Bharati Vidyapeeth

(Deemed to be University), Pune

'A++' Accreditation (Fourth Cycle) by 'NAAC'

in 2024 Category-I Deemed to be University

Grade by UGC 'A' Grade University Status by

MHRD Govt. of India

FACULTY OF MANAGEMENT STUDIES

BACHELOR OF BUSINESS ADMINISTRATION DEGREE

(THREE YEARS) / (HONORS) (FOUR YEARS)

FRAMED AS PER NATIONAL EDUCATION POLICY (NEP 2020)

SYLLABUS

Applicable with effect from Academic Year 2026-27

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Bharati Vidyapeeth

(Deemed to be University)

Faculty of Management Studies

Bachelor of Business Administration (Honors) Four Years Revised Course Structure

(To be effective from Academic Year 2026-2027)

I. BBA (Honors) Four Year Degree Program:

The Bachelor of Business Administration (BBA) Programme offered by Bharati Vidyapeeth (Deemed to be University), Pune is a multidisciplinary undergraduate programme designed in alignment with the National Education Policy (NEP) 2020, UGC Curriculum and Credit Framework for Undergraduate Programmes (CCFUP), National Credit Framework (NCrF), and AICTE Model Curriculum Guidelines.

The programme aims to develop ethically grounded, socially responsible, digitally competent, and globally oriented management professionals equipped to address contemporary business challenges in a dynamic and technology-driven environment.

The curriculum adopts an Outcome-Based Education (OBE) approach integrating conceptual knowledge, practical application, critical thinking, innovation, entrepreneurship, sustainability, analytics, artificial intelligence tools, research orientation, and experiential learning.

The programme offers flexibility through multiple entry and exit options, Academic Bank of Credits (ABC), interdisciplinary learning pathways, skill enhancement courses, internships, MOOCs, community engagement, and industry-integrated learning experiences. The curriculum emphasizes experiential and outcome-based learning through internships, live projects, fieldwork, case studies, simulations, MOOCs, community engagement, and industry interaction.

The four-year Honours/Honours with Research structure enables learners to pursue advanced academic research, higher education, entrepreneurship,

and professional careers across diverse sectors of business and management.

The programme also emphasizes Indian Knowledge Systems (IKS), constitutional values, environmental sustainability, ESG principles, ethical leadership, and lifelong learning in accordance with national educational priorities and global business expectations. These guiding principles are reflected in the Vision and Mission of the BBA Programme, which embody the spirit of the vision of Hon'ble Dr. Patangraoji Kadam, Founder-Chancellor, Bharati Vidyapeeth (Deemed to be University), Pune: '***Social Transformation Through Dynamic Education***".

The curriculum is implemented across the constituent units of Bharati Vidyapeeth (Deemed to be University), in Pune, New Delhi, Navi Mumbai, Karad, Kolhapur, Sangli, and Solapur. The curriculum has been designed in consultation with academic experts, industry practitioners, alumni, recruiters, entrepreneurs and professional bodies to ensure relevance, employability, innovation, sustainability and lifelong learning. The curriculum promotes Industry 5.0 competencies through integration of Artificial Intelligence, Data Analytics, Digital Transformation, Design Thinking, Sustainability, Entrepreneurship, and Human-Centric Management Practices.

II. Vision Statement

To develop ethical, innovative, entrepreneurial, digitally empowered and globally competent, and responsible business leaders who create sustainable value for organizations, society and the nation.

III. Mission

1. To impart contemporary business education through outcome-based, multidisciplinary, and experiential learning approaches.
2. To nurture analytical thinking, innovation, leadership, entrepreneurship, and problem-solving competencies.
3. To promote ethical values, constitutional responsibilities, sustainability consciousness, and social responsibility.
4. To strengthen industry-academia collaboration, experiential learning,

research orientation, digital capabilities, and AI-enabled business competencies.

5. To prepare students for lifelong learning, employability, higher education, and global business challenges.
6. To foster research, innovation, knowledge creation, and continuous professional development through multidisciplinary and technology-enabled education.

IV. Distinctive Features of the BBA Programme

The Bachelor of Business Administration (BBA) Programme has been comprehensively designed and restructured to prepare learners for the evolving global business environment by integrating contemporary management education with emerging technologies, analytical thinking, innovation, entrepreneurship, and sustainability. The curriculum adopts an Outcome-Based Education (OBE) approach and aligns with the National Education Policy (NEP) 2020, the UGC Curriculum and Credit Framework for Undergraduate Programmes (CCFUP), the National Credit Framework (NCrF), and the AICTE Model Curriculum. It emphasizes Industry 5.0 competencies through the integration of Artificial Intelligence (AI), Business Analytics, Design Thinking, Digital Business, Financial Literacy, Environmental, Social and Governance (ESG) principles, and Indian Knowledge Systems (IKS). The programme promotes experiential and multidisciplinary learning through case studies, simulations, live projects, internships, community engagement, research-based learning, MOOCs, skill enhancement courses, and industry certifications, thereby enhancing employability, professional competence, and entrepreneurial capabilities. Flexibility in learning is facilitated through the Academic Bank of Credits (ABC), multiple entry and exit options, interdisciplinary learning pathways, and honours with research opportunities. The curriculum is designed to develop ethical, socially responsible, digitally competent, entrepreneurial, and globally oriented business professionals equipped with the knowledge, skills, and competencies required to address contemporary business challenges and contribute effectively to organizations, society, and national development. The curriculum has been benchmarked against contemporary national and international management education practices to ensure academic excellence, industry relevance, and global competitiveness.

