipline (Out of A, B, or C studied during first three years of UG Programmes) in which he/she wishes to pursue Honors. This framework is subject to modification as per UGC guidelines at the University level. The universities may decide to offer the Honors degree Programmes subject to the fulfillment of credit point table. #Four credits of Internship earned by a student during Summer Internship after 2nd semester or 4th semester will be counted in 5th semester of a student who pursue 3 year UG Programmes without taking exit option.

9. Curricular components of the undergraduate programmes

The curriculum includes courses in language, skill, environmental education, digital and technological solutions, health and wellness, yoga education, sports and fitness, and more. It also includes courses from major streams, minor streams, and other disciplines.

9.1 Disciplinary/ Interdisciplinary Major: A student's major would give them the opportunity to study a specific subject or field in depth. The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester may comprise seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

9.2 Disciplinary/ Interdisciplinary Minor: Courses from disciplinary or interdisciplinary minors, as well as skill-based courses related to a chosen vocational education programme, will be available to students. Students who complete a sufficient number of courses outside of their intended major can pursue a minor in that field or in the selected interdisciplinary field. After completing a variety of courses in the second semester, students can declare their preferred minor and vocational stream.

9.3 Vocational Education and Training: In addition to imparting theoretical and practical knowledge, the undergraduate programme will incorporate vocational education and training to impart skills. A minimum of 12 credits will be awarded to students in the "Minor"stream of vocational education and training. These credits may be related to the student's preferred major or minor or choice of the student. These classes will be helpful in locating employment for students who drop out before finishing the programme.

9.4 Multidisciplinary courses: All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) or opted as major and minor stream under this category.

a) **Life Sciences:** Biochemistry, Biotechnology, Botany, Bioinformatics, Medical Biotechnology, Environmental Sciences, Food Technology, Forensic Sciences, Genetics, Microbiology, Zoology, Chemistry and other Life & Natural Sciences and other Natural Science disciplines are among the foundational courses that students can choose from.

b) **Physical Sciences:** Chemistry, Physics, Mathematics, Computer Sciences, Statistics, Energy and Environmental Sciences and other Physical Science disciplines are among the foundational courses that students can choose from. The courses in this category will assist students in utilizing and putting techniques and

tools into use in both their major and minor fields. Training in applications languages like STATA, SPSS, Tally, and other programming languages like Python could be a part of the class. When it comes to data analysis and the use of quantitative tools, the fundamental courses in this category will be beneficial to science and social science.

c) **Commerce and Management:** The courses cover topics like Accounting, Commerce, Business Studies, Human Resource Management, Finance, Production & operations International Business, Business Economics, E – Business, Travel & Tourism Management Financial institutions, Financial Technology, Data Science, English, Sociology, Psychology and other areas.

d) **Arts, Humanities and Social Sciences**: Through courses in the social sciences like Economics, History, Geography, Sanskrit, Music, Visual Arts, Political science, Psychology, Sociology, Defence Studies, English, Hindi, Public Administration, Library Sciences, Journalism, Mass Media and Communication among others, students will be able to comprehend people and their social behavior, society, and country. Survey methods and India-specific large-scale databases will be taught to students. History, archaeology, comparative literature, the arts and creative expressions, creative writing and literature, language(s), philosophy, and other related fields are just a few examples of courses that fall under the heading "humanities," as well as courses that are related to the humanities that are taught across disciplines.

e) **Interdisciplinary Studies**: Taking courses in interdisciplinary fields like Environmental Sciences, Yoga Sciences, Gender Studies, Political Economy and Development, Global Environment & Health, Cognitive Science, International Relations, Political Economy and Development, Sustainable Development, and so onwill help the learners to understand society.

9.5 Language Enhancement Courses Students must demonstrate proficiency in English and a Modern Indian Language (MIL), with an emphasis on their language and communication skills, in order to graduate. The primary objective of the classes is to assiststudents in developing and demonstrating fundamental linguistic skills like critical reading,expository writing, and academic writing. These skills help students understand the significance of language as a medium for knowledge and identity, as well as how to expresstheir ideas in a clear and coherent manner. They would enable students to become familiarwith the cultural and intellectual heritage of the chosen MIL and English languages, in addition to providing students with a reflective understanding of the complexity and structure of the language and literature related to both languages. The courses will also placean emphasis on the development and enhancement of skills like communication and the capacity for discussion and debate.

9.6 Skills Enhancement Courses (SEC): By giving students practical knowledge, hands-on experience, soft skills, etc., these courses aim to improve students' employability.The universities may design courses based on the needs of the students and the resources atits disposal.

9.7 Value-Added Courses (VAC) Common to All UG Students

a) **Understanding India:** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties.The course would also focus on developing an understanding among student- teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of thevalues and ideals that it represented to develop an appreciation of the contributions made bypeople of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

b) **Environmental science/education**: The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actionsfor mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

c) **Digital and technological solutions**: Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

d) **Health & Wellness, Yoga Education, Sports, and Fitness:** Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities. The

Universities may introduce other innovative value-added courses relevant to the discipline or common to all UG programmes.

9.8 Summer Internship/Apprenticeship: Key aspect of the new UG programme is induction into actual work situations. All students will also undergo Internships/ Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term. Students will be provided with opportunities for Internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/Internship during the summer term in order to get a UG Certificate.

9.9 Community engagement and service: The curricular component of 'community engagementand service' seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions toreal-life problems. This can be part of summer term activity or part of a major or minor coursedepending upon the major discipline.

9.10 Field-based learning/minor project: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It willaim at giving students exposure to development-related issues in rural and urban settings. Itwill provide opportunities for students to observe situations in rural and urban contexts, andto observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

10.11 Research Project/Dissertation: Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals ormay be presented in conferences /seminars or may be patented.

10.12 Other Activities: This component will include participation in activities related to National Service Scheme (NCC), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students, and other similar activities.

Additional Seats: *The HEIs may create 10% additional seats over and above the sanctionedstrength to accommodate the request for a change of major. Any unfilled or vacant seats maybe filled with those seeking a change of Major. Preference will be given to those who have got highest CGPA with no reappear in the first year.*

9.13 Levels of Courses

a) **Foundation or introductory courses (First Year):** These courses will focus on foundational theories, concepts, perspectives, principles, methods, and procedures for deciding the subject or discipline of interest. These courses will impart general education required for the advanced studies. These courses will expose students to thedifferent fields of study will lay the foundation for higher-level course work.

b) **Intermediate-level courses (Second Year):** These courses will include subject-specificcourses to fulfill the credit requirements for minor or major areas of learning.

c) **Higher-level courses (Third Year):** These courses will be of disciplinary/inter disciplinary area of study are required for majoring for the award of a degree.

d) **Advanced courses (Fourth Year):** These courses will include lecture courses with practicum, research methodology, advanced laboratory experiments / software training,research projects, hands-on-training, Internship/apprenticeship projects at the undergraduate level.

10. Programme and Course Learning Outcomes: Individual programmes of study will have defined learning outcomes which must be attained for the award of a specific certificate/diploma/degree. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area. Course-level learning outcomes must be aligned to programme learning outcomes. The achievementby students of course-level learning outcomes leads to the attainment of the programme learning outcomes.

11. Learning Assessment

A variety of assessment methods that are appropriate to a given disciplinary/subject area anda programme of study will be used to assess progress toward the course/programme learningoutcomes. Priority will be accorded to formative assessment. Evaluation will be based on continuous assessment, in which sessional work and the terminal examination will contributeto the final grade. Sessional work will consist of class tests, mid-semester examination(s), homework assignments, etc., as determined by the faculty in charge of the courses of study.Progress towards achievement of learning outcomes will be assessed using the following: time-constrained examinations; closed-book and open-book tests; problem- based assignments; practical assignment laboratory reports; observation of practical skills; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerized adaptive assessment, examination on demand, modular certifications, etc.

The proportion of external and internal assessment in any course shall be preferably 70%:30%. However, this proportion may slightly vary depending upon the credits of course concerned.

12. Letter Grades and Grade Points: The Semester Grade Point Average (SGPA) is computedfrom the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.

The HEIs may also mention marks obtained in each course and a weighted average of marks based on marks obtained in all the semesters taken together for the benefit of students.

Table 12.1: Marks, Letter Grade and Grade Points

Marks (%)	Letter Grade	Grade Point
> 85	O(outstanding)	10
> 75 to 85	A+(Excellent)	9
> 65 to 75	A(Very good)	8
> 55 to 65	B+(Good)	7
> 50 to 55	B(Above average)	6
> 40 to 50	C(Average)	5
40	P (Pass)	4
Less than 40	F(Fail)	0
	Ab(Absent)	0

12.1 Computation of SGPA and CGPA

The following shall be the procedure to compute the Semester GradePoint Average (SGPA) and Cumulative Grade Point Average (CGPA):

a) The SGPA is the ratio of the sum of the product of the number of credits with the gradepoints scored by a student in all the courses taken by the student in a semester to the sum of the number of credits of all the courses undertaken by the student, i.e.,

$$SGPA\ (Si) = \Sigma(Ci \times Gi) / \Sigma Ci$$

where Ci is the number of credits of the i^{th} course and Gi is the grade point.

Table 12.2: Example for Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3X8= 24
I	Course 2	4	B+	7	4X7= 28
I	Course 3	3	B	6	3X6= 18
I	Course 4	3	O	10	3X 10 =30
I	Course 5	3	C	5	3X5= 15
I	Course 6	4	B	6	4X6= 24
		20			139
	SGPA				139/20=**6.95**

b) The Cumulative Grade Point Average (CGPA) is also calculated in the same manner takinginto account all the courses undergone by a student over all the semesters of a programme, i.e.

$$CGPA = \Sigma(Ci \times Si) / \Sigma Ci$$

where Si is the SGPA of the i^{th} semester and Ci is the total number of credits in that semester.

Table 12.3: Example for Computation of CGPA

Semester1	**Semester2**	**Semester3**	**Semester4**	**Semester5**	**Semester6**
Credit:21 SGPA:6.9	Credit:22 SGPA:7.8	Credit:25 SGPA:5.6	Credit:26 SGPA:6.0	Credit:26 SGPA:6.3	Credit25 SGPA8.0
CGPA=**6.73**(21 x6.9+22x7.8+25x5.6+26 x6.0+26x6.3+25 x8.0)/145					

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

Transcript: University will issue a transcript for each semester as well as a cumulative transcript that reflects performance across all semesters based on the recommendations madeabove regarding letter grades, grade points, and SGPA and CCPA.

13. Course structure for Semester I-VI: The course structure for Semesters I to VI is presented in the tables below. It outlines the details of the Discipline-Specific Courses (DSC), Minor Courses (MIC), Multi-Disciplinary Courses (MDC), Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), and Value-Added Courses (VAC), along with course codes, credit allocations, and other relevant information.

Table 13.1: Course structure for Semester-I

Semester I											
Domain		**Course Title**	**Course Code**	**Credits**	**Lecture**	**Tutorials***	**Practical**	**Internal Marks**	**External marks**	**Practical marks**	**Total Marks**
Discipline Specific Courses (DSC)	DSC–1	**Management Concepts and Principles**	24BBA0101T	4	3	1	0	30	70	0	100
	DSC–2	**Psychology and Sociology in the Business Context**	24BBA0102T	4	3	1	0	30	70	0	100
	DSC–3	**Fundamentals of Accounting**	24BBA0103T	4	3	1	0	30	70	0	100
Minor/ Vocational Courses (MIC)	MIC-1	**Computer Applications in Management**	24MIC0102T	2	2	0	0	15	35	0	50
Multidisciplinary Courses (MDC)	MDC-I	**Choose from pool of MDC** (for Scheme-D)** — **If only Theory**		3	2	1	0	25	50	0	75
		Choose from pool of MDC (for Scheme-D)** — **If Practical**		3	2	0	2	15	35	25	
Ability Enhancement Courses (AEC)	AEC-I	**English for Effective Communication-I**	24AEC0101T	2	2	0	0	15	35	0	50
Skill Enhancement Courses (SEC)	SEC-I	**Choose from pool of SEC (for Scheme-D)**		3	2	0	2	25	25	25	75
Value Added Courses (VAC)	VAC-I	**Choose from pool of VAC (Table-1)**		2	2	0	0	15	35	0	50
Total				**24**							**600**

Note- student have to choose one course (Theory/Theory + Practical) from the pool of the University Multidisciplinary Courses offered by UTD as per Scheme-D)

**A student will opt for multidisciplinary course from the subject which is different from the discipline. Student are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) or opted as major and minor discipline under this category provided further that if a multidisciplinary course across. The discipline cannot be offered by the department/institute/college, due to its constraints and available resources, then

a. MDC can be opted out of MOOCs through SWAYAM
b. MDC can be completed out of online courses offered by Guru Jambheshwar University of Science and Technology, Hisar

Table 13.2: Course structure for Semester-II

Semester II											
Domain		**Course Title**	**Course Code**	**Credits**	**Lecture**	**Tutorials**	**Practical**	**Internal Marks**	**External marks**	**Practical/ External Evaluation Marks**	**Total Marks**
Discipline Specific Courses (DSC)	DSC–4	**Indian Economy**	24BBA0201T	4	3	1	0	30	70	0	100
	DSC–5	**Fundamentals of Marketing**	24BBA0202T	4	3	1	0	30	70	0	100
	DSC–6	**Fundamentals of Financial Management**	24BBA0203T	4	3	1	0	30	70	0	100
Minor/ Vocational Courses (MIC)	MIC-2	**Business Statistics**	24MIC0202T	2	1	1	0	15	35	0	50
Multidisciplinary Courses (MDC)	MDC-2	**Choose from pool of MDC for Scheme D**** **If only Theory**		3	2	1	0	25	50	0	75
		If Practical		3	2	0	2	15	35	25	
Ability Enhancement Courses (AEC)	AEC-2	हिन्दी भाषा का व्याकरणिक ज्ञान	24AEC0102T	2	1	1	0	15	35	0	50
Skill Enhancement Courses (SEC)	SEC-2	**Choose from pool of SEC for Scheme D**		3	2	0	2	15	35	25	75
Value Added Courses (VAC)	VAC-2	**Choose from pool of VAC (Table-1)**		2	1	1	0	15	35	0	50
Total				**24**							**600**

Note- student have to choose one course (Theory/Theory + Practical) from the pool of the University Multidisciplinary Courses offered by UTD

**A student will opt for multidisciplinary course from the subject which is different from the discipline. Student are not allowed to choose or repeat courses already undergone at the higher secondary level (12^{th} class) or opted as major and minor discipline under this category provided further that if a multidisciplinary course across. The discipline cannot be offeredby the department/institute/college, due to its constraints and available resources, then

I) MDC can be opted out of MOOCs through SWAYAM

II) MDC can be completed out of online courses offered by GJUS&T, Hisar

Exit Option: Any student opting for exit option after first year will get **Undergraduate Certificate in Business Administration** provided he/she completes 48 Credits of first two semesters and additional 4 credits of summer training report (100 External Marks) based on summer training of 4-6 weeks undertaken in a business organization. Thus, he/she will be eligible to exit the course with the said 52 Credits. In addition, the Summer Internship report would be evaluated by external expert from panel recommended by Board of Studies & Research of Haryana School of Business (HSB), GJUS&T, Hisar. Furthermore, the credits of Summer Internship report would be included/mention in the **Undergraduate Certificate in Business Administration** as follow:

Course code	**Nomenclature of the course**	**Category**	**InternalMarks**	**External Marks**	**Practical /Viva-Voce Marks**	**Total Marks**	**Credits**
24BBA0205I	Summer Internship Report	Internship	-	100*****	-	100	**4**

*****The Summer Internship report would be evaluated by external expert from panel recommended by Board of Studies & Research of Haryana School of Business (HSB), GJUS&T, Hisar.

Table 13.3: Course structure for Semester-III

Semester III											
Domain		**Course Title**	**Course Code**	**Credits**	**Lecture**	**Tutorials**	**Practical**	**Internal Marks**	**External marks**	**Practical/ External Evaluation Marks**	**Total Marks**
Discipline Specific Courses (DSC)	DSC–4	**Basics of Human Resource Management**	24BBA0301T	4	3	1	0	30	70	0	100
	DSC–5	**Business Economics**	24BBA0302T	4	3	1	0	30	70	0	100
	DSC–6	**Indian Financial System**	24BBA0303T	4	3	1	0	30	70	0	100
Minor/ Vocational (Students will choose one of the two MIC Courses)	MIC-3	**Advanced Business Statistics**	24MIC0301T	4	3	1	0	30	70	0	100
		AI in Business Application & AI in Business Application Lab	24MIC0302T 24MIC0302P	4	3	1	0	30	70	0	100
Multidisciplinary Courses	MDC-3	**Choose from pool of MDC*** **If only Theory**		3	2	1	0	25	50	0	75
		If Practical		3	2	0	2	25	25	25	
Ability Enhancement Courses	AEC-3	**English for Effective Communication-II (for Scheme-D)**	24AEC0103T	2	1	1	0	15	35	0	50
Skill Enhancement Courses	SEC-3	**Choose from pool of SEC (for Scheme-D)**		3	2	0	2	25	25	25	75
Total				**24**							**600**

*Note- student have to choose one course (Theory/Theory + Practical) from the pool of the University Multidisciplinary Courses offered by UTD as per Scheme-D

*A student will opt for multidisciplinary course from the subject which is different from the discipline. Student are not allowed to choose or repeat courses already undergone at the higher secondary level (12^{th} class) or opted as major and minor discipline under this category provided further that if a multidisciplinary course across. The discipline cannot be offered by the department/institute/college, due to its constraints and available resources, then

I) MDC can be opted out of MOOCs through SWAYAM
II) MDC can be completed out of online courses offered by GJUS&T, Hisar

Table 13.4: Course structure for Semester-IV

Semester IV									
Domain	**Course Title**	**Course Code**	**Credits**	**Lecture**	**Tutorials**	**Practical**	**Internal Marks**	**External marks**	**Total Marks**
DSC –A4	**Micro Organisational Behaviour Business**	24BBA0401T	4	3	1	0	30	70	100
DSC –B4	**Marketing Decisions**	24BBA0402T	4	3	1	0	30	70	100
DSC –C4	**Environment Policy and Strategy**	24BBA0403T	4	3	1	0	30	70	100
Minor/ Vocational (Students will choose one of the two MIC Courses)	**Data Analysis**	24VOC0401T	2	2	0	0	15	35	50
	Data Analysis Lab	24VOC0401P	2	0	0	4	15	35	50
	Deep Learning and Neural Networks	24VOC0402T	2	2	0	0	15	35	50
	Deep Learning and Neural Networks Lab	24VOC0402P	2	0	0	4	15	35	50
Ability Enhancement Courses	***Sanchar Kaushal* (or MOOC/any Indian or Foreign Language)**	24AEC0302T	2	1	1	0	15	35	50
Value Enhancement Courses	**Choose from pool of VAC (Table-1)**		2	1	1	0	15	35	50
Total			**20**						500

Exit Option: Any student opting for exit option after second year will get **Undergraduate Diploma in Business Administration** provided he/she completes 92 credits of firstfour semesters and additional 4 credits of summer training report (100 external marks) based on summer training of 4-6 weeks in a business organization undertaken after completion of second semester or fourth semester. Thus, he/she will be eligible to exit the course with the said 96 Credits. In addition, the Summer Internship report would be evaluated by external expert from panel recommended by Board of Studies & Research of HSB, GJUS&T, Hisar. Furthermore, the credits of Summer Internship report would be included/mention in the **Undergraduate Diploma in Business Administration** as follow:

Course code	Nomenclature of the course	Category	Internal Marks	External Marks	Practical /Viva-Voce Marks	Total Marks	Credits
24BBA0405I	Summer Internship Report	Internship	-	100*****	-	100	**4**

*****The Summer Internship report would be evaluated by external expert from panel recommended by Board of Studies & Research of HSB, GJUS&T, Hisar.