V. Learning Outcome Based Curriculum Framework - Bachelor of Business Administration (Honors) Four Year Degree Program:

Program Educational Objectives (PEOs): Students graduating from the programme will be able to:

PEO 1: Business Knowledge and Managerial Competence

Demonstrate a sound understanding of management principles, business functions, and organizational processes to effectively contribute to diverse business environments.

PEO 2: Analytical and Decision-Making Ability

Apply critical thinking, analytical techniques, quantitative methods, digital tools, and evidence-based approaches to identify, analyze, and solve business problems.

PEO 3: Communication, Leadership and Teamwork

Exhibit effective communication, interpersonal, leadership, and collaborative skills to function successfully in multidisciplinary and multicultural professional environments.

PEO 4: Digital Competence, Innovation and Entrepreneurship

Leverage emerging technologies, digital platforms, business analytics, and entrepreneurial thinking to foster innovation, adaptability, and value creation.

PEO 5: Ethics, Sustainability and Social Responsibility

Demonstrate ethical behaviour, environmental consciousness, social responsibility, and commitment to sustainable business practices while making managerial decisions.

PEO 6: Lifelong Learning and Professional Growth

Engage in continuous learning, professional development, research orientation, and self-improvement to adapt to evolving business, technological, and societal challenges.

Program Outcomes (POs): On the successful completion of this program the students will be able to:

PO1: Business Knowledge

Apply management theories, business principles, and interdisciplinary knowledge to analyze and solve organizational and societal problems.

PO2: Critical Thinking and Decision Making

Apply business knowledge, analytical techniques, research methods, digital tools, and evidence-based decision-making approaches to identify, analyze,

and solve managerial problems in diverse business contexts.

PO3: Communication and Teamwork

Communicate effectively in professional and business environments and work collaboratively in diverse, multidisciplinary, and multicultural teams.

PO4: Digital and Technological Competence

Use digital technologies, business analytics tools, and emerging AI-enabled applications, business intelligence platforms, automation tools, and digital business technologies responsibly for managerial decision-making and innovation.

PO5: Ethics, Sustainability and Social Responsibility

Demonstrate ethical behavior, constitutional values, environmental consciousness, ESG orientation, and social responsibility in professional practices.

PO6: Leadership and Entrepreneurship

Exhibit leadership qualities, entrepreneurial mindset, creativity, and innovation for managing businesses and startups effectively.

PO7: Global and Multicultural Perspective

Understand contemporary global business environments and function effectively in multicultural and dynamic organizational settings.

PO8: Lifelong Learning and Research Orientation

Engage in lifelong learning, professional development, research orientation, and continuous upskilling to adapt to changing business environments.

Graduate Attributes (GAs):

Bharati Vidyapeeth (Deemed to be University) envisions its graduates to acquire these attributes during their educational experience:

GA Code	Graduate Attribute	Description
GA1	Disciplinary Knowledge	Possess comprehensive knowledge and understanding of management principles, business practices, interdisciplinary concepts,

GA Code	Graduate Attribute	Description
		and global business environments relevant to contemporary organizations.
GA2	Critical Thinking and Problem Solving	Apply analytical, logical, critical, and evidence-based thinking to identify business problems and develop innovative, sustainable, and technology-enabled soluti
GA3	Communication Skills	Communicate effectively through oral, written, digital, and interpersonal modes in professional and multicultural business environments.
GA4	Digital and Technological Competence	Utilize digital technologies, business analytics tools, Artificial Intelligence (AI), automation tools, business intelligence platforms, and information systems responsibly, ethically, and securely for managerial decision-making and innovation.
GA5	Leadership and Teamwork	Demonstrate leadership qualities, collaboration, adaptability, emotional intelligence, and the ability to work effectively in diverse and multidisciplinary teams.
GA6	Entrepreneurship and Innovation	Exhibit an entrepreneurial mindset, creativity, innovation, design thinking, and strategic thinking for developing sustainable business opportunities and value creation.
GA7	Ethics, Sustainability and Social Responsibility	Practice ethical values, constitutional responsibilities, environmental consciousness, ESG principles, responsible use of AI and digital technologies, and social responsibility in personal and professional life.

GA Code	Graduate Attribute	Description
GA8	Global and Cultural Perspective	Appreciate cultural diversity, Indian Knowledge Systems, global business perspectives, and responsible citizenship while functioning effectively in dynamic international environments.
GA9	Research and Lifelong Learning	Engage in research, innovation, continuous learning, professional development, and lifelong upskilling to adapt to evolving business, technological, and societal changes.
GA10	Resilience and Professionalism	Demonstrate professionalism, integrity, resilience, adaptability, lifelong learning, and a positive attitude while responding to opportunities and challenges in business and society.

VI. Qualification Descriptors

Upon successful completion of the Bachelor of Business Administration (BBA) programme, the learners shall demonstrate the following competencies:

1. Knowledge

Learners shall possess comprehensive knowledge and understanding of the principles, concepts, theories, and practices related to management, accounting, finance, marketing, human resource management, economics, business law, entrepreneurship, business analytics, and emerging technologies. They shall be able to understand contemporary business environments, global business trends, sustainability concerns, and the impact of digital transformation on organizations and society.

2. Skills

Learners shall demonstrate cognitive, analytical, quantitative, communication, interpersonal, leadership, and problem-solving skills required for effective participation in business organizations. They shall be able to collect, interpret, analyze, and present business information using appropriate managerial and technological tools. Learners shall also demonstrate proficiency in digital literacy, business communication, teamwork, negotiation, critical thinking, and decision-making.

3. Application

Learners shall be capable of applying management principles, business concepts, analytical techniques, quantitative methods, and digital tools to identify, evaluate, and solve business problems in diverse organizational settings. They shall be able to integrate theoretical knowledge with practical business situations through case analysis, simulations, field studies, projects, internships, and experiential learning activities. Learners shall demonstrate the ability to formulate business strategies, evaluate alternatives, and make informed managerial decisions.

4. Professional Competencies

Learners shall exhibit professional ethics, integrity, social responsibility, sustainability consciousness, entrepreneurial mindset, adaptability, and lifelong learning orientation. They shall be able to work effectively as individuals and team members in multicultural and multidisciplinary environments. Learners shall demonstrate leadership capabilities, innovation, professionalism, and a commitment to continuous learning to meet the evolving requirements of industry, society, and the global business environment.

VII. Duration of Program, Credit Requirements and Options:

The duration of BBA Three Year Degree Program having six semesters and BBA (Honors) Degree Program will be of four years spread across eight

Semesters with multiple entry and exit options. Student should complete the 4 years degree programme within 7 years.

a) Following EXIT options are available with the students:

Exit Options	Minimum Credits Requirements	NCrF Level	Remark
Undergraduate Certificate in Business Administration – After successful completion of first year an additionally student have undergo a minimum 4 credit skill enhancement courses over and above the 42 credit earn for completing level 4.5.	42	4.5	Students shall be allowed to join back in the 2nd year at level 5 before the expiry of the credits earned, subject to a maximum duration of seven years. The procedure for depositing and redemption of credits shall be as per the UGC (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021, as amended from time to time. ***[UGC (Minimum Standards of Instruction for the Grant of Undergraduate Degree and Postgraduate Degree) Regulations, 2025]***
UG Diploma in Business Administration- After successful completion of second year. They have undergone a minimum 4-	82	5	Students shall be allowed to join back in the 3rd year at level 5.5 at a later stage before the expiry of the credits earned,

Exit Options	Minimum Credits Requirements	NCrF Level	Remark
credit skill-enhancement course(s) over and above the 82 credits earned for completing level 5.			subject to a maximum duration of seven years. The procedure for depositing and redemption of credits shall be as per the UGC (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021, as amended from time to time.***[UGC (Minimum Standards of Instruction for the Grant of Undergraduate Degree and Postgraduate Degree) Regulations, 2025]***
Bachelor's Degree -After successful completion of Third year Students who have earned a total of 124 credits by completing level 5.5 of NCrF and exit from the undergraduate programme shall be awarded an undergraduate degree.	124	5.5	Students who have earned the required credits at level 5.5 of NCrF and exit from the undergraduate programme after 3 years can resume the 4th year undergraduate (Honours/Honours with Research) programme at a later stage before the expiry of the credits earned, subject to a maximum duration of seven years. The procedure for

Exit Options	Minimum Credits Requirements	NCrF Level	Remark
			depositing and redemption of credits shall be as per the UGC (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021, as amended from time to time. .***[UGC (Minimum Standards of Instruction for the Grant of Undergraduate Degree and Postgraduate Degree) Regulations, 2025]***
Bachelor's Degree with Honors– After successful completion of fourth year, students who have earned the required credits at level 6 of NCrF shall be awarded an undergraduate (Honours/Honours with Research) degree.	164	6	
Bachelor's Degree with Research– After successful completion of fourth year. Students who have earned the required credits at level 6 of NCrF shall be awarded an undergraduate (Honours/Honours with			

Exit Options	Minimum Credits Requirements	NCrF Level	Remark
Research) degree.			

Integration of Skill Courses and Apprenticeships. - A student has to earn a minimum of 50% of total credits in a discipline to earn an undergraduate degree with a major in that discipline. For the remaining 50% credits, the students may choose skill courses, apprenticeships and multidisciplinary subjects.

- Student with bachelor's degree can opt for bachelor's degree with Honors
- Student with bachelor's degree can opt for Bachelor degree with Honors (Research) if the student secure CGPA >= 7.5

VIII. ACADEMIC BANK OF CREDITS (ABC):

As per the National Educational Policy (NEP) 2020, the Academic Bank of Credit offer the flexibility of curriculum framework and interdisciplinary /multidisciplinary academic mobility of students across Higher Educational Institutes (HEIs) with appropriate credit transfer mechanism. In furtherance to these guidelines the Faculty of Management Studies, Bharati Vidyapeeth (Deemed to be University) Pune has designed a four years undergraduate program offered at its constituent units.

As a pre-requisite a student's /learners should register themselves in the website of Academic Bank of Credit. The credits earned by the student /learner will be stored in it. A Student/Learner would be required to complete the course as per the ABC (Academic Bank Credit) policy of UGC. The validity of the credits earned for a course is seven years only.