Note: The student seeking admission in fifth semester would have to undergo a compulsory 4-6 weeks Summer Internship in a business organization after fourth semester and credits for the same will be included in fifth semester.

Table 13.5: Course structure for Semester-V

Semester V										
Domain	**Course Title**	**Course Code**	**Credits**	**Lecture**	**Tutorials**	**Practical**	**Internal Marks**	**External marks**	**Practical/ External Evaluation Marks**	**Total Marks**
DSC –A5	**Macro Organisational Behaviour**	24BBA0501T	4	3	1	0	30	70	0	100
DSC –B5	**Sales Management**	24BBA0502T	4	3	1	0	30	70	0	100
DSC –C5	**Taxation Tax Law and Practice**	24BBA0503T	4	3	1	0	30	70	0	100
Minor/ Vocational	**Statistical Software**	24VOC0501T	2	2	0	0	15	35	0	50
	Statistical Software Lab	24VOC0501P	2	0	0	4	15	35	0	50
Skill Enhancement Courses	**Internship**	24SEC0501I	4	0	0	0	0	0	100	100
Total			**20**							**500**

Table 13.6: Course structure for Semester-VI

Semester VI									
Domain	**Course Title**	**Course Code**	**Credits**	**Lecture**	**Tutorials**	**Practical**	**Internal Marks**	**External marks**	**Total Marks**
DSC –A6	**International Business**	24BBA0601T	4	3	1	0	30	70	100
DSC –B6	**Auditing**	24BBA0602T	4	3	1	0	30	70	100
DSC –C6	**Operations and Project Management**	24BBA0603T	4	3	1	0	30	70	100
Minor/ Vocational	**Purchasing and Materials Management**	24VOC0601T	4	3	1	0	30	70	100
	Data Visualization Tools	24VOC0602T	2	2	0	0	15	35	50
	Data Visualization Tools Lab	24VOC0602P	2	0	0	4	15	35	50
Total			**20**						**500**

For Bachelor in Business Administration:

Credit	(DSC) Major = 72	Minor = 24	MDC = 09	SEC = 09	AECC= 08	VAC = 06	*Internship= 4	Total = 132

Table 13.7: Business Administration: The Pools of MDC, SEC, VAC and AEC

	MDC		SEC		AEC		VAC*	
Semester	Course Code	Nomenclature	Course Code	Nomenclature	Course Code	Nomenclature	Course Code	Nomenclature
I	24MDC0106T	E-Commerce	24SEC0106T	Business Communication	24AEC0101T	English for Effective Communication-I	24VAC0119T/ 24VAC0101T	Human Values and Professional Ethics Environmental Studies – I
II	24MDC0206T	Negotiation and Conflicts Management Skills	24SEC0206T	Startup & Entrepreneurship	24AEC0102T	हिन्दी भाषा का व्याकरणिक ज्ञान	24VAC0119T/ 24VAC0101T	Human Values and Professional Ethics Environmental Studies-I
III	24MDC0306T	Emotional Intelligence and Strategic Thinking	24SEC0306T 24SEC0307P	Fintech Basics and Business Intelligence Entrepreneurship and new business creation	24AEC0103T	English for Effective Communication-II	-	-
IV	-	-	-	-	24AEC0302T	Sanchar Kaushal	24VAC0401T 24VAC0402T	Gender Sensitization and Inclusive Society Indian Knowledge System in Management
**50% of students of 1st semester of Department/College/Institute willbe offered a course on Human Values and Ethics and the remaining 50% will be offered course on Environmental Studies. The students, who have taken Human Values and Ethics course in the Ist Semester, will study a course on Environmental Studies and Vice-Versa.*								

Detailed Syllabus

DSC

1st Semester

Integrated BBA-MBA 5 Year Programme

Course Title: Management Concepts and Principles

Course Code: 24BBA0101T

60 Hrs (4 Hrs /week) **External Marks : 70**
Credits: 4 **Internal Marks : 30**
Exam Time: 3 Hrs **Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: To make the students understand of basic concepts, principles, functionsand processes of management.

Unit-I **15 Hrs**

Introduction: Nature, Scope and Significance of Management; Process of Management; Role of Managers; Principles of Management; Levels of Management; Evolution of Management Thought: Classical, Neoclassical and Contingency.

Unit -II **15 Hrs**

Planning: Meaning, Importance, and Process; Effective Planning; Types of Plans; Decision Making: Concept, Nature, Types of Decision, Process, and Techniques;Management by Objectives: Concept & Applications.

Unit -III **15 Hrs**

Organizing: Nature, Importance, Principles and Process; Departmentalization; Decentralization; Centralization; Delegation; Authority and Responsibility Relationship: Line, Staff, and Functional; Formal vs. Informal Organizations.

Unit -IV **15 Hrs**

Leadership: Meaning and Nature, Theory of Leadership; Motivation: Meaning and Nature; Process and Content Theory of Motivation. Control: Nature, Process, and Significance; Control Methods: Pre-action Control, Steering Control and Post-action Control.

Books Suggested:

1. Koontz, H., & Weihrich, H. *(Latest edition only). Essentials of management: An international perspective*. McGraw Hill.
2. Robbins, S. P., & Coulter, M. *(Latest edition only). Management*. Pearson.
3. Stoner, J. A. F., Gilbert, D. R., & Freeman, R. E. *(Latest edition). Management*. Pearson.
4. Griffin, R. W. *(Latest edition only). Management: Principles and applications*. Cengage Learning.
5. Sanghvi, A., & Dave, M. *(Latest edition only). Management: Principles and practices*. Oxford University Press India.
6. Prasad, L. M. *(Latest edition only). Principles and practices of management*. Sultan Chand & Sons.
7. Drucker, P. F. *(Latest edition only). The practice of management*. HarperBusiness

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Understand the role of managers in an organization.
CO2: Summarize the elementary concepts, principles, and theories of management.
CO3: Examine the managerial functions having an impact on the organizational effectiveness.
CO4: Compose and measure the impact of the contemporary issues and challenges in management
(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme

Course Title: Psychology and Sociology in the Business Context

Course Code: 24BBA0102T

60 Hrs (4 Hrs /week)	**External Marks : 70**
Credits: 4	**Internal Marks : 30**
Exam Time: 3 Hrs	**Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: This course aims to understand the basic psychological and sociological concepts in business contexts, fostering analytical skills and effective decision-making.

Unit-I **15 Hrs**

Psychological Foundations of Management-I: Key perspectives in Psychology: The many facets of behavior; The Bases of Human Behavior; Sensory, Attentional and Perceptual Processes- Making contact with the world around us; Learning- How we are changed by experience.

Unit -II **15 Hrs**

Psychological Foundations of Management-II: Thinking, deciding, communicating; Personality-uniqueness and consistency in the behavior of individual.

Unit -III **15 Hrs**

Sociological Foundations of Management-I: Attribution: Understanding the causes of others' behavior; Beliefs and attributions in everyday life; Attitudes and social cognition: Evaluating the social world.

Unit -IV **15 Hrs**

Sociological Foundations of Management-II: Understanding Social Institutions; The market as a Social Institution.

Books Suggested:

1. Passer, M. W., & Smith, R. E. *(Latest edition only). Psychology: The science of mind and behavior*. McGraw-Hill. (for key perspectives in psychology and the bases of human behavior).
2. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. *(Latest edition only). Introduction to psychology*. Tata McGraw-Hill.
3. Kahneman, D. *(Latest edition only). Thinking, fast and slow*. Penguin Books.
4. Cervone, D., & Pervin, L. A. *(Latest edition only). Personality: Theory and research*. John Wiley & Sons. (for a comprehensive understanding of personality and individual behavior)
5. Myers, D. G., & Twenge, J. M. *(Latest edition only). Social psychology*. McGraw-Hill. (for attribution, beliefs, attitudes, and social cognition)
6. Berger, P., & Luckmann, T. *(Latest edition only). The social construction of reality*. In *Social theory re-wired* (pp. 92–101). Routledge. (for social institutions and the market as a social institution).

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Recall key psychological concepts and how they explain human behavior.

CO2: Describe the factors influencing behavior and the impact of personality traits in managing personnel.

CO3: Outline how learning processes affect behavior and personal development.

CO4: Assess and integrate the importance of critical thinking, decision-making, and communication skills in effective management.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme

Course Title: Fundamentals of Accounting

Course Code: 24BBA0103T

60 Hrs (4 Hrs /week) **External Marks : 70**
Credits: 4 **Internal Marks : 30**
Exam Time: 3 Hrs **Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: To develop a conceptual understanding of the fundamentals of accounting process and software.

Unit-I **15 Hrs**

Accounting: Nature, Scope, Functions and Limitations; Types of Accounting and Accounting System; Accounting Concepts and Conventions; Accounting Equation

Unit -II **15 Hrs**

Accounting Process: Journal and Ledger, Trial Balance, Subsidiary Books, Capital and Revenue; Classification of Income, Expenditure, and Receipts; Preparation of Final Accounts:

Unit -III **15 Hrs**

Trading Account, Profit and Loss Account, Balance Sheet (with adjustments)
Depreciation: Concept, Causes, Features, Objectives, and Methods; Valuation of Stock, Bank Reconciliation Statement; Introduction of IASB & IFRS

Unit -IV **15 Hrs**

Role of Computer in Accounting; Flow Chart, Software Packages for Accounting, Accounting for Non-Profit Organizations

Books Suggested:

1. Bhattacharya, K., & Dearden, J. *(Latest edition only). Accounting for management: Text and cases*. Vikas Publishing House.
2. Gupta, A. *(Latest edition only). Financial accounting for management*. Pearson Publication.
3. Kuppapally, J. J. J. *(Latest edition only). Accounting for managers*. Prentice Hall.
4. Narayanaswamy, R. *(Latest edition only). Financial accounting*. Prentice Hall.
5. Maheshwari, S. N., Maheshwari, S. K., & Maheshwari, S. K. *(Latest edition only). Financial accounting*. Vikas Publishing House Pvt. Ltd.

Course Outcomes:
At the end of the course, the students would be able to:

CO1: Understand the generally accepted accounting principles in recording financial transactions and preparing financial statements.

CO2: Demonstrate the accounting process under a computerized accounting system.
CO3: Calculate the importance of depreciation in financial statements.
CO4: Compose and prepare financial statements of corporate business entities and be able to develop accounting practices.
(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus
DSC
2nd Semester

Integrated BBA-MBA 5 Year Programme

Course Title: Indian Economy

Course Code: 24BBA0201T

60 Hrs (4 Hrs /week) **External Marks : 70**
Credits: 4 **Internal Marks : 30**
Exam Time: 3 Hrs **Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: To provide the students an understanding of the foundational concepts of Economy, Economic Growth and Economic Development.

Unit-I **15 Hrs**

concepts of Economics: Definition of Economics: Adam Smith, Alfred Marshall, Lionel Robbins, Samuelson; Types of economies: developed and developing; Economic systems: capitalism, socialism and mixed economy; mechanism used to solve the basic problems faced by each economy, Concept of Economic Growth, Economic Development.

Unit -II **15 Hrs**

An overview of Indian Economy: Evolution of Indian Economy, Basic Characteristics of Indian Economy, Structure of Indian Economy: Primary Sector, Secondary Sector & Tertiary Sector, Trends in National Income, Occupational Distribution, Work Force Participation and Changes in Occupational Structure, GDP & GNP.

Unit -III **15 Hrs**

Economic Planning in India: Definition of Economic Planning, History of Economic Planning, Objectives of Economic Planning, Types of Planning, Achievements of Planning, Financial resources for 5-year plans.

Unit -IV **15 Hrs**

Basic Economic Development in India: Parameters of Development, Indian Economy in Pre-British period, Economy till 2008 & after 2008, Structural changes in Indian Economy, Structural Changes in the Indian Economy after liberalization, Current challenges facing Indian Economy, Sustainable Development.

Books Suggested:

1. Singh, R. (*Latest edition only*). *Indian economy*. McGraw Hill.
2. Singhania, N. (*Latest edition only*). *Indian economy*. McGraw Hill.
3. Kapila, U. (*Latest edition only*). *Indian economy since independence*. Academic Foundation.
4. Ray, S. K. (*Latest edition only*). *India's economic development: Strategies for the new millennium*. SAGE Publications.
5. Oxford University Press. (*Latest edition only*). *India development report*. Oxford University Press.
6. Dutt, R., & Sundaram, K. P. M. (*Latest edition only*). *Indian economy*. S. Chand Publishing.
7. Economic Survey of India (*Latest edition only*). *Annual report*. Ministry of Finance, Government of India.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Recognize the characteristics of developed and developing economies based on key indicators such as per capita income, infrastructure, and industrialization levels.

CO2: Understand the difference between capitalist, socialist, and mixed economic systems, highlighting their distinctive features and the role of government intervention.

CO3: Summarize the historical evolution of the Indian Economy from ancient times to the present day and the structural changes in the Indian Economy post-liberalization.

CO4: Evaluate the impact of economic systems on key socio-economic indicators and formulate arguments and recommendations for policy reforms for achieving sustainable economic growth and development in India.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme

Course Title: Fundamentals of Marketing

Course Code: 24BBA0202T

60 Hrs (4 Hrs /week) **External Marks : 70**
Credits: 4 **Internal Marks : 30**
Exam Time: 3 Hrs **Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: This course aims to familiarize students with the fundamental concepts of marketing function in organizations. It will equip the students with an understanding of the marketing environment and identifying market segments, targets, and positioning.

Unit-I **15 Hrs**

Introduction: Nature, Scope and Importance of Marketing, Marketing versus selling; Core marketing concepts; Company orientations – Production concept, Product concept, Selling concept, Marketing concept, Societal marketing concept, Holistic marketing concept.

Unit -II **15 Hrs**

Marketing Environment at macro level - Demographic, Economic, Political, Legal, Socio-cultural, Technological environment. Marketing Environment at the micro level - Market/ demand, consumer, industry and competition, supplier-related factors

Unit -III **15 Hrs**

Market Segmentation: Concept, need, levels of Market Segmentation; Basis for Segmenting Consumer Markets - Geographic, Demographic, Psychographic, and Behavioural.

Unit -IV **15 Hrs**

Market Targeting: Effective segmentation criteria and target market selection strategies; Brand Positioning- Developing and communicating a positioning strategy; Differentiation strategies - product differentiation, channel differentiation, personnel differentiation, and image differentiation.

Books Suggested:

1. Kotler, P., Armstrong, G., & Agnihotri, P. (*Latest edition only*). *Principles of marketing*. Pearson Education.
2. Masterson, R., Phillips, N., & Pickton, D. (*Latest edition only*). *Marketing: An introduction*. SAGE South Asia Edition.
3. Ramaswamy, V., & Namakumari, S. (*Latest edition only*). *Marketing management: Indian context, global perspective*. Sage Texts Publication.
4. Chandrashekar, K. S. (*Latest edition only*). *Market management: Text & cases*. Tata McGraw Hill Publication.
5. Baines, P., Fill, C., Rosengren, S., & Antonetti, P. (*Latest edition only*). *Marketing*. Oxford University Press.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Recall and understand key concepts of marketing management and its importance in business spheres.

CO2: Understand the role of marketing function for a business organization.

CO3: Appraise and design the concept of marketing and related concepts.

CO4: Apply the techniques to identify, classify, and position in relevant markets.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme

Course Title: Fundamentals of Financial Management

Course Code: 24BBA0203T

60 Hrs (4 Hrs /week)	**External Marks : 70**
Credits: 4	**Internal Marks : 30**
Exam Time: 3 Hrs	**Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: This course aims to enable students to understand the basic concepts of financial Management and make them aware of major decisional areas of financial management.

Unit-I **15 Hrs**

Financial Management: meaning, objectives, and scope; types of financial decisions, risk-return framework for financial decision-making, time value of money. Capital Budgeting Decisions: nature, importance, and types of investment decisions; techniques of evaluating capital budgeting decisions, risk analysis in capital budgeting.

Unit -II **15 Hrs**

Capital Structure Decisions: optimum capital structure; theories of capital structure; factors determining capital structure. Sources of long-term and short-term finance. Cost of Capital: concept and importance; computations of cost of various sources of finance; weighted average cost of capital.

Unit -III **15 Hrs**

Working Capital Management: Concept and types of working capital; operating cycle, determinants of working capital, estimation of working capital requirement; working capital policy; Management of cash, accounts receivables, and inventories; financing working capital.