IX. Eligibility Requirements

- Students/Learners applying for BBA (Honors) Four years Program should have passed higher secondary or equivalent examination (10 + 2) of any recognized Board satisfying the following conditions:

- Every eligible Students/Learners have to pass a common All India Entrance test (BU-MAT) conducted by Bharati Vidyapeeth (Deemed to be University), Pune. The final admission is based solely on the merit at the BU-MAT test

X. Grading System for Programs under Faculty of Management Studies:

- **Grade Points**: The Faculty of Management Studies, Bharati Vidyapeeth (Deemed to be University) has suggested the use of a 10-point grading system for all programs designed by the various Board of Studies. A grading system is a 10-point system if the maximum grade point is 10. The system is given in Table I below.

Table I: The 10-point Grading System Adapted for Programs under FMS

Range of Percent Marks	[90-100]	[80-90]	[70-80]	[60-70]	[50-60]	[40-50]	[00-40]
Grade Point	10.0	9.0	8.0	7.0	6.0	5.0	0.0
Grade	**O**	**A+**	**A**	**B+**	**B**	**C**	**D**

Formula to calculate GP is as under:

Set x = Max/10 where Max is the maximum marks assigned for the examination (i.e. 100) Formula to calculate the individual evaluation

Range of Marks	Formula for the Grade Point
$8x \leq$ Marks $\leq 10x$	10
$5.5x \leq$ Marks $< 8x$	Truncate (M/x) +2
$4x \leq$ Marks $< 5.5x$	Truncate (M/x) +1

- **Scheme of Examination**: For BBA Three Year / BBA (Honors),

Courses having Internal Examinations (IA) and University Examinations (UE) shall be evaluated by the respective constituent units and the University at the term end for **50 (Fifty)** and 5**0 (Fifty)** Marks respectively. The total marks of IE and UE shall be 100 Marks and it will be converted to grade points and grades. For Comprehensive Continuous Assessment (CCA) –

The subject teacher may use the following assessment tools:

1. Class Tests
2. Presentations
3. Assignments with VIVA VOCE
4. Case studies
5. Field Assignments with VIVA VOCE
6. Mini Projects with VIVA VOCE

MOOCs Policy:

As per the guidelines provided by UGC each student must complete **TWO** MOOCs (Massive Open Online Courses) as add on Course which provides wide access to the online learning. The student of regular programme should complete MOOCs prescribed by the institute in semester III, Sem IV, and / or Sem V. Each MOOC will be evaluated for **TWO** credits. The MOOC course fees should be borne by the respective student. On successful completion of MOOCs course, the student should produce the completion certificate to the institute on the basis of which additional Credits will be given to the students. Students are encouraged to pursue MOOCs aligned with their chosen specialization and emerging areas such as Artificial Intelligence, Business Analytics, Sustainability, Entrepreneurship, Finance, Marketing, Human Resource Management, and Digital Business to enhance employability and professional competencies.

XI. Standard of Passing:

For all courses, both IE and UE constitute separate Heads of Passing (HoP). In order to pass in such courses and to earn the assigned credits, the Students/Learners must obtain a minimum grade point of 5.0 (40% marks) at UE and also a minimum grade point of 5.0 (40% marks) at IE. If Students/Learners fails in IE, the Students/Learners passes in the course

provided, he/she obtains a minimum 25% marks in IE and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will be calculated only if the Students/Learners pass at UE.

Students/Learners who fails at UE in a course has to reappear only at UE as backlog Students/Learners and clear the Head of Passing. Similarly, a Students / Learners who fails in a course at IE he has to reappear only at IE as backlog Students/Learners and clear the Head of Passing. To secure the GPA required for passing.

The 10 point Grades and Grade Points according to the following table

Range of Marks (%)	**Grade**	**Grade Point**
90 ≤ Marks ≤ 100	O	10
80 ≤ Marks < 90	A+	9
70 ≤ Marks < 80	A	8
60 ≤ Marks < 70	B+	7
50 ≤ Marks < 60	B	6
40 ≤ Marks < 50	C	5
Marks < 40	D	0

For Regular mode – The Students performance at IE and UE will be combined to obtain GPA (Grade Point Average) for the course. The weights for performance at UE and IE shall be 50% and 50% respectively. GPA is calculated by adding the UE marks out of 50 and IA marks out of 50. The total marks out of 100 are converted to grade point, which will be the GPA.

Formula to calculate Grade Points (GP)

Suppose that "Max" is the maximum marks assigned for an examination or evaluation, based on which GP will be computed. In order to determine the GP, Set x = Max/10 (since we have adopted 10 point system). Then GP is calculated by the following formulas

Range of Marks	**Formula for the Grade Point**

8x ≤ Marks ≤ 10x	10
5.5x ≤ Marks < 8x	Truncate (M/x) +2
4x ≤ Marks < 5.5x	Truncate (M/x) +1

Two kinds of performance indicators, namely the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term.

The SGPA measures the cumulative performance of a Student/Learner in all the courses in a particular semester, while the CGPA measures the cumulative performance in all the courses since his/her enrollment. The CGPA of Students/Learners when he /she completes the Program is the final result of the Students/Learners.

The SGPA is calculated by the formula

$$SGPA = \frac{\sum Ck * GPk}{\sum Ck}$$

where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the Students/Learners in the course. In the above, the sum is taken over all the courses that the Students/Learners has undertaken for the study during the Semester, including those in which he/she might have failed or those for which he/she remained absent.