Unit -IV **15 Hrs**

Dividend Policy: Dividend and its forms, theories of dividend policy and their impact on the value of a firm; types of dividend policy. An overview of Corporate Restructuring.

Books Suggested:

1. Van Horne, J. C. (*Latest edition only*). *Financial management and policy*. Prentice Hall of India.
2. Pandey, I. M. (*Latest edition only*). *Financial management*. Vikas Publishing.
3. Damodaran, A. (*Latest edition only*). *Corporate finance: Theory and practice*. John Wiley & Sons.
4. Hampton, J. (*Latest edition only*). *Financial decision making*. Prentice Hall Inc.
5. Khan, M. Y., & Jain, P. K. (*Latest edition only*). *Financial management*. McGraw Hill.
6. Brigham, E. F., & Ehrhardt, M. C. (*Latest edition only*). *Financial management: Theory & practice*. Cengage Learning.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Students will be able to outline the basic framework of financial management.

CO2: Students will be able to explain the role of financial management in financial decision-making in business.

CO3: Students will be able to apply various theories of capital structure and dividend policy.

CO4: Students will be able to examine risk in capital budgeting decisions.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus
DSC
3rd Semester

Integrated BBA-MBA 5 Year Programme
Course Title: Basics of Human Resource Management

Course Code: 24BBA0301T

60 Hrs. (4 Hrs. /week)	**External Marks: 70**
Credits: 4	**Internal Marks: 30**
Exam Time: 3 Hrs	**Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: The objective of this course is to sensitize students to the various facets of managing people and to create an understanding of HR principles, practices, and their strategic implications within a business context.

Unit-I **15 Hrs**

Introduction to HRM and Contemporary Issues: Concepts and Perspectives of Human Resource Management; Human Resources Management in a Changing Environment; Managerial and Operative Functions of HRM; Strategic HRM; International HRM: Concept, Importance and Models of International HRM; Understanding Cross-cultural HR Challenges and Managing a Diverse Workforce in International Operations.

Unit –II **15 Hrs**

Acquiring and Developing Human Resources: Job Analysis, **Recruitment and Selection Process:** Sourcing Candidates, Screening Techniques, Interview Processes, and Onboarding; Retention: Meaning, Objectives and Importance; Manpower Training and Development: Meaning, Objectives, Need, and Methods; Training Vs. Development. Career Planning and Development: Concept, Career Planning Stages and Problems in Career Planning,

Unit –III **15 Hrs**

Rewarding Human Resources: Performance Management: Setting Performance Goals, Performance Appraisal Methods, Feedback Mechanisms, and Performance Improvement Plans; Job Evaluation; Compensation: Concept, Objectives, Principles, Importance and Components; Compensation, Employee Benefits and Incentive Schemes.

Unit -IV **15 Hrs**

Labour Management: Industrial Relations and Industrial Disputes; Principles and Guidelines for Effective Management; Standing Orders; Labour Relations and Collective Bargaining; Labour Welfare and Security Measures: Concept, Significance and Importance; Statutory Welfare Provision in Factory Act.

Books Suggested:

1. Aswathappa, K. (*Latest edition only*). *Human resource and personnel management*. Tata McGraw Hill.
2. Dessler, G. (*Latest edition only*). *Human resource management*. Pearson Education.
3. Venkatesh, D. N., & Jyothi, P. (*Latest edition only*). *Human resource management*. Oxford University Press.
4. Bohlander, G., & Snell, S. (*Latest edition only*). *Human resource management*. Cengage Learning.
5. Patnayak, B. (*Latest edition only*). *Human resource management*. PHI Learning.

6. Rao, V. S. P. (*Latest edition only*). *Human resource management*. Excel Books.
7. Armstrong, M. (*Latest edition only*). *Armstrong's handbook of human resource management practice*. Kogan Page.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Recall the terms associated with Human Resource Management.

CO2: Discuss various HR practices used in the business world.

CO3: Compare and contrast HR practices across companies.

CO4: Create and design the HR strategies related to coping in dynamic business environment.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme
Course Title: Business Economics

Course Code: 24BBA0302T

60 Hrs (4 Hrs /week) **External Marks : 70**
Credits: 4 **Internal Marks : 30**
Exam Time: 3 Hrs **Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: This course is designed to equip students with a comprehensive understanding of business economics, emphasizing its application in managerial decision-making. The curriculum integrates theoretical frameworks with practical tools, enabling students to analyze and interpret economic data, assess market dynamics, and make informed decisions within various business contexts.

Unit-I **15 Hrs**

Business Economics: nature and scope; Difference between economics and business economics; Basic techniques under business economics; Role of business economics in decision making; Basic Concepts in business economics; Demand and supply: concept and determinants; Law of demand and supply; Concept of elasticity of demand and supply.

Unit-II **15 Hrs**

Utility analysis: concept, Relation between Total Utility and Marginal Utility; Law of diminishing and Equi-marginal utility and its applications in business; Indifference curve: concept, properties and consumer equilibrium.

Unit-II **15 Hrs**

Production function: various concepts, short and long run production function; internal and external economies of scale; Cost and Revenue: costs in short and long period; relationship among various cost curves in short and long period; concept of revenue; relation between AR and MR curves. Break-even analysis.

Unit-II **15 Hrs**

Market structure: concept of market and its features; price and output determination in short and long period under perfect competition, monopoly, monopolistic competition. Oligopoly: concept, features and price determination (Cournot's, Bertrand's and Edgeworth duopoly models).

Suggested Books:

1. Dholakia, R. H., & Oza, A. H. (*Latest edition only*). *Microeconomics for management studies*. Oxford University Press.
2. Boulding, K. E. (*Latest edition only*). *Economic analysis: Microeconomics*. Harper & Row.
3. Salvatore, D., & Rastogi, S. (*Latest edition only*). *Managerial economics: Principles and worldwide applications*. Oxford University Press.
4. Koutsoyiannis, A. (*Latest edition only*). *Modern microeconomics*. Macmillan.
5. Rajagopalachar, K. (*Latest edition only*). *Business economics*. Atlantic Publishers & Distributors (P) Ltd.
6. Venugopal, M. (*Latest edition only*). *Business economics*. Wiley India.
7. Mankiw, N. G. (*Latest edition only*). *Principles of microeconomics*. Cengage Learning.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Define and explain fundamental economic principles such as demand and supply, market structures, and cost analysis.
CO2: Use economic models to analyze pricing, production, and competition in different business scenarios.
CO3: Assess real-world economic data and interpret its impact on managerial decisions.
CO4: Design and recommend business strategies based on economic insights, industry trends, and market conditions.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme
Course Title: Indian Financial System

Course Code: 24BBA0303T

60 Hrs (4 Hrs /week)	**External Marks : 70**
Credits: 4	**Internal Marks : 30**
Exam Time: 3 Hrs	**Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: The course aims to make students understand the Indian financial system, including its structure, functions, and regulatory framework. It covers the working of financial markets, financial institutions, and the various financial instruments that facilitate economic transactions.

Unit-I **15 Hrs**

Indian Financial System – An Overview: Financial System: meaning, functions and components; An overview of Indian financial system: Phase I: Pre-1951 organisation, Phase II: 1951 to Mid-eighties organisation, Phase III: Post Nineties Organisation; Role of financial system in economic development.

Unit –II **15 Hrs**

Financial Markets: Money market: meaning, constituents and functions; money market instruments; Capital market: Primary market - meaning, functions; Public issues: types and procedure of IPO; Secondary market - meaning, functions of stock exchanges, Listing of securities; SEBI: objectives and functions.

Unit –III **15 Hrs**

Financial Institutions: Banking institutions: structure of banking system in India; Commercial banks-types and functions; RBI: objectives and functions; NPAs; Key digital initiatives by commercial banks in India; Development Financial Institutions: Objectives and Classification; introduction to SIDBI, NABARD, EXIM Bank and SFCs.

Unit -IV **15 Hrs**

Financial Instruments: Shares, Debentures/Bonds including Floating Rate Bonds, Zero Coupon Bonds, Deep discount bonds; Warrants, Derivatives: Futures, Options, swaps. ADRs, GDRs and IDRs.

Books Suggested:

1. Kohn, M. (*Latest edition only*). *Financial institutions and markets*. Oxford University Press.
2. Khan, M. Y. (*Latest edition only*). *Indian financial system: Theory and practice*. Tata McGraw Hill.
3. Bhole, L. M. (*Latest edition only*). *Financial markets and institutions*. Tata McGraw Hill.
4. Pathak, B. V. (*Latest edition only*). *The Indian financial system*. Pearson.
5. Gomez, C. (*Latest edition only*). *Financial markets, institutions and financial services*. PHI Learning.
6. Yeager, F. C., & Seitz, N. E. (*Latest edition only*). *Financial institution management: Text and cases*. Prentice Hall Inc.
7. Annual Reports of Major Financial Institutions in India.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Recall the current structure and regulations of the Indian financial system.

CO2: Demonstrate awareness about functioning of financial markets, instruments, and institutions.

CO3: Critically appraise the role of SEBI, RBI, and financial institutions in economic development.

CO4: Analyse the financial market processes and their instruments.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus

DSC

4th Semester

Integrated BBA-MBA 5 Year Programme
Course Title: Micro Organizational Behaviour

Course Code: 24BBA0401T

60 Hrs (4 Hrs /week) **External Marks : 70**
Credits: 4 **Internal Marks : 30**
Exam Time: 3 Hrs **Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to the compulsory Question No. 1. All questions will carry equal marks.

Objectives: The objective of this course is to equip students with an in-depth understanding of individual and group behavior within organizations, focusing on psychological processes, decision-making, power dynamics, and interpersonal relationships. Through experiential learning and applied frameworks, students will develop the necessary skills to analyze and manage workplace interactions effectively, fostering a productive and inclusive work environment.

Unit-I **15 Hrs**

Individual and Cognitive Foundations of Micro OB - Definition and scope of OB: Micro vs. Macro; Individual differences: Personality, attitudes, and perception; Perception and cognitive biases; Understanding and Managing Self – Self-awareness, self-efficacy, locus of control, and personal development; Behavioral Decision-Making – Concepts, heuristics, frameworks, and decision-making biases

Unit –II **15 Hrs**

Emotions, Motivation, and Workplace Well-being - Emotional intelligence: Application in workplace interactions; Motivation: Why people work; Various theories of Motivation; Enhancing and Sustaining Motivation; Workplace Stress, Burnout, and Coping Strategies – Causes, effects, and coping mechanisms; Work-Life Balance – Managing professional and personal well-being.

Unit –III **15 Hrs**

Interpersonal Communication, Influence, and Power in Organizations- Effective Feedback mechanisms: Designing and implementing constructive feedback processes; Interpersonal Relationship Models – Transactional Analysis, Johari Window, and their applications; Power Dynamics and Influence in Groups – How power structures shape interactions; Influence and Persuasion in Organizational Settings – Strategies for motivating and guiding others.

Unit -IV **15 Hrs**

Group Dynamics, Team Effectiveness, and Decision-Making- Groups and Teams in the Workplace; Group behavior: Roles, norms, and intergroup dynamics; Team Composition and Effectiveness – The role of structure, interdependence, and leadership; Stages of Team Development – Tuckman's model and its implications for team performance; Decision-Making in Teams – Strategies for consensus, innovation, and overcoming biases; Groupthink and Decision-Making Biases – Avoiding common pitfalls in group decision-making.

Books Suggested:

1. Luthans, F., & Doh, J. P. (*Latest edition only*). *Organizational behavior: An evidence-based approach*. McGraw-Hill Education.

2. Robbins, S. P., & Judge, T. A. (*Latest edition only*). *Essentials of organizational behavior*. Pearson.
3. Newstrom, J. W. (*Latest edition only*). *Organizational behavior: Human behavior at work*. McGraw-Hill Education.
4. Goleman, D. (*Latest edition only*). *Emotional intelligence: Why it can matter more than IQ*. Bantam.
5. Forsyth, D. R. (*Latest edition only*). *Group dynamics* (6th ed.). Cengage Learning.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Demonstrate an understanding of individual differences, cognitive biases, and decision-making frameworks that influence workplace behavior and performance.
CO2: Analyze the role of emotions, motivation, and well-being in workplace interactions, stress management, and sustaining professional effectiveness.
CO3: Apply interpersonal communication models, power dynamics, and persuasion techniques to enhance influence and collaboration in organizations.
CO4: Develop strategies for team effectiveness, group decision-making, and overcoming cognitive biases to improve problem-solving and innovation in organizational settings.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme

Course Title: Marketing Decisions

Course Code: 24BBA0402T

60 Hrs (4 Hrs /week) **External Marks : 70**
Credits: 4 **Internal Marks : 30**
Exam Time: 3 Hrs **Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: To make the students to familiarize students with the elements of marketing mix and equip them to take marketing mix decisions in the dynamic marketing environment.

Unit-I **15 Hrs**

Product decisions: Product levels and classification; Product Life Cycle (PLC) and related strategies; Product Mix Decisions; Branding Decisions; Packaging & Labelling Decisions.

Unit –II **15 Hrs**

Pricing Decisions: Consumer psychology and pricing; Determinants of Price; Setting the price; Pricing Methods; Pricing strategies; Adapting Price.

Unit –III **15 Hrs**

Promotion Decisions: Promotion mix and integrated marketing promotion; Promotional Tools – Advertisement, Sales Promotion, Direct Marketing, Public Relations & Publicity and Personal Selling.

Unit -IV **15 Hrs**

Marketing Channel Decisions: Channel functions; Channel Levels; Types of Intermediaries; Determinants of channel choice; Channel design decisions; Channel management decisions; Channel integration.

Books Suggested:

1. Kotler, P., Armstrong, G., & Agnihotri, P. (*Latest edition only*). *Principles of marketing*. Pearson Education.
2. Masterson, R., Phillips, N., & Pickton, D. (*Latest edition only*). *Marketing: An introduction*. SAGE South Asia Edition.
3. Ramaswamy, V., & Namakumari, S. (*Latest edition only*). *Marketing management: Indian context, global perspective*. Sage Texts Publication.
4. Chandrashekar, K. S. (*Latest edition only*). *Market management: Text & cases*. Tata McGraw Hill Publication.
5. Baines, P., Fill, C., Rosengren, S., & Antonetti, P. (*Latest edition only*). *Marketing*. Oxford University Press.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Recall and understand key concepts of marketing mix.
CO2: Demonstrate an understanding of the 4Ps used by the marketers.
CO3: Identify and assess key decisions involved in formulating marketing mix strategies.

CO4: Apply various elements of marketing mix for effective functioning of an organization.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme
Course Title: Business Environment Policy and Strategy

Course Code: 24BBA0403T

60 Hrs (4 Hrs /week)	**External Marks : 70**
Credits: 4	**Internal Marks : 30**
Exam Time: 3 Hrs	**Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: The objective of this course is to critically analyze the micro and macro business environment, focusing on policies and strategic frameworks that influence business decision-making.

Unit-I **15 Hrs**

Business Environment Analysis and Policy Framework : Indicators of Internal and External Business Environment, Environmental Scanning and Risk Assessment, Concepts of Economic Systems and Policy Interventions, New Industrial Policy (1991) and Recent Financial & Economic Reforms, Recent Monetary and Fiscal Policies and Their Strategic Impact on Business

Unit –II **15 Hrs**

Strategic Impact of Business Environment on Key Sectors: Influence of Political, Economic, Social, and Technological Factors on Indian Business Sectors, Public Sector, Private Sector, Services Sector, and SME Sector, Privatization and Its Strategic Implications in India, Public-Private Partnership (PPP): Policy Framework and Business Strategy, Challenges and Strategic Opportunities in the Rural Business Environment

Unit –III **15 Hrs**

Global Business Strategy and Policy Integration: Globalization and Its Influence on Business Strategy; Opportunities and Challenges for MNCs in India; Foreign Investment Policies and Strategic Business Implications; Indian Foreign Trade: Impact on Balance of Payment, Exchange Rate Dynamics, and Global Competitiveness; World Trade Trends, Economic Integration, and Strategic Responses; Contemporary Business Challenges: Climate Change and Sustainability Strategies, Food Security and Strategic Business Adaptation, Geopolitics and Business Risk Management, De-Globalization and Strategic Policy Shifts.

Unit –IV **15 Hrs**

Regulatory Framework and Strategic Business Compliance: Consumer Protection Act (1986) & Amendments – Business Compliance and Consumer Rights Strategy; Competition Act (2002) & Amendments – Market Regulation and Strategic Implications; Environmental Protection Act (1986) – Corporate Environmental Responsibility and Policy Alignment; Foreign Exchange Management Act (FEMA, 1999) – Business Strategy in International Trade and Finance.

Books Suggested:

1. Ahmed, F., & Alam, M. A. (*Latest edition only*). *Business environment: Indian and global perspective*. PHI Learning.
2. Cherunilam, F. (*Latest edition only*). *Business environment*. Himalaya Publishing House.

3. Misra, S. K., & Puri, V. K. (*Latest edition only*). *Indian economy*. Himalaya Publishing House.
4. Aswath Thapa, K. (*Latest edition only*). *Business environment*. Excel Books.
5. Bedi, S. K. (*Latest edition only*). *Business environment*. Excel Books.
6. Singh, K. (*Latest edition only*). *Business environment: Theory and practice*. IAHRW Publications.
7. Jastin, P. (*Latest edition only*). *Business environment*. Tata McGraw Hill.
8. Government of India. (*Latest edition only*). *Economic survey*. Ministry of Finance.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Students will be able to define and trace all the indicators of micro and macro environment affecting business organizations

CO2: Students will be able to apply and demonstrate the gathered knowledge about how the various laws and other national and international policies influence the organizations in order to take proactive measures so that organizational effectiveness in maintained.

CO3: Students will be able to evaluate and value the importance of environment within which a business organization has to sustain itself successfully

CO4: Students will be able to design and develop their approaches and systems in maintaining coherence both at micro and macro level

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus

DSC

5th Semester

Integrated BBA-MBA 5 Year Programme
Course Title: Macro Organizational Behaviour

Course Code: 24BBA00501T

60 Hrs (4 Hrs /week) **External Marks : 70**
Credits: 4 **Internal Marks : 30**
Exam Time: 3 Hrs **Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to the compulsory Question No. 1. All questions will carry equal marks.

Objectives: The objective of this course is to equip students with a comprehensive understanding of macro-level organizational behavior, including organizational structures, culture, conflict, politics, and learning. Through theoretical frameworks and practical applications, students will develop the critical thinking and problem-solving skills necessary to analyze and enhance organizational effectiveness in dynamic business environments.

Unit-I **15 Hrs**

Foundations of Macro OB, Organizational Theory, Structure, and Design: Introduction to Macro OB – Scope and relevance; Foundations of Organizational Theory: Classical, Human Relations, and Contingency Approaches; Organizational Structure and Types; Mechanisms of Coordination and Control; AI, automation, and digitalization's impact on organizational structure; Principles of Organizational Design: Fit between strategy, structure, and environment; Organizational agility and adaptability.

Unit –II **15 Hrs**

Organizational Culture and Employee Well-being: Organizational Culture: Key concepts and its significance; Different perspectives and models, and challenges; Hofstede's Cultural Dimensions; Culture as a competitive advantage; Managing Culture: Creating and Sustaining Organizational Culture; Changing Organizational Culture; Managing cultural diversity in organizations; Cultural intelligence and adaptability; Workplace emotions and psychological safety;

Unit –III **15 Hrs**

Organizational conflict and politics: Organizational Conflict, types, sources, and Conflict management Strategies; Concept of Organizational Politics; Political Behaviours; Factors Influencing Political Behaviour; Managing organizational politics; Social networks and power in organizations; Building political capital.

Unit -IV **15 Hrs**

Organizational Learning and stakeholder theory: Understanding Organizational Learning – Definition, importance, and key challenges; Single-loop vs. Double-loop Learning (Argyris & Schon); Knowledge Management – Capturing, storing, and sharing organizational knowledge; Learning Organizations (Peter Senge's Five Disciplines); Systems thinking; Mental models, Team learning and Shared Vision; Strategic organizational learning and adaptability.

Books Suggested:

1. Daft, R. L. (*Latest edition only*). *Organization theory and design*. Cengage Learning.

2. Schein, E. H., & Schein, P. (*Latest edition only*). *Organizational culture and leadership*. Wiley.
3. Buchanan, D., & Badham, R. (*Latest edition only*). *Power, politics, and organizational change: Winning the turf game*. Sage.
4. Fairholm, G. W. (*Latest edition only*). *Organizational power politics: Tactics in organizational leadership*. ABC-CLIO.
5. Forsyth, D. R. (*Latest edition only*). *Group dynamics* (6th ed.). Cengage Learning.
6. Argyris, C., & Schön, D. A. (*Latest edition only*). *Organizational learning II: Theory, method, and practice*. Addison-Wesley.
7. Senge, P. M. (*Latest edition only*). *The fifth discipline: The art and practice of the learning organization*. Doubleday.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Demonstrate an understanding of organizational theories, structures, and design principles, evaluating their impact on organizational performance and adaptability.
CO2: Analyze the role of organizational culture and workplace well-being in shaping employee behavior, cultural adaptability, and competitive advantage.
CO3: Apply conflict resolution strategies and political behavior models to navigate organizational power structures and enhance decision-making.
CO4: Develop strategic approaches to organizational learning, stakeholder engagement, and knowledge management, ensuring continuous improvement and long-term sustainability.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme
Course Title: Sales Management

Course Code: 24BBA0502T

60 Hrs (4 Hrs /week) **External Marks : 70**
Credits: 4 **Internal Marks : 30**
Exam Time: 3 Hrs **Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to the compulsory Question No. 1. All questions will carry equal marks.

Objectives: To provide students with the knowledge and skills necessary to plan, manage, and analyze sales activities, foster robust customer relationships, and lead sales teams effectively to promote business growth.

Unit-I **15 Hrs**

Definition and Importance of Sales Management, Sales vs Marketing, Evolution of Sales Management, Sales Organization Structure and Types, Legal & Ethical Issues in Sales.

Unit –II **15 Hrs**

Sales Strategies: Market Segmentation, Targeting and Positioning, Sales Techniques; Sales Presentation: Preparing Effective Presentation, Handling Objections; Sales Territories and Quotas: Designing Sales Territories, Setting and Managing Sales Quotas.

Unit –III **15 Hrs**

Recruitment and Selection: Criteria for Selection, Recruitment Methods; Training and Development: Sales Training Programs, Evaluating Training Effectiveness; Motivation and Compensation: Motivational Theories, Compensation Plans; Performance Evaluation: Methods of Evaluation, Feedback and Coaching.

Unit -IV **15 Hrs**

Sales Analytics and Metrics: Key Performance Indicators (KPIs)**,** Sales Data Analysis; Customer Relationship Management (CRM): CRM Systems and Implementation, Impact on Sales Performance; Future Trends in Sales Management: Emerging Technologies, Global Sales Strategies.

Books Suggested:

1. Panda, T. K., & Sahadev, S. (*Latest edition only*). *Sales and distribution management*. Oxford University Press.
2. Havaldar, K. K., & Cavale, V. M. (*Latest edition only*). *Sales and distribution management: Text and cases*. McGraw-Hill Education.
3. Hair, J. F. Jr., Anderson, R. E., Mehta, R., & Babin, B. J. (*Latest edition only*). *Sales management: Building customer relationships and partnerships*. Cengage Learning.
4. Jobber, D., & Lancaster, G. (*Latest edition only*). *Selling and sales management*. Pearson Education.
5. Johnston, M. W., & Marshall, G. W. (*Latest edition only*). *Sales force management: Leadership, innovation, technology*. Routledge.
6. Still, R. R., Cundiff, E. W., Govoni, N. A. P., & Sahoo, R. (*Latest edition only*). *Sales and distribution management*. Pearson India.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Understand the key concepts of sales and distribution management and how they apply in real business situations.

CO2: Apply sales techniques, customer relationship management, and leadership skills to improve sales performance.

CO3: Learn how to hire, train, and motivate sales teams to achieve business goals.

CO4: Explore how technology, data, and global trends can improve sales processes and customer relationships.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme
Course Title: Income Tax Law and Practice

Course Code: 24BBA0503T

60 Hrs (4 Hrs /week)	**External Marks: 70**
Credits: 4	**Internal Marks: 30**
Exam Time: 3 Hrs	**Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: This course aims to equip students with a thorough understanding of theoretical knowledge and practical skills of **Income Tax laws, principles, and computations** under the **Income Tax Act, 1961 vis-à-vis its r**egulatory compliance, and emerging trends in the field.

Unit-I **15 Hrs**

Understand Fundamental Taxation Concepts: Define key income tax terms such as assessee, previous year, assessment year, gross total income, and total income. Explain the scope of taxation based on **residential status** and **incidence of tax**. Identify incomes exempted under **Section 10** of the Income Tax Act, 1961.

Unit –II **15 Hrs**

Compute Taxable Income under Different Heads: Income from Salary: Calculate taxable salary, including allowances, perquisites, and deductions under Section 16. Income from House Property: Determine annual value, deductions, and tax liabilities. Profits and Gains of Business or Profession: Understand allowable and disallowable expenses, depreciation, and presumptive taxation. Capital Gains: Compute short-term and long-term capital gains and apply exemptions under Sections 54, 54B, 54EC, 54F. Income from Other Sources: Identify taxable income under Section 56 and applicable deductions.

Unit –III **15 Hrs**

Apply Deductions, Exemptions, and Determining the Tax Liability: Utilize tax-saving provisions under Sections 80C to 80U (e.g., deductions for LIC, PPF, education loans, medical insurance, donations, and disability benefits). Compute Total Income and Tax Liability: Calculate gross total income (GTI) and apply deductions to arrive at taxable income. Determine tax liability for individuals, Hindu Undivided Families (HUFs), and firms under both old and new tax regimes.

Unit -IV **15 Hrs**

Understand Tax Filing and Assessment Procedures: Learn the process of filing Income Tax Returns (ITR) and deadlines for different categories of taxpayers. Understand different types of tax assessments (Self-assessment, Summary, Scrutiny, Best Judgment). Identify the appeal and revision procedures in case of tax disputes. Gain Practical Knowledge of Tax Compliance - Compute advance tax, understand Tax Deducted at Source (TDS), and analyze Form 16 and Form 26AS; Explore faceless assessment, online tax return filing, and use of income tax portals. Develop Tax Planning and Ethical Tax Practices - Differentiate between tax planning, tax avoidance, and tax evasion; Evaluate ethical tax practices and compliance with tax laws to minimize legal risks.

Books Suggested:

1. Musgrave, R. A., & Musgrave, P. B. (*Latest edition only*). *Public finance in theory and practice*. McGraw-Hill Education.
2. Gaur, V. P., & Narang, D. B. (*Latest edition only*). *Taxation: Law and practice*. Kalyani Publishers.
3. Singhania, V. K., & Singhania, K. (*Latest edition only*). *Income tax law & practice*. Taxmann Publications.
4. Ahuja, G., & Gupta, R. (*Latest edition only*). *Systematic approach to income tax*. Bharat Law House.
5. Bangar, V., & Bangar, Y. (*Latest edition only*). *Students' guide to income tax including GST*. Aadhya Prakashan.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Understand Taxation Concepts & Principles

- Explain the fundamental principles of taxation and its role in economic development.
- Differentiate between direct and indirect taxes and their impact on individuals and businesses.

CO2: Understand Compliance & Ethical Taxation Practices

- Identify tax evasion vs. tax avoidance and the ethical implications of tax planning.
- Comprehend tax compliance requirements and legal frameworks.
- Explore contemporary taxation challenges, such as digital taxation and crypto currency regulations.

CO3: Assess the Economic Impact of Taxation Policies

- Examine how taxation affects economic growth, investment, and income distribution.
- Compare progressive, regressive, and proportional tax policies.
- Evaluate tax incentives and their effectiveness in economic development.

CO4: Evaluate International Taxation & Transfer Pricing

- Interpret Double Taxation Avoidance Agreements (DTAA) and their applications.
- Assess the impact of Base Erosion and Profit Shifting (BEPS) on multinational corporations.
- Apply principles of transfer pricing in international business transactions.

CO5: Analyze Tax Structures & Policies

- Examine the structure of tax systems in India and globally.
- Evaluate the role of taxation in fiscal policy and economic stability.

CO6: Apply Direct Taxation Laws

- Compute taxable income for individuals, businesses, and corporations.
- Apply deductions, exemptions, and tax planning strategies under income tax laws.
- Understand corporate tax planning, Minimum Alternate Tax (MAT), and Dividend Distribution Tax (DDT).

(CO1, CO2 and CO3 should be of lower orders/LOTS and CO4, CO5 and CO6 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus

DSC

6th Semester

Integrated BBA-MBA 5 Year Programme
Course Title: International Business

Course Code: 24BBA0601T

60 Hrs (4 Hrs /week) **External Marks : 70**
Credits: 4 **Internal Marks : 30**
Exam Time: 3 Hrs **Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: The objective of this course is to highlight the international environment, including relationships between business, government, economic groupings and the consumer. The course will also highlight the problems encountered and issues raised in managing overseas business.

Unit-I **15 Hrs**

Overview of International Business: Evolution and development of international business; International Business Environment: Factors leading to growth in international business, Modes of international business.

Unit –II **15 Hrs**

An overview of International trade theories, Commercial Policy Instruments: Tariff and Non-Tariff Measures and their impact; Balance of Payment Account, Foreign Direct Investment, International Financial Environment; Foreign Exchange Rates and Markets, Management of exchange rate.

Unit –III **15 Hrs**

Organizational Structure for International Business, International Marketing Management, International Financial Management, International Production Management, International HRM, International Business Negotiations, Recent developments and issues in International Business.

Unit –IV **15 Hrs**

Multinational Corporations: Conceptual framework of MNCs; MNCs and host and home country relations; Technology transfers, Strategic Alliances, Mergers and Acquisitions, Foreign Trade Promotion, Indian Joint Ventures Abroad, Multilateral regulation of trade and investment: IMF, World Bank, WTO, UNCTAD, Regional Economic Cooperation.

Books Suggested:

1. Korth, C. M. (*Latest edition only*). *International business environment and management*. Prentice Hall.
2. Ramu, S. S. (*Latest edition only*). *International business: Governance structure*. Wheeler Publishing.
3. Bhalla, V. K. (*Latest edition only*). *International business environment and management*. Anmol Publications.
4. Mithani, D. M. (*Latest edition only*). *International economics*. Himalaya Publishing House.
5. Hill, C. W. L. (*Latest edition only*). *International business*. Tata McGraw-Hill.
6. Czinkota, M. R., Ronkainen, I. A., & Moffett, M. H. (*Latest edition only*). *International business*. Thomson, South-Western.

7. Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (*Latest edition only*). *International business: Environments and operations*. Pearson Education.
8. Sharan, V. (*Latest edition only*). *International business: Concept, environment and strategy*. Pearson Education.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Students will be able to describe the different concepts and terms used in the literature of International Business.
CO2: Students will be able to illustrate and interpret the macroeconomic changes that affect the international business.
CO3: Students will be able to evaluate the strategic alliance, merger and acquisition, joint venture and regulation of international business.
CO4: Students will be able to design international business strategies.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme
Course Title: Auditing

Course Code: 24BBA0602T

60 Hrs (4 Hrs /week)	**External Marks: 70**
Credits: 4	**Internal Marks: 30**
Exam Time: 3 Hrs	**Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: The course aims to equip students with theoretical knowledge and practical skills in auditing, ensuring they understand traditional audit practices, regulatory compliance, and emerging trends in the field. The course will enable students to become proficient in conducting audits across various sectors, adapting to technological advancements, and upholding ethical and legal standards.

Unit-I **15 Hrs**

Introduction to Auditing and Audit Procedures: Meaning, Objectives, and Importance of Auditing; Distinction between Auditing and Accounting; Basic Principles and Techniques of Auditing; Classification of Audits: Statutory, Internal, Concurrent, Cost, and Forensic Audit; Audit Planning and Programme: Meaning, Objectives, and Contents; Audit Documentation: Working Papers, Audit Note Books, and Test Checking; Internal Control System: Definition, Objectives, Techniques for Evaluation; Audit in a Computerized Environment: Impact of EDP and Online Audits; Audit Evidence: Types, Importance, and Collection Methods.

Unit –II **15 Hrs**

Vouching, Verification, and Special Audit Vouching: Meaning, Objectives, and Importance; Vouching of Cash Transactions: Receipts, Payments, Bank, Purchases, and Sales; Vouching of Receivables, Payables, and Other Transactions; Verification of Assets and Liabilities: Principles and Procedures; Inventory Valuation and its Impact on Financial Statements; Distinction between Verification and Valuation; Special Audits: Forensic Audit, Banking and Insurance Company Audit, CAG Audit; Role of National Financial Reporting Authority (NFRA) in Special Audits.

Unit –III **15 Hrs**

Company Auditors and Audit Reports: Company Auditors: Qualifications, Appointment, Rotation, Removal, and Remuneration; Rights, Duties, and Liabilities of Auditors; Audit Committee and its Role in Corporate Governance; Types of Audit Reports: Unqualified, Qualified, and Adverse Reports; Auditor's Responsibility and Liabilities to Shareholders, Board of Directors, and Audit Committees; Recent Developments in Audit Reports: Impact of the Companies (Amendment) Act 2017; Legal Framework for Auditing in India: Companies Act 2013, Audit Regulations; Restriction on Non-Audit Services to Auditors.

Unit -IV **15 Hrs**

Current Trends and Issues in Auditing: EDP Audit and Auditing in a Computerized Environment; Audit of E-commerce Transactions: Emerging Challenges and Practices; Green Auditing: Environmental Impact Audits and Sustainability Reporting; Artificial Intelligence (AI) and Blockchain in Auditing: Innovations and Challenges; Ethical Issues in Auditing: Professional Conduct, Independence, and Objectivity; Emerging Trends: Cybersecurity Audits, Risk-based Auditing, and Continuous Auditing; Role of Auditors in Investigations: Due Diligence, Fraud Detection, and Financial Integrity; Future of Auditing in India: Technological Advances and the Shift to Digital Auditing.

Books Suggested:

1. Jha, A., & Bhatia, A. (*Latest edition only*). *Auditing*. Taxmann.
2. Pagare, D. (*Latest edition only*). *Principles and practice of auditing*. Sultan Chand & Sons.
3. Kranacher, M.-J., & Riley, R. (*Latest edition only*). *Forensic accounting and fraud examination*. Wiley.
4. Gupta, K. (*Latest edition only*). *Contemporary auditing*. McGraw-Hill.
5. Basu, S. K. (*Latest edition only*). *Auditing: Principles and techniques*. Pearson.
6. Vasarhelyi, M. A., & Alles, M. (*Latest edition only*). *Artificial intelligence in accounting and auditing: Towards new paradigms*. Markus Wiener Publishers.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Gain in-depth knowledge of auditing concepts, principles, and techniques, including vouching, verification, internal control, and audit documentation.
CO2: Understand the roles, responsibilities, and liabilities of auditors in corporate governance, as well as compliance with the Companies Act 2013, NFRA regulations, and professional ethical standards.
CO3: Able to apply forensic audit techniques for fraud detection, financial investigation, and due diligence, along with auditing in banking, insurance, and public sector enterprises.
CO4: Develop competency in digital auditing practices, including auditing in a computerized environment, block chain and AI in auditing, and cybersecurity risk assessments.
CO5: Understand the significance of environmental audits (Green Audits), risk-based auditing approaches, and contemporary issues like sustainability reporting and corporate social responsibility (CSR) audits.

(CO1 and CO2 should be of lower orders/LOTS and CO3, CO4, and CO5 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme
Course Title: Operations and Project Management

Course Code: 24BBA0603T

60 Hrs (4 Hrs /week) **External Marks : 70**
Credits: 4 **Internal Marks : 30**
Exam Time: 3 Hrs **Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: The basic objective of this course is to acquaint students with importance of operations management and familiarize the students with the various aspects of Projects and key guidelines relevant to project planning, analysis, financing, selection, implementation and review.