The SGPA shall be calculated up to two decimal place accuracy.

The CGPA is calculated by the following formula

$$CGPA = \frac{\Sigma C_k * GP_k}{\Sigma C_k}$$

where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the Students/Learners in the course. In the above, the sum is taken over all the courses that the Students/Learners has under taken for the study from the time of his/her enrollment and also during the semester for which CGPA is calculated.

The CGPA shall be calculated up to two decimal place accuracy. The formula to compute equivalent percentage marks for specified CGPA= (Final CGPA-0.5)*10

XII. Award of Honors/ Grades:

Students/Learners who have completed the minimum credits specified for the Program shall be declared to have passed in the program. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed.

The criteria for the award of Grades are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
9.5≤CGPA ≤10	O	Outstanding	80 ≤ Marks ≤ 100
9.0≤CGPA ≤9.49	A+	Excellent	70 ≤ Marks < 80
8.0≤CGPA ≤8.99	A	Very Good	60 ≤ Marks < 70
7.0≤CGPA ≤7.99	B+	Good	55 ≤ Marks < 60
6.0≤CGPA ≤6.99	B	Average	50 ≤ Marks < 55
5.0≤CGPA ≤5.99	C	Satisfactory	40 ≤ Marks < 50
CGPA below 5.0	F	Fail	Marks below 40

XIII. ATKT Rules

The Academic Council at its 72nd meeting held on 25-2-2025 has resolved to REPEAL the condition related to the number of heads of passing required by the students to proceed to next year or subsequent years / semesters. In view of this, the students admitted can be permitted to take admission in the subsequent years / semesters irrespective of the number of subjects they have passed /cleared. However, the University reserves its right to admit the students in any of the semester / year depending on the fulfillment of level of knowledge required. These conditions are not applicable to programmes

which are governed and have to abide by Council regulations. This will be effective from the Summer 2025 examinations and onwards.

XIV. INTERNSHIPS:

1. Internship I

At the end of Semester IV, each student shall undertake Internship I in an Industry for 45-**60 Days** for which Viva –Voce will be scheduled during the Sem-V examination. It is mandatory for the students to seek written approval from the Faculty Guide about the Topic & the Organisation before commencing the Internship. During the Internship students are expected to take necessary guidance from the faculty guide allotted by the Institute. To do it effectively they should be in touch with their guide through e- mail or telecom. Internship Project should be a research-based project or Task based.

The ***learning outcomes and the utility to the organization*** must be highlighted in Internship Project Report.

Internship II During Semester VI, the students are required to undertake Internship II of minimum 45 Days and can extend up to 3 months.

BBA (Three Years) and BBA (Honours & Research)
PROGRAM STRUCTURE w.e.f. Academic Year2026 - 2027

	Semester	Credits	Marks
	BBA-I	21	700
	BBA-II	22	700
	BBA-III	22	800
	BBA-IV	22	800
	BBA-V	22	700
	BBA-VI	20	700
Honours	BBA-VII	20	600
	BBA-VIII	20	600
	Total No. of Credits/Marks	**169**	**5600**

BBA I Year

SEMESTER - I									
S. No.	**Course Code**	**Course Title**	**Format**	**Credit**	**L**	**T**	**P**	**IA**	**UE**
1	BBA101	Principles of Management	IA & UE	3	3	0	0	50	50
2	BBA102	Business Communication	IA & UE	3	3	0	0	50	50
3	BBA103	Financial accounting: Concepts and Practices	IA & UE	3	2	1	0	50	50
4	BBA104	Business Mathematics	IA & UE	3	3	0	0	50	50
5	BBA105A	Micro Economics	IA & UE	3	3	0	0	50	50
	BBA105B	Basics of MS Excel *IMED	IA	3	1	0	2	100	0
6	BBA106	Environmental Studies	IA & UE	4	4	0	0	40	60
7	BBA107	**Open Course	IA	2				100	0
TOTAL				**21**				**400**	**300**
				21 *IMED				**450**	**250**

**** Open Courses: Students/Learners can opt any one course from the following:**

Course Code	Open Course	Credits	L	T	P
BBA107A	Indian Cultural Studies (IKS)	2	2	0	0
BBA107B	Community work	2	2	0	0
BBA107C	Agribusiness Management	2	2	0	0
BBA107D	**Communication Through Theatre *DMS**	**2**	**2**	**0**	**0**
BBA107E	Foreign Language-German *IMED	**2**	**2**	**0**	**0**
BBA107F	Performance Skills for Management Students: Body, Voice & Emotional Intelligence*IMED				
BBA107G	Cyber Security for Business*IMED				
BBA107H	Video Editing *IMED				
BBA107I	Prompt Engineering & Generative AI*IMED				
BBA107J	R Programing*IMED				
BBA107K	Google Analytics*IMED				
BBA107L	Climate Change & Sustainable Development Goals*IMED				
BBA107M	Python Programming*IMED				

Note: Institutes that do not offer Indian Cultural Studies (IKS) as an open course will be required to include it during the induction program.