Unit-I **15 Hrs**

Introduction to Operations Management: Definition, need, responsibilities, key decisions of Operation Manager. Production vs Operations Management. Operations as a key functional area in an organization. Operation Strategies-Definition, relevance, strategy formulation process, order qualifying and order winning attribute.

Unit –II **15 Hrs**

Project Management: Objectives, Importance, Tools and Techniques. Project Team, Roles and Responsibilities of Project Manager, Project Life Cycle, Classification of Projects. Project Management Process and Project Selection: Strategic Position and Action Evaluation, Project Selection Methods, Project Selection Criteria. Generation and Screening of Project Ideas.

Unit –III **15 Hrs**

Technical Analysis: Selection of Locations, Technology Selection, Market Analysis: Conduct of Market Survey, Characterization of Market, Market Planning . Feasibility Study: Types, Steps of Feasibility Study.

Unit -IV **15 Hrs**

Financing of Projects: Capital Structure, Sources of Long-term Finance, Debt Financing, Characteristics of Debt, Types of Debts, Equity Financing, Preferential Shares, Equity Shares, Retained Earnings, Short-term Sources for Working Capital, Newer Sources of Finance, Venture Capital.

Books Suggested:

1. Prasanna, C. (*Latest edition only*). *Projects: Planning, analysis, financing, implementation and review*. Tata McGraw Hill Publishing Company Limited.
2. Gaither, N., & Frazier, G. (*Latest edition only*). *Operations management*. Thomson South-Western.
3. Nagarajan, K. (*Latest edition only*). *Project management*. New Age International Publishers.
4. Pinto, J. K. (*Latest edition only*). *Project management: Achieving competitive advantage*. Pearson Education.
   (Note: Corrected author name to Jeffrey K. Pinto for accuracy.)
5. Mahadevan, B. (*Latest edition only*). *Operations management: Theory & practice*. Pearson Education.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Identify the elements of operations management and various transformation processes to enhance productivity and competitiveness.
CO2: Strengthen the foundations of the analytical approach to Project Planning & Management.
CO3: Understand project preparation, understand the history, approaches, framework and processes of projects.
CO4: Understand the project financing and implementation.
(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus
MIC
1st Semester

Integrated BBA-MBA 5 Year Programme

Course Title: Computer Applications in Management

Course Code: 24MIC0102T

30 Hrs (2 Hrs /week) **External Marks : 35**
Credits: 2 **Internal Marks : 15**
Exam Time: 2 Hrs **Total Marks: 50**

Note: The examiner is required to set **five** questions in all. The first question will be compulsory consisting of **five** short questions covering the entire syllabus consisting of 3 marks each. In addition to this, **four** more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt **three** questions in all selecting one question from each unit consisting of 10 marks each in addition to compulsory Question No. 1.

Objectives: To make the students understand the basics of computers and its applications and inculcate essential computer skills particularly related to MS Office.

Unit-I **15 Hrs**

Introduction to Computer, Characteristics of Computers; Evolution of Computers; Basic Components of a Computer, Their Functions, and Inter- relation; Computer Languages; Types of Computer Systems: Personal-Micro, Mini, Mainframe, and Super Computer. Data Storage: Primary Storage, Secondary Storage; Input and Output Devices.

Unit -II **15 Hrs**

Operating System: Introduction to Operating System; Types of Operating, Systems; Word Processor: Meaning and Applications., Communication: Concept of Data Communication and Network Topology, Basics of MS Office: MS Word, MS Excel, MS PowerPoint, Usage and Applications

Books Suggested:

1. Sinha, P. K. (*Latest edition only*). *Computer fundamentals*. BPB Publications.
2. Raja, R. (*Latest edition only*). *Fundamentals of computer*. Prentice Hall Publication.
3. Dhunna, M., & Dixit, J. B. (*Latest edition only*). *Information technology in business management*. University Science Press.
4. Gill, N. S. (*Latest edition only*). *Computer network*. Krishna Publishing House.
5. Comer, D. E. (*Latest edition only*). *Computer networks and the internet*. Pearson Publication.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Familiarize with Computer and application of computer.
CO2: Learn the operating system and basic functions, and commands in MS Word and MS PowerPoint useful in business houses.
CO3: Improve presentation skills, communicative skills, and language-based skills.
CO4: Handle big data and be able to utilize the different computer applications in management.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus
MIC
2nd Semester

Integrated BBA-MBA 5 Year Programme

Course Title: Business Statistics

Course Code: 24MIC0202T

30 Hrs (2 Hrs /week) **External Marks : 35**
Credits: 2 **Internal Marks : 15**
Exam Time: 2 Hrs **Total Marks: 50**

Note: The examiner is required to set **five** questions in all. The first question will be compulsory consisting of **five** short questions covering the entire syllabus consisting of 3 marks each. In addition to this, **four** more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt **three** questions in all selecting one question from each unit consisting of 10 marks each in addition to compulsory Question No. 1.

Objectives: The course aims to familiarize the learners with the basic statistical tools used to summarize and analyse quantitative information for business decision-making.

Unit-I **15 Hrs**

Meaning and Scope: Origin and development of Statistics, Importance, scope, and limitation of statistics, Concept of Statistical population and sample. Data Classification and Presentation: Classification- rules of classification, bases of classification, frequency distribution, Presentation: Tabular, Diagrammatic, and Graphical Difference between diagrams and graphs.

Unit -II **15 Hrs**

Measures of Central Tendency: Concept and objectives of an average, requisites of a measure of central tendency; types of averages, mathematical averages, and positional averages applications and limitations. Measures of Dispersion, Skewness: Concept and objectives and significance of measuring dispersion, Requisites of a measure of dispersion, absolute and relative measures of dispersion, Types of measures of dispersion- Range, quartile deviation, mean deviation, standard deviation, and their coefficients. Skewness- Meaning and absolute and relative measures of skewness. Concept of Kurtosis.

Books Suggested:

1. Anderson, D. R. (*Latest edition only*). *Statistics for learners of economics and business*. Cengage Learning.
2. Gupta, S. P., & Gupta, A. (*Latest edition only*). *Business statistics: Statistical methods*. S. Chand Publishing.
3. Gupta, S. C. (*Latest edition only*). *Fundamentals of statistics*. Himalaya Publishing House.
4. Levin, R. I., Rubin, D. S., Rastogi, S., & Siddiqui, M. H. (*Latest edition only*). *Statistics for management*. Pearson Education.
5. Sharma, J. K. (*Latest edition only*). *Business statistics*. Vikas Publishing House Pvt. Ltd.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Demonstrate comprehension of key statistical concepts and their relevance to business disciplines.
CO2: Utilize basic statistical tools to describe various datasets effectively.
CO3: Critically examine data sets to extract and present meaningful insights that inform business decisions.
CO4: Assess summarized data critically to support strategic planning and decision-making processes in business contexts

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus
MIC
3rd Semester

Integrated BBA-MBA 5 Year Programme
Course Title: Advanced Business Statistics

Course Code: 24MIC0301T

60 Hrs (4 Hrs /week)	**External Marks : 70**
Credits: 4	**Internal Marks : 30**
Exam Time: 3 Hrs	**Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: The course is designed to equip students with a strong foundation in statistical tools and techniques essential for business research and decision-making. It covers probability concepts, inferential statistics, hypothesis testing, and regression analysis, enabling students to collect, analyze, and interpret data effectively. Emphasis is placed on developing analytical skills to apply statistical methods in solving real-world business problems.

Unit-I **15 Hrs**

Probability: Introduction, Approaches of Calculating Probability, Addition Theorem, Multiplication Theorem, Conditional Probability, Venn Diagram, Bayes Theorem; Theoretical Probability Distribution: Normal Distribution; their characteristics and applications.

Unit –II **15 Hrs**

Inferential Statistics: Population, Statistic, Sampling: Probability and Non-Probability Sampling Methods; Sampling Distribution of Mean and its Characteristics.

Unit –III **15 Hrs**

Hypothesis Testing: Hypothesis Formulation, and Testing; Errors in Hypothesis Testing, One-tail Test, Two-tail Test, Level of Significance, Statistical Tests: Z-test, T-test (one sample only).

Unit -IV **15 Hrs**

Correlation and Regression: Covariance, Types of correlation, Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation Coefficient; Simple Linear Regression: Introduction to Simple Linear regression, Regression Lines (x on y and y on x).

Books Suggested:

1. Anderson, D. R., Sweeney, D. J., & Williams, T. A. (*Latest edition only*). *Statistics for business and economics*. Cengage Learning.
2. Sharma, J. K. (*Latest edition only*). *Business statistics*. Vikas Publishing House.
3. Gupta, S. P., & Gupta, A. (*Latest edition only*). *Business statistics: Statistical methods*. S. Chand Publishing.
4. Gupta, S. C. (*Latest edition only*). *Fundamentals of statistics*. Himalaya Publishing House.
5. Black, K. (*Latest edition only*). *Business statistics*. Wiley.
6. Levin, R. I., & Rubin, D. S. (*Latest edition only*). *Statistics for management*. Prentice Hall.

Course Outcomes:

At the end of the course, the students would be able to:

CO1**:** Students will be able to recall different terms related to statistical analysis.
CO2: Students will be able to understand and explain various statistical methods used in business research.
CO3: Students will be able to formulate and test hypothesis relevant to business research problems.
CO4: Students will be able to analyse and interpret statistical results to support business decision-making.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme
Course Title: AI in Business Application

Course Code: 24MIC0302T

30 Hrs (2 Hrs /week)	**External Marks : 35**
Credits: 2	**Internal Marks : 15**
Exam Time : 2 Hrs	**Total Marks : 50**

Note: For theory exam, the examiner is required to set **five** questions in all. The first question will be compulsory consisting of **five** short questions covering the entire syllabus consisting of 3 marks each. In addition to this, **four** more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt **three** questions in all selecting one question from each unit consisting of 10 marks each in addition to compulsory Question No. 1.

Objectives: To help students understand the fundamentals of Artificial Intelligence and explore how AI is transforming business functions such as marketing, finance, HR, and operations. The course emphasizes business relevance and real-world examples, not coding.

Unit-I **15 Hrs**

Understanding AI in Business Context*:* What is AI? Simple terms*;* Key AI types: ML, NLP, computer vision (conceptual only)*;* History and evolution of AI in business*;* Applications in Indian context: NITI Aayog, Digital India.

Unit –II **15 Hrs**

Business Functions and AI Use Cases*:* Marketing: targeted ads, chatbots*:* Finance: fraud detection, credit scoring*;* HR: resume screening, sentiment analysis*;* Operations: demand forecasting, delivery routes*;* Ethical issues: privacy, bias, misuse.

Books Suggested:

1. Lee, K.-F. (*Latest edition only*). *AI superpowers: China, Silicon Valley, and the new world order*. Houghton Mifflin Harcourt.
2. Diamandis, P. H., & Kotler, S. (*Latest edition only*). *The future is faster than you think: How converging technologies are transforming business, industries, and our lives*. Simon & Schuster.
3. McKinsey & Company, IBM Institute for Business Value, PwC Research. (*Latest editions only*). *Industry reports and whitepapers on AI and digital transformation*.
4. Diamandis, P. H., & Kotler, S. (*Latest edition only*). *The future is faster than you think: How*
5. Saxena, S. (*Latest edition only*). *A first course in artificial intelligence*. McGraw Hill India.
6. Shetty, D. S., & Jadhav, S. (*Latest edition only*). *Artificial intelligence and machine learning*. Technical Publications Pune.
7. Rajaraman, V. (*Latest edition only*). *Introduction to artificial intelligence*. PHI Learning.

Course Outcomes:

At the end of the course, the students would be able to:

CO1**:** Understand basic AI terms and their meaning
CO2: Identify how AI is used in different business areas
CO3: Discuss examples of AI from real companies
CO4: Recognize risks and ethical issues in AI use

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme
Course Title: AI in Business Application Lab

Course Code: 24MIC0302P

60 Hrs (4 Hrs /week)	**External Marks : 35**
Credits: 2	**Internal Marks : 15**
Exam Time : 3 Hrs	**Total Marks : 50**

Note: For the practical examination, the examiner is required to assess students on two major components:

1. Hands-on Task (30 Marks): Each student shall be given one practical task based on any topic from the prescribed lab experiments (e.g., data cleaning, statistical analysis, hypothesis testing, or visualization). The task must involve use of spreadsheet or relevant software. The task should test conceptual clarity, application skills, and software proficiency.
2. Viva Voce (5 Marks): A brief oral examination to assess the student's understanding of key data analysis concepts, software operations, and interpretation of results.

The practical task should be framed in such a way that it can be completed within 2 hours, and the last 1 hour shall be reserved for viva and documentation review.

Lab Objectives: To give students hands-on exposure to simple AI tools and platforms used in business, such as Google Trends, ChatGPT, and Tableau Public (view mode). Focus is on building confidence in interpreting AI outputs and presenting business insights.

Unit-I **30 Hrs**

Exploring AI Tools for Business Use: Intro to ChatGPT, Google Bard; Google Trends, Canva AI; Basics of AI dashboards (demo in Tableau Public, Google Sheets AI); How to ask good questions (prompting basics)

Unit –II **30 Hrs**

AI Project Application: Choose a sector: marketing, HR, finance, etc.; Find how a company uses AI in that sector; Use a simple tool to analyze a related case; Present findings using visuals, dashboards, or summaries

Books Suggested:

1. Fitzpatrick, D., Fox, A., & Weinstein, B. (*Latest edition only*). *The AI classroom: The ultimate guide to artificial intelligence in education*.
2. Shane, J. (*Latest edition only*). *You look like a thing and I love you: How AI works and why it's making the world a weirder place*. Little, Brown Spark.
4. Yadav, A. (*Latest edition only*). *Artificial intelligence and machine learning*. Khanna Publishing House.
5. Hunter, N. (*Latest edition only*). *The art of prompt engineering with ChatGPT: Crafting prompts that get results*.
6. Knaflic, C. N. (*Latest edition only*). *Storytelling with data: A data visualization guide for business professionals*. Wiley.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Use basic AI tools for simple tasks
CO2: Apply AI tools to business case examples
CO3: Prepare basic insights using visuals or dashboards
CO4: Explain your project to others in simple terms

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus

MIC

4th Semester

Integrated BBA-MBA 5 Year Programme
Course Title: Data Analysis

Course Code: 24VOC0401T

30 Hrs (2 Hrs /week)	**External Marks : 35**
Credits: 2	**Internal Marks : 15**
Exam Time : 2 Hrs	**Total Marks : 50**

Note: For theory exam, the examiner is required to set **five** questions in all. The first question will be compulsory consisting of **five** short questions covering the entire syllabus consisting of 3 marks each. In addition to this, **four** more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt **three** questions in all selecting one question from each unit consisting of 10 marks each in addition to compulsory Question No. 1.

Objectives: Introduce students to fundamental understanding, development and proficiency of data collection and processing with statistical tools and techniques.

Unit-I **15 Hrs**

Introduction to Data Analysis: Meaning & Importance of Data in Business, Types of Data: Qualitative vs. Quantitative, Data Sources: Primary & Secondary, Introduction to Business Analytics & Decision Making, Role of Data in Competitive Advantage. **Data Collection & Pre-processing**: Methods of Data Collection (Surveys, Interviews, Databases) Data Cleaning and Preparation: Techniques for cleaning and transforming raw data. Removing duplicates, handling missing data, outliers and formatting data for analysis. Advanced filtering and sorting techniques. Visualizing Data with Charts and Graphs.

Unit –II **15 Hrs**

Descriptive Statistics & Data Summarization: Measures of Central Tendency (Mean, Median, Mode, standard deviation, etc.), Measures of Dispersion (Variance, Standard Deviation, Range), Frequency Distributions & Histograms, Correlation analysis: calculating correlation coefficients. Regression analysis: performing linear regression analysis to model relationships between variables. Data Analysis Case Studies: Applying advanced techniques to real-world data analysis scenarios. Solving complex business problems using software analytical capabilities. Developing a comprehensive data analysis project: Identifying a research question or problem statement, Collecting, cleaning, analyzing, and visualizing data to derive insights, testing Hypothesis and applying Sample Tests- large and Small Tests- z, t, and F-test, Analysis of Variance (ANOVA).

Books Suggested:

1. Gupta, S. C. (*Latest edition only*). *Fundamentals of statistics*. Himalaya Publishing House.
2. Gupta, S. P. (*Latest edition only*). *Statistical methods*. Sultan Chand & Sons.
3. Sharma, J. K. (*Latest edition only*). *Business statistics*. Vikas Publishing House Pvt. Ltd.
4. Maheshwari, A. (*Latest edition only*). *Data analytics made accessible*. Amazon Digital Services LLC – KDP Print US.
5. Knaflic, C. N. (*Latest edition only*). *Storytelling with data: A data visualization guide for business professionals*. Wiley Publications.
6. Aroraa, G., Lele, C., & Jindal, M. (*Latest edition only*). *Data analytics: Principles, tools, and practices*. BPB Publications.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Understand concept data collection, and data processing.
CO2: Demonstrate about important inferential aspects of hypotheses testing and associated concepts.
CO3: Identify and assess key decisions involved in data analysis.
CO4: Apply various elements of software for effective data analysis.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme
Course Title: Data Analysis Lab

Course Code: 24VOC0401P

60 Hrs (4 Hrs /week)	**External Marks : 35**
Credits: 2	**Internal Marks : 15**
Exam Time : 3 Hrs	**Total Marks : 50**

Note: For the practical examination, the examiner is required to assess students on two major components:

3. **Hands-on Task (30 Marks)**: Each student shall be given one practical task based on any topic from the prescribed lab experiments (e.g., data cleaning, statistical analysis, hypothesis testing, or visualization). The task must involve use of spreadsheet or relevant software. The task should test conceptual clarity, application skills, and software proficiency.
4. **Viva Voce (5 Marks)**: A brief oral examination to assess the student's understanding of key data analysis concepts, software operations, and interpretation of results.

The practical task should be framed in such a way that it can be completed within **2 hours**, and the last **1 hour** shall be reserved for viva and documentation review.

Lab Objectives: The objective of this lab course is to equip students with hands-on experience in cleaning, processing, analyzing, and interpreting data and build competence in using spreadsheets and statistical tools for business decision-making. The course will also enable them in application of statistical testing and visualization tools on real-world business data

Unit-I **30 Hrs**

Data Collection & Cleaning: Importing and cleaning a sample dataset (removal of duplicates, handling missing values, outlier detection); Formatting and standardizing data using spreadsheet tools. **Descriptive Statistics using Excel:** Computing mean, median, mode, standard deviation, and variance; Generating frequency tables and histograms. **Data Visualization:** Creating charts and graphs (bar, pie, line, scatter plot); Creating dashboards using Excel pivot charts/tables.

Unit –II **30 Hrs**

Correlation and Regression Analysis: Calculating correlation coefficients; Performing linear regression and interpreting outputs. **Hypothesis Testing and ANOVA:** Conducting t-tests (one-sample, independent, and paired); Applying z-test and F-test; Performing one-way ANOVA and interpreting the results. **Mini Project:** Identification of a business problem; Data collection, preparation, analysis, and visualization; Reporting and presenting findings

Books Suggested:

1. Gupta, S. C. (*Latest edition only*). *Fundamentals of statistics*. Himalaya Publishing House.
2. Gupta, S. P. (*Latest edition only*). *Statistical methods*. Sultan Chand & Sons.
3. Sharma, J. K. (*Latest edition only*). *Business statistics*. Vikas Publishing House Pvt. Ltd.
4. Maheshwari, A. (*Latest edition only*). *Data analytics made accessible*. Amazon Digital Services LLC – KDP Print US.
5. Knaflic, C. N. (*Latest edition only*). *Storytelling with data: A data visualization guide for business professionals*. Wiley Publications.
6. Aroraa, G., Lele, C., & Jindal, M. (*Latest edition only*). *Data analytics: Principles, tools, and practices*. BPB Publications.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Understand concepts and methods of data collection and processing.

CO2: Demonstrate proficiency in descriptive and inferential statistical techniques.

CO3: Apply hypothesis testing and regression techniques to solve business problems.

CO4: Use spreadsheet and statistical software for effective data analysis and visualization.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme
Course Title: Deep Learning and Neural Networks

Course Code: 24VOC0402T

30 Hrs (2 Hrs /week)	**External Marks : 35**
Credits: 2	**Internal Marks : 15**
Exam Time : 2 Hrs	**Total Marks : 50**

Note: For theory exam, the examiner is required to set **five** questions in all. The first question will be compulsory consisting of **five** short questions covering the entire syllabus consisting of 3 marks each. In addition to this, **four** more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt **three** questions in all selecting one question from each unit consisting of 10 marks each in addition to compulsory Question No. 1.

Objectives: This course aims to introduce students to foundational concepts in artificial intelligence, with a focus on neural networks and deep learning. It builds conceptual clarity on how these models work and their application in various business domains.

Unit-I **15 Hrs**

Fundamentals of Deep Learning and Neural Networks: Introduction to AI, ML, DL: Differences and intersections; Biological vs Artificial Neurons; Architecture of a neural network: layers and weights; Feedforward process and backpropagation; Activation functions: Sigmoid, ReLU, Tanh; Overfitting, underfitting, regularization methods

Unit –II **15 Hrs**

Architectures and Business Applications: Introduction to CNNs and RNNs (conceptual); Use of deep learning in business: Image recognition in retail, Sentiment analysis in marketing, Fraud detection in FinTech; Introduction to Explainable AI (XAI); Challenges: Data privacy, bias, and ethics in AI

Books Suggested:

1. Mitchell, M. (*Latest edition only*). *Artificial intelligence: A guide for thinking humans*. Farrar, Straus and Giroux.
2. Krohn, J. (*Latest edition only*). *Deep learning illustrated: A visual, interactive guide to artificial intelligence*. Addison-Wesley.
3. Gibson, A., & Patterson, J. (*Latest edition only*). *Deep learning: A practitioner's approach*. O'Reilly Media.
4. Nielsen, M. (*Latest edition only*). *Neural networks and deep learning*. Retrieved from http://neuralnetworksanddeeplearning.com
5. Shukla, S., & Dwivedi, R. K. (*Latest edition only*). *Artificial intelligence and deep learning*. Cengage Learning India.
6. Nag, A. (*Latest edition only*). *Artificial intelligence: A textbook*. McGraw Hill India.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Understand what deep learning is and how it is different from regular machine learning.
CO2: Explain how a neural network works and what the main parts (like layers and activation functions) do.
CO3: Learn about special types of networks (like CNNs and RNNs) and where they are used in business.
CO4: Know the risks and ethical issues in using deep learning in real-world situations.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme
Course Title: Deep Learning and Neural Networks Lab

Course Code: 24VOC0402P

60 Hrs (4 Hrs /week)	**External Marks : 35**
Credits: 2	**Internal Marks : 15**
Exam Time : 3 Hrs	**Total Marks : 50**

Note: For the practical examination, the examiner is required to assess students on two major components:

5. **Hands-on Task (30 Marks)**: Each student shall be given one practical task based on any topic from the prescribed lab experiments (e.g., data cleaning, statistical analysis, hypothesis testing, or visualization). The task must involve use of spreadsheet or relevant software. The task should test conceptual clarity, application skills, and software proficiency.
6. **Viva Voce (5 Marks)**: A brief oral examination to assess the student's understanding of key data analysis concepts, software operations, and interpretation of results.

The practical task should be framed in such a way that it can be completed within **2 hours**, and the last **1 hour** shall be reserved for viva and documentation review.

Lab Objectives: This hands-on course equips students with the practical skills to build, train, and evaluate basic deep learning models using Python libraries such as TensorFlow and Keras, with an emphasis on solving real-world business problems.

Unit-I **30 Hrs**

Getting Started with Deep Learning Tools: Introduction to Python (NumPy, Pandas, Matplotlib – review level); Google Colab, Jupyter Notebooks setup; Building your first neural network using Keras; Visualizing training vs validation accuracy; Creating a confusion matrix and interpreting model performance.

Unit –II **30 Hrs**

Business-Focused Deep Learning Projects: Mini Project 1: Image classification using CNN (e.g., MNIST or Fashion MNIST); **Mini Project 2:** Time series forecasting using RNN/LSTM (e.g., sales data); Dashboard presentation of model output (optional: integrate with Excel/BI tools); Final group presentation: Business use case + model + insights.

Books Suggested:

1. Géron, A. (*Latest edition only*). *Hands-on machine learning with Scikit-Learn, Keras, and TensorFlow*. O'Reilly Media.
2. Chollet, F. (*Latest edition only*). *Deep learning with Python*. Manning Publications.
3. Rashid, T. (*Latest edition only*). *Make your own neural network*. CreateSpace.
4. Raschka, S. (*Latest edition only*). *Python machine learning*. Packt Publishing.
5. Rajalingappaa, S. (*Latest edition only*). *Artificial intelligence and machine learning*. Packt Publishing / Wiley India.
6. Singh, B. (*Latest edition only*). *Practical machine learning and deep learning with Python*. BPB Publications.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Learn how to use Python tools to build basic deep learning models.

CO2: Make simple models that can help predict numbers or sort data into groups.
CO3: Use deep learning to do things like recognize images or spot patterns in data.
CO4: Present your project using easy-to-read charts and explain what the model results mean for a business.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus
MIC
5th Semester

Integrated BBA-MBA 5 Year Programme
Course Title: Statistical Software

Course Code: 24VOC0501T

30 Hrs (2 Hrs /week)	**External Marks : 35**
Credits: 2	**Internal Marks : 15**
Exam Time : 2 Hrs	**Total Marks : 50**

Note: For theory exam, the examiner is required to set **five** questions in all. The first question will be compulsory consisting of **five** short questions covering the entire syllabus consisting of 3 marks each. In addition to this, **four** more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt **three** questions in all selecting one question from each unit consisting of 10 marks each in addition to compulsory Question No. 1.

Objectives: This course aims to provide students with a conceptual understanding of data handling and statistical analysis using software tools. It seeks to familiarize them with both foundational and advanced statistical techniques essential for data-driven decision-making. The course also focuses on building knowledge of how statistical tools are applied in hypothesis testing, correlation, and regression analysis, while enabling students to accurately interpret software-generated outputs for making informed business decisions.

Unit-I **15 Hrs**

Getting started with the Software: Introduction: Data Entry, Storing and Retrieving Files, Generating New Variables; Managing Data — Listing cases, replacing missing values, computing new variables, recoding variables, selecting cases, sorting cases, merging files, Graphs — Creating and editing graphs and charts; Descriptive Statistics Procedures: Frequencies, Descriptive, Explore, Cross Tabulation.
Hypothesis Testing for Means: T-tests: One sample test, Independent samples and paired samples t-test; ANOVA — One- way analysis of variance with post hoc analysis.

Unit –II **15 Hrs**

Testing for Association between Variables: Chi-square Test of Independence; Bivariate Correlation Analysis: Simple Scatter Plot; Correlation Coefficient: Pearson, Spearman; **Regression Analysis:** Linear Regression: Simple Linear Regression, Multiple regression analysis with matrix scatterplot. Multiple Regression: Standard (Enter) and Stepwise Method. Binary Logistic Regression.

Books Suggested:

1. Meyers, L. S., Gamst, G. C., & Guarino, A. J. (*Latest edition only*). *Performing data analysis using IBM SPSS*. Wiley.
2. George, D., & Mallery, P. (*Latest edition only*). *SPSS for Windows step by step: A simple guide and reference*. Pearson.
3. Pandya, K., Bulsari, S., & Sinha, S. (*Latest edition only*). *SPSS in simple steps*. Dreamtech Press.
4. Mohan, R. (*Latest edition only*). *Using SPSS in research*. Neelkamal Publications.
5. Pallant, J. (*Latest edition only*). *SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS*. McGraw-Hill.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Understand concept of od data analysis using a statistical software package like SPSS.
CO2: Demonstrate the skills for research analysis.

CO3: Use advance data analysis work for higher education.

CO4: Apply various elements of software for effective data analysis and decision making.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme
Course Title: Statistical Software Lab

Course Code: 24VOC0501P

60 Hrs (4 Hrs /week)	**External Marks : 35**
Credits: 2	**Internal Marks : 15**
Exam Time : 3 Hrs	**Total Marks : 50**

Note: For the practical examination, the examiner is required to assess students on **two major components**:

1. **Hands-on Task (30 Marks)**: Each student shall be given one practical task based on any topic from the prescribed lab experiments (e.g., data cleaning, statistical analysis, hypothesis testing, or visualization). The task must involve use of spreadsheet or relevant software. The task should test conceptual clarity, application skills, and software proficiency.
2. **Viva Voce (5 Marks)**: A brief oral examination to assess the student's understanding of key data analysis concepts, software operations, and interpretation of results.

The practical task should be framed in such a way that it can be completed within **2 hours**, and the last **1 hour** shall be reserved for viva and documentation review.

Lab Objectives: This course is designed to develop students' proficiency in using statistical software for data entry, cleaning, and analysis. It offers hands-on experience with key statistical techniques, including data visualization, hypothesis testing, and regression analysis. By working with real or simulated business data, students are encouraged to apply these tools in practical scenarios. The course also aims to build the capacity to interpret and effectively report analytical results, enabling data-informed decision-making in business contexts.

Experiments (Practicum):

1. **Getting Started with Software**: Creating datasets and defining variables, Opening, saving, and exporting data files
2. **Data Management Tasks**: Cleaning data: handling missing values, detecting outliers, Recoding variables and computing new fields, Sorting, filtering, and selecting specific cases, Merging data from different sources
3. **Descriptive and Exploratory Analysis**: Computing mean, median, mode, standard deviation, Generating frequency tables, histograms, and boxplots, Using explore and descriptive statistics options
4. **Graphing and Visualization**: Creating bar, pie, line charts, Simple scatterplots and matrix scatterplot, Creating dashboards using pivot charts (in Excel)
5. **Statistical Testing and Analysis**: Conducting t-tests and ANOVA, Chi-square test of independence, Correlation analysis (Pearson and Spearman), Linear regression: simple and multiple, Binary logistic regression (basic introduction and execution)
6. **Mini Project**: Identifying a business problem or question, Data collection and cleaning, Analysis using software, Visualizing results and reporting findings

Books Suggested:

1. Meyers, L. S., Gamst, G. C., & Guarino, A. J. (*Latest edition only*). *Performing data analysis using IBM SPSS*. Wiley.
2. George, D., & Mallery, P. (*Latest edition only*). *SPSS for Windows step by step: A simple guide and reference*. Pearson.
3. Pallant, J. (*Latest edition only*). *SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS*. McGraw-Hill.

4. Field, A. (*Latest edition only*). *Discovering statistics using IBM SPSS statistics*. SAGE Publications.
5. Bryman, A., & Cramer, D. (*Latest edition only*). *Quantitative data analysis with SPSS for Windows*. Routledge.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Perform data entry, cleaning, and transformation using statistical software.
CO2: Conduct descriptive and inferential statistical analysis using tools like SPSS/R/Python/Excel.
CO3: Apply statistical techniques to real-world datasets and interpret results.
CO4: Create meaningful visualizations and reports for data-driven decision-making.
(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus
MIC
6th Semester

Integrated BBA-MBA 5 Year Programme

Course Title: Purchasing and Materials Management

Course Code: 24VOC0601T

60 Hrs (4 Hrs /week)	**External Marks : 70**
Credits: 4	**Internal Marks : 30**
Exam Time: 3 Hrs	**Total Marks: 100**

Note: The examiner is required to set **nine** questions in all. The first question will be compulsory consisting of **seven** short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student is required to attempt five questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions will carry equal marks.

Objectives: The key objective of this course is to acquaint students with Decision- making for effective and efficient purchase, storage and flow of materials in manufacturing and service organizations.

Unit-I **15 Hrs**

Role of Purchasing and Materials Management - Objectives, Organization and Interrelationships, Determination and Description of Material Quantity, MRP and JIT

Unit –II **15 Hrs**

Determination and Description of Material Quality - Receiving and Incoming Quality Inspection, Acceptance Sampling Plans, Vendor-Process Capability

Unit –III **15 Hrs**

Cost-Reduction Techniques - Standardization, Simplification & Variety Reduction; Value Analysis and Engineering, Make or Buy Decisions, Source of Supply, Price Determination and Negotiation, Vendor Rating, Selection and Development, Legal Aspects of Purchasing, Public Purchasing and Tendering; International Purchasing - Procedures and Documentation.

Unit -IV **15 Hrs**

Purchasing of Capital Equipment - Appraisal Methods, Evaluating Suppliers' Efficiency, Stores Layout, Classification and Codification; Material Logistics Warehousing Management, Material Handling, disposal of Scrap, Surplus and Obsolete Materials.

Books Suggested:

1. Baily, P., Farmer, D., Jessop, D., & Jones, D. (*Latest edition only*). *Purchasing principles and management*. Pitman Publishing.
2. Burt, D. N. (*Latest edition only*). *Proactive procurement*. Prentice Hall Inc.
3. Dobler, D. W., Burt, D. N., & Lee, L. (*Latest edition only*). *Purchasing and materials management*. McGraw Hill.
4. Dutta, A. K. (*Latest edition only*). *Integrated materials management*. PHI Learning.
5. Farrington, B., & Waters, D. W. (*Latest edition only*). *Managing purchasing*. Chapman & Hall.
6. Gopalakrishnan, P., & Sundaresan, M. (*Latest edition only*). *Handbook of materials management*. Prentice Hall of India.
7. Ansari, A., & Modarress, B. (*Latest edition only*). *JIT purchasing*. Free Press.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Students will be able to describe various concepts of Purchasing and Materials Management.
CO2: Students will be able to explain the purchase procedure for placing purchase orders for different categories of the materials.
CO3: Students will be able to use the tools and techniques for addressing the cost related aspects of purchase and materials management.
CO4: Students will be able to argue various factors influencing Make or Buy decisions. CO6: Students will be able to formulate the problems based on his understanding on purchase and material management

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme
Course Title: Data Visualization Tools

Course Code: 24VOC0601T

30 Hrs (2 Hrs /week)	**External Marks : 35**
Credits: 2	**Internal Marks : 15**
Exam Time : 2 Hrs	**Total Marks : 50**

Note: For theory exam, the examiner is required to set **five** questions in all. The first question will be compulsory consisting of **five** short questions covering the entire syllabus consisting of 3 marks each. In addition to this, **four** more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt **three** questions in all selecting one question from each unit consisting of 10 marks each in addition to compulsory Question No. 1.

Objectives**:** This course aims to provide students with a conceptual foundation in data visualization, focusing on its importance, principles, and applications in business analytics. It introduces students to various types of charts, best practices, and appropriate visualization techniques, along with an overview of modern visualization tools such as Excel, SPSS, R, Tableau, Power BI, and Python.

Unit-I **15 Hrs**

Introduction to data visualization, importance and benefits, principles of visual perception, types of data, graphical representations, types of charts & graphs, interactive dashboards, selecting appropriate visualization techniques, and best practices in data visualization; Overview of visualization tools (Excel, SPSS, R, Tableau, Power BI, Python); Use of Excel for data visualization: creating basic and advanced charts (bar, line, scatter, pie, histograms), conditional formatting, pivot tables and charts, dashboards, and interactive visualizations.