Students will complete 7 courses in Semester-I. (The institute will offer any one course from 105, 107)

SEMESTER - II									
S. No.	**Course Code**	**Course Title**	**Format**	**Credit**	**L**	**T**	**P**	**IA**	**UE**
1	BBA201	Cost and Management accounting	IA & UE	4	3	1	0	50	50
2	BBA202	Business Statistics	IA & UE	4	2	0	2	50	50
3	BBA203A	Macro Economics	IA & UE	3	3	0	0	50	50
	BBA203B	Business Environment *IMED	IA & UE	3	3	0	0	50	50
4	BBA204	Organizational Behaviour	IA & UE	3	3	0	0	50	50
5	BBA205	Production and Operations Fundamentals	IA & UE	3	3	0	0	50	50
6	BBA206A	Management Information Systems and Technology for Business (MOOC)*	IA	3	1	0	2	100	-
	BBA206B	Presentation and Public Speaking Skills *IMED	IA	3	1	0	2	100	
7	BBA207	**Open Course	IA	2				100	-
TOTAL				**22**				**450**	**250**

***(MOOC) If MOOC is not available, can be taught offline**

**** Open Courses: Students/Learners can opt any one course from the following**

Course Code	Open Course	Credits	L	T	P
BBA207A	Universal Human Values	2	2	0	0
BBA207B	Social Media Management	2	1	0	1
BBA207C	Cyber Security **(MOOC)***	2	1	0	1
BBA207D	**Introduction to Business History *DMS**	2	2	0	0

BBA207E	Foreign Language-German *IMED	2	2	0	0
BBA207F	Performance Skills for Management Students: Body, Voice & Emotional Intelligence*IMED				
BBA207G	Cyber Security for Business*IMED				
BBA207H	Video Editing *IMED				
BBA207I	Prompt Engineering & Generative AI*IMED				
BBA207J	R Programing*IMED				
BBA207K	Google Analytics*IMED				
BBA207L	Climate Change & Sustainable Development Goals*IMED				
BBA207M	Python Programming*IMED				
Note: Institutes that do not offer UHV as an open course will be required to include it during the induction program. **DMS Navi Mumbai would be offering Introduction to Business History as an Open course in BBA SEM II. Other institutes may decide to offer it, however, prior intimation to the CoE and Dean is required.**					

Students will complete 7 courses in semester-II. (The institute will offer any one course from 203, 206, 207)

BBA II Year

SEMESTER - III									
S. No.	**Course Code**	**Course Title**	**Format**	**Credit**	**L**	**T**	**P**	**IA**	**UE**
1	BBA301	Managing Human Resources	IA & UE	3	3	0	0	50	50
2	BBA302	Business Research methodology	IA & UE	3	2	0	1	50	50
3	BBA303	Fundamentals of Financial Management	IA & UE	3	2	1	0	50	50
4	BBA304	Principles of Marketing	IA & UE	3	3	0	0	50	50
5	BBA305A	Business Ethics **(MOOC)***	IA	3	2	0	1	100	-
	BBA305B	Indian Ethos*IMED	IA	3	2	0	1	100	-
6	BBA306A	Data analysis using excel	IA	3	1	0	2	100	-
	BBA306B	Advanced Excel *IMED	IA	3	1	0	2	100	
7	BBA307	**Open Course	IA	2				100	-
8	BBA308	**Open Course	IA	2				100	-
			TOTAL	**22**				**600**	**200**

***(MOOC) If MOOC is not available, can be taught offline**

**** Open Courses: Students/Learners can opt any two courses from the following**

Course Code	Open Course	Credits	L	T	P
BBA307A	SQL for Business Analytics	2	1	0	1
BBA307B	Environmental Management and Sustainability	2	2	0	0
BBA307C	Digital Marketing	2	1	0	1
BBA308A	**Supply Chain Fundamentals *DMS**	2	1	0	1

BBA308B	Foreign Language-German *IMED	2	1	0	1
BBA308C	Performance Skills for Management Students: Body, Voice & Emotional Intelligence*IMED				
BBA308D	Cyber Security for Business*IMED				
BBA308E	Video Editing *IMED				
BBA308F	Prompt Engineering & Generative AI*IMED				
BBA308G	R Programing*IMED				
BBA308H	Google Analytics*IMED				
BBA308I	Climate Change & Sustainable Development Goals*IMED				
BBA308J	Python Programming*IMED				

Students will complete 8 courses in semester-III. (The institute will offer any one course from 305, 306, 307)

SEMESTER - IV									
S. No.	**Course Code**	**Course Title**	**Format**	**Credit**	**L**	**T**	**P**	**IA**	**UE**
1	BBA401	Fundamentals of International Business	IA & UE	3	3	0	0	50	50
2	BBA402	Artificial Intelligence for Business	IA & UE	3	2	0	1	50	50
3	BBA403	Business Law	IA & UE	3	3	0	0	50	50
4	BBA404	Introduction to Business Analytics	IA & UE	3	2	0	1	50	50
5	BBA405	Entrepreneurship Development and Startup Management	IA & UE	3	2	0	1	50	50
6	BBA406 A	Constitution of India and Human Rights	IA	3	2	0	1	100	-
	BBA406 B	Fundamentals of Taxation *IMED	IA	3	2	0	1	100	-
7	BBA407	**Open Course	IA	2				100	-
8	BBA408	**Open Course	IA	2				100	-
TOTAL				**22**				**550**	**250**