Unit –II **15 Hrs**

Introduction to SPSS for data visualization; importing and managing datasets; creating frequency tables, descriptive statistics, and summary reports; generating graphical outputs (histograms, box plots, bar charts, scatter plots, pie charts); visual representation of statistical tests (correlation, regression, ANOVA); formatting and exporting visualizations for reporting and presentation. Introduction to R and its importance in data visualization; data manipulation using dplyr and tidyr; creating basic visualizations (scatter plots, bar charts, line graphs); using ggplot2 for advanced visualizations; customizing plots with themes, labels, and annotations; geospatial visualizations; interactive dashboards with Shiny

Books Suggested:

1. Ward, Grinstein, Keim, Interactive Data Visualization: Foundations, Techniques, and Applications. Natick, A K Peters Ltd.
2. Tamara Munzner, Visualization Analysis and Design, A K Peters Visualization Series, CRC Press, 2014.
3. Cole Nussbaumer Knaflic, Storytelling with Data: A Data Visualization Guide for Business Professionals, Wiley.
4. Wayne L. Winston, Microsoft Excel Data Analysis and Business Modeling, Microsoft Press
5. Kieran Healy, Data Visualization: A Practical Introduction, Princeton University Press
6. Andy Field, Discovering Statistics Using IBM SPSS Statistics, SAGE Publications
7. Keith McCormick et al., SPSS Statistics for Data Analysis and Visualization, Wiley

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Understand the role and importance of data visualization in business decision-making.
CO2: Explain the principles of effective data visualization and identify appropriate chart types for different data scenarios.
CO3: Demonstrate knowledge of various visualization tools and their key features.
CO4: Apply best practices to critique or design visual representations of business data.
(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Integrated BBA-MBA 5 Year Programme
Course Title: Data Visualization Tools Lab

Course Code: 24VOC0601P

60 Hrs (4 Hrs /week)	**External Marks : 35**
Credits: 2	**Internal Marks : 15**
Exam Time : 3 Hrs	**Total Marks : 50**

Note: For the practical examination, the examiner is required to assess students on **two major components**:

7. **Hands-on Task (30 Marks)**: Each student shall be given one practical task based on any topic from the prescribed lab experiments (e.g., data cleaning, statistical analysis, hypothesis testing, or visualization). The task must involve use of spreadsheet or relevant software. The task should test conceptual clarity, application skills, and software proficiency.
8. **Viva Voce (5 Marks)**: A brief oral examination to assess the student's understanding of key data analysis concepts, software operations, and interpretation of results.

The practical task should be framed in such a way that it can be completed within **2 hours**, and the last **1 hour** shall be reserved for viva and documentation review.

Lab Objectives: This lab course is designed to develop hands-on skills in using statistical software and tools for visualizing business data. Students will learn to create effective visualizations using Excel, SPSS, and R, including the use of advanced libraries and dashboard creation for analytical storytelling.

Experiments (Practicum):

Excel for Data Visualization: Creating basic and advanced charts (bar, line, pie, scatter, histograms), Using conditional formatting to highlight data patterns, Generating pivot tables and pivot charts, Designing interactive dashboards using slicers and charts

SPSS for Visualization: Importing and managing datasets, Creating frequency tables and summary statistics, Generating visual outputs (histograms, box plots, bar charts, scatter plots, pie charts), Visualizing results from statistical tests: correlation, regression, ANOVA, Formatting and exporting graphs for reports

R for Data Visualization: Introduction to R and data handling using dplyr and tidyr, Basic visualizations using base R and ggplot2 (scatter, bar, line, histograms), Advanced visualizations: customizing plots with themes, annotations, and scales, Geospatial visualization using ggmap or leaflet, Creating interactive dashboards using Shiny (overview and sample application)

Books Suggested:

8. Ward, Grinstein, Keim, Interactive Data Visualization: Foundations, Techniques, and Applications. Natick, A K Peters Ltd.
9. Tamara Munzner, Visualization Analysis and Design, A K Peters Visualization Series, CRC Press, 2014.
10. Cole Nussbaumer Knaflic, Storytelling with Data: A Data Visualization Guide for Business Professionals, Wiley.
11. Wayne L. Winston, Microsoft Excel Data Analysis and Business Modeling, Microsoft Press
12. Kieran Healy, Data Visualization: A Practical Introduction, Princeton University Press
13. Andy Field, Discovering Statistics Using IBM SPSS Statistics, SAGE Publications
14. Keith McCormick et al., SPSS Statistics for Data Analysis and Visualization, Wiley

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Use Excel, SPSS, and R to visualize data effectively.
CO2: Create and customize a variety of charts and graphs for different data types and analytical needs.
CO3: Apply statistical test outputs (e.g., correlation, regression, ANOVA) to generate meaningful visual summaries.
CO4: Build interactive dashboards and reports to communicate business insights visually.
(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus
MDC
1st Semester

Course Title: E-Commerce

Course Code: 24MDC0106T

45 Hrs (3 Hrs /week)	**External Marks : 50**
Credits: 3	**Internal Marks : 25**
Exam Time: 2.5 Hrs	**Total Marks: 75**

Note: The examiner is required to set **seven** questions in all. The first question will be compulsory consisting of **five** short questions covering the entire syllabus consisting of 2.5 marks each. In addition to this, **six** more questions (each questions may be of 2-3 parts) will be set consisting of 2 questions from each unit. The student is required to attempt **four** questions in all selecting one question from each unit in addition to compulsory Question No. 1. All question will carry equal marks.

Objectives: The purpose of this course is to familiarize the students with the fundamentals of E-commerce and applications.

Unit-I **15 Hrs**

Introduction – meaning, nature, concepts, advantages and reasons for transacting online, categories of e-commerce; planning online business: nature and dynamics of the internet, pure online vs. brick and click business, assessing requirement for an online business, designing, developing and deploying the system, one to one enterprise.

Unit -II **15 Hrs**

Technology for online business – internet, IT infrastructure; middleware contents: text and integrating e-business applications; mechanism of making payment through internet: online payment mechanism, electronic payment systems, payment gateways, visitors to website, tools for promoting website; plastic money: debit card, credit card; laws relating to online transactions.

Unit -III **15 Hrs**

Applications in e-commerce – e-commerce applications in manufacturing, wholesale, retail and service sector. Virtual existence – concepts, working, advantages and pitfalls of virtual organizations, workface, work zone and workspace and staff less organization.

Books Suggested:

1. Murty, C. V. S. (*Latest edition only*). *E-commerce*. Himalaya Publications.
2. Kienan, S. (*Latest edition only*). *Managing your e-commerce business*. Prentice Hall of India.
3. Kosiur, D. (*Latest edition only*). *Understanding e-commerce*. Prentice Hall of India.
4. Kalakota, R., & Whinston, A. B. (*Latest edition only*). *Frontiers of electronic commerce*. Addison-Wesley.
5. Laudon, K. C., & Traver, C. G. (*Latest edition only*). *E-commerce: Business, technology, society*. Pearson Education.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Students will be able to learn the basic concepts of E-commerce.
CO2: Students will be able to explain different technologies for running online business.
CO3: Students will be able to know about the online payment gateways.
CO4: Students will be able to know the applications of e commerce in various sector of businesses.
(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus
MDC
2nd Semester

Course Title: Negotiations and Conflicts Management Skills

Course Code: 24MDC0206T

45 Hrs (3 Hrs /week)	**External Marks : 50**
Credits: 3	**Internal Marks : 25**
Exam Time: 2.5 Hrs	**Total Marks: 75**

Note: The examiner is required to set **seven** questions in all. The first question will be compulsory consisting of **five** short questions covering the entire syllabus consisting of 2.5 marks each. In addition to this, **six** more questions (each questions may be of 2-3 parts) will be set consisting of 2 questions from each unit. The student is required to attempt **four** questions in all selecting one question from each unit in addition to compulsory Question No. 1.

Objectives: The course aims to familiarize the students with the fundamental concepts of business negotiation, negotiation skills, and practices.

Unit-I **15 Hrs**

Negotiation Theory and Practice: What is Conflict and Negotiation?, Nature, Types and elements of negotiation, negotiation process

Unit -II **15 Hrs**

Importance of Communication in Negotiation: Communication in the negotiation process: Active Listening, Open-ended Questions, Use of Silence and Body Language; Distributive Negotiation: Negotiation Tactics in distributive negotiations, Gaining leverage through the Best Alternative to a Negotiated Agreement (BATNA), Bargaining tactics, Power, Persuasion, Barriers to agreement

Unit -III **15 Hrs**

Integrative Negotiation: Key elements of Integrative Negotiation, Principled negotiation, Salary Negotiations

Books Suggested:

1. Fisher, R., & Ury, W. (*Latest edition only*). *Getting to yes: Negotiating agreement without giving in*. Random House Business Books.
2. Rai, H. (*Latest edition only*). *Negotiation*. McGraw Hill Education.
3. Cialdini, R. B. (*Latest edition only*). *Influence: The psychology of persuasion*. Collins.
4. Korobkin, R. (*Latest edition only*). *Negotiation theory and strategy*. Aspen Publishing.
5. Shell, G. R. (*Latest edition only*). *Bargaining for advantage: Negotiation strategies for reasonable people*. Penguin Books.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Understand the concepts used in business negotiation and conflict management.
CO2: Understand the application of the fundamental concepts in a real-world negotiation situation
CO3: Discover and practice negotiation and conflict management techniques to arrive at win-win agreements in business negotiations.
CO4: Apply learned skills during a simulated business negotiation.
(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus
MDC
3rd Semester

Course Title: Foundations of Emotional Intelligence and Strategic Thinking

Course Code: 24MDC0106T

45 Hrs (3 Hrs /week)	**External Marks : 50**
Credits: 3	**Internal Marks : 25**
Exam Time: 2.5 Hrs	**Total Marks: 75**

Note: The examiner is required to set **seven** questions in all. The first question will be compulsory consisting of **five** short questions covering the entire syllabus consisting of 2.5 marks each. In addition to this, **six** more questions (each questions may be of 2-3 parts) will be set consisting of 2 questions from each unit. The student is required to attempt **four** questions in all selecting one question from each unit in addition to compulsory Question No. 1. All question will carry equal marks.

Objectives: This course introduces students to the basics of emotional intelligence and systems-based thinking. It builds foundational skills in self-awareness, empathy, critical analysis, and strategic thinking, enabling students to approach complex problems with clarity and collaboration.

Unit-I **15 Hrs**

Emotional Intelligence for Personal and Professional Growth: What is Emotional Intelligence? The five pillars of EI: Self-awareness, Self-regulation, Motivation, Empathy, Social skills; Emotional self-awareness: Understanding thoughts, feelings, and triggers; Empathy and communication: Listening, observing, and understanding others; Managing emotions in personal and team settings; Introduction to reflective practices (Journaling, EI self-check).
Activities: Role plays, self-assessment quizzes, emotion journaling, group sharing

Unit-II **15 Hrs**

Strategic Thinking and Introduction to Systems Thinking: What is Strategic Thinking? Characteristics of strategic thinkers; Real-world complex problems: Why simple solutions fail; Basics of systems thinking: Seeing the whole, not just the parts; Thinking in loops: Cause-effect and feedback. **Introduction to the DSRP model (without technical depth):** D: Distinctions (what something is and is not), S: Systems (part-whole thinking), R: Relationships (interconnections), P: Perspectives (points of view), Applying EI + Strategic Thinking to team and societal challenges.
Activities: Simple systems mapping (e.g., school bus delay, exam stress), discussion games, real-life problem simulation.

Unit-III **15 Hrs**

Applied EI and Strategic Thinking for Real-Life Problem Solving: Framing personal and social challenges using EI and systems lens; Team projects: Identifying and presenting a challenge with root-cause analysis; Designing possible interventions or strategies using EI and systems mindset; Communicating your solution: Empathy + clarity + structure; Final presentation: Problem–Emotion–People–Solution storyline
Activities: Team presentation, feedback loops, video reflections, poster preparation

Books Suggested

1. Goleman, D. (*Latest edition only*). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
2. Cabrera, D., & Cabrera, L. (*Latest edition only*). *Systems thinking made simple: New hope for solving wicked problems*. Cabrera Research Lab.
3. Harvard Business Review. (*Latest edition only*). *HBR's 10 must reads on strategic thinking*. Harvard Business Review Press.

4. Sinek, S. (*Latest edition only*). *Start with why: How great leaders inspire everyone to take action*. Penguin Books.
5. MindTools. *Practical guides on leadership, strategy, and systems thinking*. Retrieved from https://www.mindtools.com
6. *TED Talks on leadership and strategy*. Retrieved from https://www.ted.com/topics/leadership

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Describe key components of emotional intelligence and their practical uses.
CO2: Apply self-awareness and empathy to personal and team situations.
CO3: Understand the basics of systems thinking and identify patterns in complex problems.
CO4: Use emotional and analytical thinking to suggest thoughtful solutions.
(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus
SEC
1st Semester

Course Title: Business Communication

Course Code: 24SEC0106T

45 Hrs (3 Hrs /week)	**External Marks : 50**
Credits: 3	**Internal Marks : 25**
Exam Time: 2.5 Hrs	**Total Marks: 75**

Note: The examiner is required to set **seven** questions in all. The first question will be compulsory consisting of **five** short questions covering the entire syllabus consisting of 2.5 marks each. In addition to this, **six** more questions (each questions may be of 2-3 parts) will be set consisting of 2 questions from each unit. The student is required to attempt **four** questions in all selecting one question from each unit in addition to compulsory Question No. 1. All question will carry equal marks.

Course Objectives: The course aims to familiarize the learners with the routine communication scenarios of a business organization and equip them to deliver effectively on listening, writing, and speaking components of communication.

Unit-I **15 Hrs**

Basics of Communication: Definition, objectives and importance for business organization; Process of communication, Types of communication, Communication Model, Principles of effective communication, Dimensions of communication, Barriers to effective communication and strategies to overcome communication barriers

Unit -II **15 Hrs**

Verbal Communication: Delivering Effective Oral presentation, Debates, Speeches, Interview, Group Discussion, Meetings; Vocabulary building; Application of communication in daily life: Developing Listening Skills, Application of Kinesics, Proxemics, Paralanguage; Impact of culture on communication

Unit -III **15 Hrs**

Fundamentals of Business writing: Business letter and its types, Business Proposal Writing, Report Writing, Notice, Memo, Office order; Employment application, Resume writing, Preparing Effective Presentation Slides

Books Suggested:

1. Lesikar, R. V., & Flatley, M. E. (*Latest edition only*). *Basic business communication*. Tata McGraw-Hill.
2. Murphy, H. A., & Hildebrandt, H. W. (*Latest edition only*). *Effective business communications*. Tata McGraw-Hill.
3. Sinha, K. K. (*Latest edition only*). *Business communication*. Galgotia Publishing Co.
4. Bovee, C. L., Thill, J. V., & Schatzman, B. E. (*Latest edition only*). *Business communication today*. Pearson Education.
5. Mohan, K., & Banerji, M. (*Latest edition only*). *Developing communication skills*. Macmillan India Ltd.
6. Taylor, S. (*Latest edition only*). *Communication for business*. Pearson Education.
7. *Any leading national English daily*. (*Ongoing*). For practical exposure to current business communication formats such as news articles, editorials, letters, and reports.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Develop an understanding of common communication scenarios in a business

CO2: Aware about verbal and non-verbal components of communication.

CO3: Appraise appropriate method for effective communication

CO4: Prepare and deliver effective presentations

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus

SEC

2nd Semester

Course Title: Startup and Entrepreneurship

Course Code: 24SEC0206T

45 Hrs (3 Hrs /week)	**External Marks : 50**
Credits: 3	**Internal Marks : 25**
Exam Time: 2.5 Hrs	**Total Marks: 75**

Note: The examiner is required to set **seven** questions in all. The first question will be compulsory consisting of **five** short questions covering the entire syllabus consisting of 2.5 marks each. In addition to this, **six** more questions (each questions may be of 2-3 parts) will be set consisting of 2 questions from each unit. The student is required to attempt **four** questions in all selecting one question from each unit in addition to compulsory Question No. 1. All question will carry equal marks.

Course Objectives: The course aims to familiarize the students to the concept of new venture creation ideation, its resources, and requirements for Startup.

Unit-I **15 Hrs**

Entrepreneurial Thoughts and Action: Concept of Entrepreneur and Entrepreneurship, Factors Influencing Entrepreneurship, Characteristics of Entrepreneurship, Types of Entrepreneurships, Objectives of Entrepreneurship Development, Role of Entrepreneurship in Economic Development.

Unit -II **15 Hrs**

Startups: Definition, Types, Pre-Feasibility Study, Idea Validation and finalization: Introduction and Ideation, Problem Identification, Idea Finalization, Product Building: Design Thinking, Product Development and Market Fit.

Unit -III **15 Hrs**

Startup Ecosystem and Research: Market Research, Startup Ecosystem, Branding and Marketing, Breakdown of Pitch Deck: Problem and solution identification, Market sizing, Competitor Mapping. Launch and Growth: MVP Creation and Product Prototyping, Kick-start and Launch, Sustainable Growth for Startups, Analyzing Growth Potentials.

Books Suggested:

1. Allen, K. R. (*Latest edition only*). *Launching new ventures: An entrepreneurial approach*. Cengage Learning.
2. Raichaudhuri, A. (*Latest edition only*). *Managing new ventures: Concepts and cases*. Prentice Hall International.
3. Bhowmik, S. R., & Bhowmik, M. (*Latest edition only*). *Entrepreneurship*. New Age International.
4. Fisher, S., & Duane, J. (*Latest edition only*). *The startup equation: A visual guidebook for building your startup* (Indian ed.). McGraw Hill Education India Pvt. Ltd.
5. Kuratko, D. F., & Hornsby, J. S. (*Latest edition only*). *New venture management: The entrepreneur's road map*. Routledge.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Understand the concept of entrepreneurship and its types.
CO2: Gain knowledge about the launch and growth of a startup.
CO3: Generate the idea creation and product development for the startup.
CO4: Develop an understanding of the startup ecosystem.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus

SEC

3rd Semester

Course Code: 24SEC0306T

45 Hrs (3 Hrs /week) **External Marks : 50**
Credits: 3 **Internal Marks : 25**
Exam Time: 2.5 Hrs **Total Marks: 75**

Note: The examiner is required to set **seven** questions in all. The first question will be compulsory consisting of **five** short questions covering the entire syllabus consisting of 2.5 marks each. In addition to this, **six** more questions (each questions may be of 2-3 parts) will be set consisting of 2 questions from each unit. The student is required to attempt **four** questions in all selecting one question from each unit in addition to compulsory Question No. 1. All question will carry equal marks.

Course Objectives: This course introduces students to the rapidly evolving domains of financial technology and business intelligence. It enables students to understand core concepts, tools, and trends in FinTech—such as digital payments, blockchain, and robo-advisors—while also equipping them with BI skills like data visualization and dashboard creation for better decision-making.

Unit-I **15 Hrs**

Introduction to FinTech and Financial Innovation: Evolution of FinTech and digital disruption in finance; FinTech ecosystem: Startups, regulators, banks, tech firms; Digital payments: UPI, wallets, NEFT, IMPS, RTGS; Blockchain and cryptocurrencies (Bitcoin, Ethereum – basics only); P2P lending, crowdfunding, InsurTech and Robo-Advisors; Regulatory and ethical considerations in FinTech (RBI guidelines, data privacy). Case Study/Activity Ideas: Paytm vs Google Pay, RBI's digital currency plans, NFT basics.

Unit -II **15 Hrs**

Business Intelligence Concepts and Tools: What is Business Intelligence (BI)?; Difference between BI, data analytics, and data science; BI tools overview: Excel, Tableau, Power BI, Google Data Studio (demo-based intro); Data visualization best practices: Charts, dashboards, storytelling with data; Creating and interpreting dashboards for business decisions; Introduction to KPIs and metrics in financial & marketing data. Activity Ideas**:** Build a sales dashboard in Excel; interpret Google Trends; use mock data to track performance metrics.

Unit -III **15 Hrs**

Integrating FinTech and BI for Decision-Making: Applications of BI in FinTech (e.g., fraud detection, credit scoring); Case studies of successful FinTech + BI integration (Razorpay, ZestMoney, CRED); Trends: AI in FinTech, RegTech, Open Banking, Financial Inclusion; Ethical AI, data transparency, and consumer consent; Project: Build a simple BI dashboard using FinTech datasets (mock/synthetic data). **Group Project Options:** Build a mock "FinTech startup pitch" with BI insights, credit risk model dashboard, FinTech fraud alert simulation

Books Suggested:

1. Chishti, S., & Barberis, J. (*Latest edition only*). *The FinTech book: The financial technology handbook for investors, entrepreneurs and visionaries*. Wiley.
2. Marr, B. (*Latest edition only*). *Data strategy: How to profit from a world of big data, analytics and the Internet of Things*. Kogan Page.
3. Knaflic, C. N. (*Latest edition only*). *Storytelling with data: A data visualization guide for business professionals*. Wiley.
4. Goel, S. (*Latest edition only*). *FinTech: The new DNA of financial services*. Cengage Learning India.
5. Singh, G. (*Latest edition only*). *Banking and financial services with FinTech innovations*. PHI Learning.
6. McKinsey & Company, KPMG, and PwC: *Reports on FinTech trends, digital banking, and BI implementation strategies.* https://www.mckinsey.com, https://home.kpmg,

https://www.pwc.com

5. Online Platforms and Tools: Reserve Bank of India (RBI) – https://www.rbi.org.in, Investopedia – https://www.investopedia.com, Tableau Public Gallery – https://public.tableau.com, Google Finance – https://www.google.com/finance

Course Outcomes:

At the end of the course, the students would be able to:

CO1**:** Understand and explain the FinTech landscape and digital finance tools.

CO2**:** Identify key innovations and players in the FinTech ecosystem.

CO3**:** Apply basic business intelligence tools for analyzing and visualizing data.

CO4**:** Integrate FinTech trends with BI insights to solve real-world business problems.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Course Title: Entrepreneurship and New Business Creation

Course Code: 24SEC0307P

60 Hrs (4 Hrs /week) **External Marks : 50**
Credits: 3 **Internal Marks : 25**
Total Marks: 75

Note: Evaluation in this course is designed to measure individual and group work.

Internal Assessment (25 Marks): Enable remedial action in the classroom by the faculty and additional assistance by AI Tutor.
1. Three System-assessed, randomized short answer type assessments during the 14 weeks to assess individual learner's understanding and internalization of core concepts - includes questions of multiple choice,fill in the blanks, match the options, and 'true and false'
2. Two interim assessments of the Venture application milestones submission via the platform (teamwork). Simple and easy way for the faculty to assess the milestones and the team's work.

External Assessment component (50 Marks): Assessment that provides an overall assessment of learning and application. Evaluated by faculty against an assessment rubric.
1. Final Venture Idea Pitch submission and presentation (team application work) (Students build a Practice Venture with Venture activities progressively leading to the development of a pitch presentation deck with various milestones to mark advancement. It is reflection of their learning as well as a practical application of concepts to identifying, building and validating a venture idea.)
Additional evaluation mechanisms: In Addition to this, mandatory individual exercises are embedded in the course, faculty can use those for any additional evaluation that they may need to score the students

Course Objectives: By the end of the program, students will be / able to:
1. Inspired; develop entrepreneurial mind-set and attributes; entrepreneurial skill sets for venture creation and intrapreneurial leadership
2. Apply process of problem-opportunity identification and feasibility assessment through developing a macro perspective of the real market, industries, domains and customers while using design thinking principles to refine and pivot their venture idea.
3. Analyse Customer and Market segmentation, estimate Market size, develop and validate Customer Persona.
4. Initiate Solution design, Prototype for Proof of Concept. Understand MVP development and validation techniques to determine Product-Market fit
5. Craft initial Business and Revenue models, financial planning and pricing strategy for profitability and financial feasibility of a venture. Understand relevance and viability of informal and formal funding with respect to different business models.
6. Understand and develop Go-to-Market strategies with a focus on digital marketing channels.
7. Understand and apply story telling skills in presenting a persuasive and defensible Venture Pitch.

Unit-I **15 Hrs**

Entrepreneurship Fundamentals & Context: Meaning and concept, attributes and mindset of entrepreneurial and intrapreneurial leadership, role models in each and their role in economic development. An understanding of how to build entrepreneurial mindset, skillsets, attributes and networks while on campus. Core Teaching Tool: Simulation, Game, Industry Case Studies (Personalized for students – 16 industries to choose from), Venture Activity

Problem & Customer Identification: Understanding and analysing the macro-Problem and Industry perspective, technological, socio economic and urbanization trends and their implication on new opportunities. Identifying passion, identifying and defining problem using Design thinking principles.

Analysing problem and validating with the potential customer. Iterating problem-customer fit. Understanding customer segmentation, creating and validating customer personas. Competition and Industry trends mapping and assessing initial opportunity. Core Teaching Tool: Several types of activities including Class, game, Gen AI, 'Get out of the Building' and Venture Activity.

Unit -II **15 Hrs**

Solution design, Prototyping & Opportunity Assessment and Sizing: Understanding Customer Jobs-to-be-done and crafting innovative solution design to map to customer's needs and create a strong value proposition. Developing Problem-solution fit in an iterative manner. Understanding prototyping and MVP. Developing a feasibility prototype with differentiating value, features and benefits. Initial testing for proof-of-concept and iterate on the prototype. Core Teaching Tool: Venture Activity, no-code Innovation tools, Class activity

Opportunity Assessment and Sizing: Assess relative market position via competition analysis, sizing the market and assess scope and potential scale of the opportunity. Core Teaching Tool: Class and Venture Activity

Unit -III **15 Hrs**

Business & Financial Model, Go-to-Market Plan: Introduction to Business model and types, Lean approach, 9 block lean canvas model, riskiest assumptions to Business models. Importance of Build - Measure – Lean approach. Business planning: components of Business plan- Sales plan, People plan and financial plan. Financial Planning: Types of costs, preparing a financial plan for profitability using financial template, understanding basics of Unit economics and analysing financial performance. Introduction to Marketing and Sales, Selecting the Right Channel, creating digital presence, building customer acquisition strategy. Choosing a form of business organization specific to your venture, identifying sources of funds: Debt & Equity, Map the Start-up Lifecycle to Funding Options. Core Teaching Tool: Founder Case Studies – Sama and SecurelyShare; Class activity and discussions; Venture Activities.

Scale Outlook and Venture Pitch readiness: Understand and identify potential and aspiration for scale vis a vis your venture idea. Persuasive Storytelling and its key components. Build an Investor ready pitch deck. Core Teaching Tool: Expert talks; Cases; Class activity and discussions; Venture Activities.

Books Suggested:

1. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (*Latest edition only*). *Entrepreneurship*. McGraw-Hill Education.
2. Ries, E. (*Latest edition only*). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Crown Business.
3. Osterwalder, A., & Pigneur, Y. (*Latest edition only*). *Business model generation: A handbook for visionaries, game changers, and challengers*. Wiley.
4. Sinek, S. (*Latest edition only*). *Start with why: How great leaders inspire everyone to take action*. Penguin Books.
5. Brown, T. (*Latest edition only*). *Change by design: How design thinking creates new alternatives for business and society*. Harper Business.
6. Thapar, N. (*Latest edition only*). *The dolphin and the shark: Stories on entrepreneurship*. Penguin Books.
7. Sarasvathy, S. D. (*Latest edition only*). *Effectuation: Elements of entrepreneurial expertise*. Edward Elgar Publishing.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Develop an entrepreneurial mindset and appreciate the concepts of entrepreneurship, cultivate essential attributes to become an entrepreneur or Intrapreneur and demonstrate skills such as problem solving, team building, creativity and leadership

CO2: Comprehend the process of problem-opportunity identification through design thinking, identify market potential and customers while developing a compelling value proposition solution

CO3: Analyse and refine business models to ensure sustainability and profitability

CO4: Build Prototype for Proof of Concept and validate MVP of their practice venture idea

CO5: Create business plan, conduct financial analysis and feasibility analysis to assess the financial viability of a venture

CO6: Prepare and deliver an investible pitch deck of their practice venture to attract stakeholders

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 and others should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						
CO5						
CO6						

S= strong M= medium W= weak

Detailed Syllabus
VAC
1st Semester

s

Course Title: Human Values and Professional Ethics

Course Code: 24VAC0109T

30 Hrs (2 Hrs /week)	**External Marks : 35**
Credits: 2	**Internal Marks : 15**
Exam Time: 2 Hrs	**Total Marks: 50**

Note: The examiner is required to set **five** questions in all. The first question will be compulsory consisting of **five** short questions covering the entire syllabus consisting of 3 marks each. In addition to this, **four** more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt **three** questions in all selecting one question from each unit consisting of 10 marks each in addition to compulsory Question No. 1.

Course Objectives: The course aims to explore moral and ethical issues and responsibilities in various professional fields to make them understand the implications of ethics and values in professional practice.

Unit-I **15 Hrs**

Introduction to Human Ethics and Values: Definitions and scope of human ethics and values; historical overview of ethical thoughts. Major ethical theories, Ethical Principles: Virtue ethics: character and moral virtues; Ethics of care, **Moral Reasoning and Ethical Issues in Society:** Study of cognitive and psychological factors that influence moral judgment, Application of formal and informal logic to moral arguments and ethical reasoning, Exploration of ethical frameworks for addressing societal problems and promoting social change.

Unit -II **15 Hrs**

Professional Ethics and Personal Values: Ethical codes and guidelines specific to various professions, such as medicine, law, engineering, and journalism, ethical dilemmas encountered in professional practice, ethical responsibilities of professionals to clients, colleagues, and society, Personal Values: Reflective exercises to help students identify their own values and beliefs. **Code of Conduct and Professional Customer Relations:** The ethical responsibilities and expectations of professionals and practitioners, Professional Customer Relations, Ethical Issues in Society Growth Potentials.

Books Suggested:

1. Howard, R. A., & Korver, C. D. (*Latest edition only*). *Ethics for the real world: Creating a personal code to guide decisions in work and life*. Harvard Business Review Press.
2. Shafer-Landau, R. (Ed.). (*Latest edition only*). *The ethical life: Fundamental readings in ethics and moral problems*. Oxford University Press.
3. Boatright, J. R. (*Latest edition only*). *Ethics and the conduct of business*. Pearson Publication.
4. Rachels, J., & Rachels, S. (*Latest edition only*). *The elements of moral philosophy*. McGraw-Hill Education.
5. Reynolds, G. (*Latest edition only*). *Ethics in information technology*. Cengage Learning.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Developing Ethical Awareness: To cultivate an understanding of ethical principles, theories, and concepts, and their application to personal, professional, and societal contexts.

CO2: Values Clarification: To facilitate reflection on personal values, beliefs, and ethical priorities, and to promote self-awareness and ethical integrity.

CO3: Ethical Reasoning: To develop the ability to apply ethical theories and frameworks to real-world situations, and to recognize and resolve moral conflicts.

CO4: Critical Thinking: To enhance critical thinking skills in evaluating moral arguments, analyzing ethical dilemmas, and making well-reasoned ethical decisions.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Detailed Syllabus
VAC
4th Semester

Course Title: Gender Sensitization and Inclusive Society

Course Code: 24VAC0401T

30 Hrs (2 Hrs /week) **External Marks : 35**
Credits: 2 **Internal Marks : 15**
Exam Time: 2 Hrs **Total Marks: 50**

Note: The examiner is required to set **five** questions in all. The first question will be compulsory consisting of **five** short questions covering the entire syllabus consisting of 3 marks each. In addition to this, **four** more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt **three** questions in all selecting one question from each unit consisting of 10 marks each in addition to compulsory Question No. 1.

Objectives: This course aims to introduce students to the basic concepts of gender and social inclusion. It focuses on sensitizing students toward gender-based issues, fostering inclusive values, and equipping them with the tools to identify, understand, and address gender-based discrimination and exclusion in various spheres of life

Unit-I **15 Hrs**

Understanding Gender and Social Norms: Definitions and differences: Sex, Gender, and Sexuality; Gender Identity, Gender Expression, LGBTQIA+ terms; Gender roles and stereotypes in family, media, and institutions; Gender-based socialization and internalized biases; Introduction to intersectionality: gender, caste, class, religion, ability; Power, privilege, and gender hierarchy in everyday life.

Unit -II **15 Hrs**

Gender Justice, Inclusion and Legal Frameworks: Gender-based discrimination and violence (domestic, workplace, digital); Legal provisions in India: POSH Act, Domestic Violence Act, Transgender Persons Act, IPC sections; Institutional mechanisms: ICC, NCW, and NGO support systems; Role of youth in promoting inclusive and safe spaces; Language and behavior promoting inclusivity; Campus, classroom, and workplace inclusion strategies.

Books Suggested:

1. Menon, N. (*Latest edition only*). *Seeing like a feminist*. Zubaan Books.
2. Ministry of Women & Child Development. (*Latest edition only*). *POSH handbook: Handbook on sexual harassment of women at workplace (Prevention, Prohibition and Redressal) Act, 2013*. Government of India.
3. UN Women India. (*Latest edition only*). *Youth & gender equality toolkit*. United Nations Entity for Gender Equality and the Empowerment of Women.
4. University Grants Commission. (*Latest edition only*). *E-pathshala module on gender sensitization*. Retrieved from https://epgp.inflibnet.ac.in

Course Outcomes:
At the end of the course, the students would be able to:

CO1: Understand and articulate core concepts of gender, sexuality, and identity.
CO2: Critically examine stereotypes, discrimination, and gender-based social structures.
CO3: Identify legal provisions and apply inclusive practices in their context.
CO4: Participate in and initiate conversations and actions that promote inclusion and equity.

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak

Course Title: Indian Knowledge Systems in Management

Course Code: 24VAC0402T

30 Hrs (2 Hrs /week) **External Marks : 35**
Credits: 2 **Internal Marks : 15**
Exam Time: 2 Hrs **Total Marks: 50**

Note: The examiner is required to set **five** questions in all. The first question will be compulsory consisting of **five** short questions covering the entire syllabus consisting of 3 marks each. In addition to this, **four** more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt **three** questions in all selecting one question from each unit consisting of 10 marks each in addition to compulsory Question No. 1.

Course Objectives: This course introduces students to diverse Indian knowledge systems—drawn from ancient texts like the Bhagavad Gita, Mahabharata, Ramayana, Tirukkural, and Arthashastra—through the lens of modern management. Instead of religious or idealistic readings, students are encouraged to analyze characters, decisions, and philosophies using critical reasoning. The aim is to discover culturally rooted approaches to leadership, strategy, ethics, and self-management.

Unit I **15 Hrs**

Leadership and Strategic Thought in Indian Texts: Leadership styles: Krishna (diplomatic), Rama (rule-bound), Ravana (power-seeker), Bhishma (duty-bound); Strategic thinking: Krishna's pragmatism, Kautilya's realpolitik; Team roles and governance: Ram-Rajya model, Kaurava court as dysfunctional organization; The role of foresight, advisors, and dissent in Indian epics; Constructive conflict vs. suppressive harmony. Activities: Compare two characters as modern team leaders (e.g., Rama vs. Krishna); Reflective note: What kind of leader would Arjuna be in today's world?

Unit II **15 Hrs**

Self-Management, Ethics, and Human Values: Dharma and dilemma: Decision-making under pressure; Nishkama karma: Detachment, resilience, emotional regulation; Justice and fairness: Ethics in Tirukkural and the Gita; The role of silence, humility, and presence in leadership; Indian perspectives on motivation, purpose, and excellence. Activities: Scenario-based discussion: "What should a young leader do when right and success conflict?" Build a personal leadership code using Indian values.

Books Suggested

1. Das, G. (*Latest edition only*). *The difficulty of being good: On the subtle art of dharma*. Penguin Books.
2. Easwaran, E. (*Latest edition only*). *The Bhagavad Gita for daily living* (Vols. 1–3). Nilgiri Press.
3. Sundaram, P. S. (Trans.). (*Latest edition only*). *Thirukkural*. Penguin Books India.
4. Shamasastry, R. (Trans.). (*Latest edition only*). *Chanakya's Arthashastra* (summary or Penguin abridged edition).
5. Karve, I. (*Latest edition only*). *Yuganta: The end of an epoch*. Disha Books.

Course Outcomes:

At the end of the course, the students would be able to:

CO1: Understand Indian perspectives on leadership, strategy, and ethics.
CO2: Analyze ancient characters and events using critical reasoning
CO3: Apply Indian management thought to real-life business and workplace dilemmas
CO4: Develop a culturally grounded approach to self-management and decision-making

(CO1 and CO2 should be of lower orders/LOTS and CO3 and CO4 should be of higher orders/HOTS)

Mapping of CO with PO

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

S= strong M= medium W= weak