***(MOOC) If MOOC is not available, can be taught offline**

**** Open Courses: Students/Learners can opt any two courses from the following**

Course Code	**Open Course**	**Credits**	**L**	**T**	**P**
BBA407A	Goods and Service Tax	2	1	0	1
BBA407B	Data Analytics and Visualization (MOOC)*	2	1	1	0
BBA408A	**Multimodal Connectivity & Smart Logistics *DMS**	2	1	0	1
BBA408B	Foreign Language-German *IMED	2	1	0	1
BBA408C	Performance Skills for Management Students: Body, Voice & Emotional Intelligence*IMED				
BBA408D	Cyber Security for Business*IMED				
BBA408E	Video Editing *IMED				
BBA408F	Prompt Engineering & Generative AI*IMED				
BBA408G	R Programing*IMED				
BBA408H	Google Analytics*IMED				
BBA408I	Climate Change & Sustainable Development Goals*IMED				
BBA408J	Python Programming*IMED				

Students will complete 8 courses in semester-IV. (The institute will offer any one course from 406, 407)

BBA III Year

SEMESTER - V									
S. No.	**Course Code**	**Course Title**	**Format**	**Credit**	**L**	**T**	**P**	**IA**	**UE**
1	BBA501	Introduction to Operations Research	IA & UE	3	1	1	1	50	50
2	BBA502	Business Policy and Strategy Management	IA & UE	3	3	0	0	50	50
3	BBA503A	Contemporary Concerns Project	IA	4	0	0	4	100	-
	BBA503B	Summer Internship Project*IMED	IA	4	0	0	4	100	-
4	**See Elective Groups**	Discipline Specific Electives - I	IA	3	3	0	0	100	-
5		Discipline Specific Electives - II	IA	3	3	0	0	100	-
6		Discipline Specific Electives - I	IA	3	3	0	0	100	-
7		Discipline Specific Electives - II	IA	3	3	0	0	100	-
			TOTAL	**22**				**600**	**100**

Students will complete 7 courses in semester-V. (The institute will offer any one course from 503)

SEMESTER - VI									
S. No.	**Course Code**	**Course Title**	**Format**	**Credit**	**L**	**T**	**P**	**IA**	**UE**
1	BBA601	Basics of Project Management	IA & UE	3	3	0	0	50	50
2	BBA602A	Industry Internship	IA	5	5	0	0	100	-
	BBA602B	Contemporary Project		5	5	0	0	100	-
	BBA602C	Enhancing Professional and Personal Skills		5	3	0	2	100	-
3	**See Elective Groups**	Discipline Specific Electives - III	IA	3				100	-
4		Discipline Specific Electives - IV	IA	3				100	-
5		Discipline Specific Electives - III	IA	3				100	-
6		Discipline Specific Electives - IV	IA	3				100	-
7	BBA603	**Open Course	IA	2				100	-
			TOTAL	**22**				**650**	**50**

**** Open Courses: Students/Learners can opt anyone course from the following**

Course Code	Open Course	Credits	L	T	P
BBA603A	Generative AI for Business (307)	2	2	0	2
BBA603B	Income tax (407A)	2	1	1	0
BBA603C	Financial Modelling (407B)	2	1	0	2
BBA603D	Foreign Language-German *IMED	2	1	0	1
BBA603E	Performance Skills for Management Students: Body, Voice & Emotional Intelligence*IMED				
BBA603F	Cyber Security for Business*IMED				
BBA603G	Video Editing *IMED				
BBA603H	Prompt Engineering & Generative AI*IMED				
BBA603I	R Programing*IMED				
BBA603J	Google Analytics*IMED				
BBA603K	Climate Change & Sustainable Development Goals*IMED				
BBA603L	Python Programming*IMED				

Students will complete 6 courses in semester-VI. (The institute will offer any one course from 602)

BBA IV Year (Honours)

SEMESTER - VII									
S. No.	**Course Code**	**Course Title**	**Format**	**Credit**	**L**	**T**	**P**	**IA**	**UE**
1	BBA701A	Business Models	IA & UE	3	3	0	2	50	50
	BBA701B	New Venture Business Models *IMED	IA	3	2	0	1	100	
2	BBA702(H)	Corporate Governance and Strategy	IA & UE	3	3	0	0	50	50
3	BBA703(H)	Design Thinking and Innovation Management	IA	4	2	0	4	100	-
4	BBA704(H)	Internship –II /Project	IA	4	0	0	8	100	-
5	**See Elective Groups**	Discipline Specific Electives - V	IA	3				100	-
6		Discipline Specific Electives - V	IA	3				100	-
			TOTAL	**20**				**500**	**100**

SEMESTER - VIII									
S. No.	**Course Code**	**Course Title**	**Format**	**Credit**	**L**	**T**	**P**	**IA**	**UE**
1	BBA801(H)	Marketing Research and Analytics	IA & UE	4	3	0	2	50	50
2	BBA802(H)	Global Business Strategy	IA & UE	4	3	0	0	50	50
3	BBA803(H)	Sustainable Development Goals	IA	3	3	0	0	100	-
4	BBA804(H)	Business Environment & Public Policy	IA	3	3	0	0	100	-
5	**See Elective Groups**	Discipline Specific Electives - VI	IA	3	3	0	0	100	-
6		Discipline Specific Electives - VI	IA	3	3	0	0	100	-
			TOTAL	**20**				**500**	**100**

Students will complete 6 courses in semester-VII. (The institute will offer any one course from 701)

BBA IV Year (Honours with Research)

SEMESTER - VII									
S. No.	**Course Code**	**Course Title**	**Format**	**Credit**	**L**	**T**	**P**	**IA**	**UE**
1	BBA701(R)	Business Models	IA & UE	4	4	0	0	50	50
2	BBA702(R)	Corporate Governance and Sustainable Business	IA & UE	3	3	0	0	50	50
3	BBA703(R)	Design Thinking and Innovation Management	IA	4	4	0	0	100	-
4	BBA704(R)	Academic Writing and Ethics	IA	3	3	0	0	100	-
5	**See Elective Groups**	Discipline Specific Electives - V	IA	3				100	-
6		Discipline Specific Electives - V	IA	3				100	-
			TOTAL	**20**				**500**	**100**

SEMESTER - VIII									
S. No.	**Course Code**	**Course Title**	**Format**	**Credit**	**L**	**T**	**P**	**IA**	**UE**
1	BBA801(R)	Qualitative Data Analysis (using Nvivo)	IA & UE	4	2	1	2	50	50
2	BBA802(R)	Quantitative Data Analysis (using SPSS)	IA & UE	4	2	1	2	50	50
3	BBA803(R)	Multivariate analysis	IA & UE	4	2	1	2	50	50
4	BBA804(R)	Dissertation work (started in seventh semester)	IA	8	-	-	8	100	-
			TOTAL	**20**				**250**	**150**

XV. LIST OF ELECTVES

Marketing Management

PSO-MM1

Develop and implement customer-centric marketing strategies using market research, consumer behaviour insights, branding, and digital marketing techniques to achieve organizational objectives.

PSO-MM2

Apply contemporary marketing analytics, communication tools, and promotional strategies to create value for customers and enhance organizational competitiveness.

Marketing Management

SEM	Code.	Name of the Course	Credit	L	T	P
V	MK01	Consumer Behaviour	3	3	0	0
	MK02	Services Marketing	3	3	0	0
VI	MK03	Sales & Channel Network Management & B2B	3	3	0	0
	MK04	Customer Relationship Management	3	2	0	2
VII	MK05	Integrated Marketing Communication	3	3	0	0
VIII	MK06	E-commerce & Online Marketing	3	2	0	2

Financial Management

PSO-FM1

Apply financial planning, investment analysis, budgeting, and risk management techniques to support effective business and financial decision-making.

PSO-FM2

Utilize financial technologies, financial statement analysis, and quantitative tools to evaluate organizational performance and optimize financial resources.

Financial Management

SEM	Code.	Name of the Course	Credit	L	T	P
V	FM01	Behaviorial Finance	3	3	0	0
	FM02	Banking & Insurance Management	3	3	0	0
VI	FM03	Financial Institutions & Services	3	3	0	0
	FM04	Corporate Taxation & Auditing	3	3	0	0
VII	FM05	Financial Derivatives and Risk management	3	2	0	2
VIII	FM06	Mergers and Acqusitions	3	3	0	0

Human Resource Management

PSO-HRM1

Apply contemporary human resource practices in talent acquisition, employee development, performance management, compensation, and employee engagement.

PSO-HRM2

Demonstrate competency in workforce planning, leadership development, organizational behavior, and HR analytics to enhance organizational effectiveness.

SEM	Code.	Name of the Course	Credit	L	T	P
V	HR01	People Planning and Talent Acquisition	3	3	0	0
	HR02	Training and Development	3	3	0	0
VI	HR03	Compensation and Benefits Management	3	3	0	0
	HR04	Management of Industrial Relations	3	3	0	0
VII	HR05	Cross Cultural HRM	3	3	0	0
VIII	HR06	People Analytics for Business Strategy	3	2	0	2

International Business Management

PSO-IBM1

Analyze global business environments and apply international trade, cross-cultural management, and global marketing concepts to business operations.

PSO-IBM2

Evaluate international business opportunities, regulatory frameworks, and global economic trends to support strategic decision-making in multinational contexts.

SEM	Code.	Name of the Course	Credit	L	T	P
V	IB01	Regulatory Aspects of International Business	3	3	0	0
	IB02	Foreign Exchange Management	3	3	0	0
VI	IB03	International Financial Management	3	3	0	0
	IB04	Export Import Policies, Procedures and Documentation	3	3	0	0
VII	IB05	Global Supply Chain & Operations	3	3	0	0
VIII	IB06	Geo-Politics and International Business	3	3	0	0

Production and Operations Management

PSO-POM1

Apply production planning, quality management, process improvement, and operations management techniques to enhance organizational efficiency and productivity.

PSO-POM2

Utilize operations analytics, lean management principles, and technology-enabled systems to optimize business processes and resource utilization.

SEM	Code.	Name of the Course	Credit	L	T	P
V	PM01	Quality Management and six sigma	3	3	0	0
	PM02	Purchasing and vendor management	3	3	0	0
VI	PM03	Inventory and Warehouse management	3	2	0	2

	PM04	Lean Manufacturing and Just- In-Times	3	3	0	0
VII	PM05	Operations Strategy	3	3	0	0
VIII	PM06	Operations Analytics	3	2	0	2

Information Technology Management

PSO-ITM1

Apply information technology concepts, digital systems, and business applications to improve organizational performance and decision-making.

PSO-ITM2

Evaluate emerging technologies, cybersecurity practices, and digital transformation initiatives to support innovation and business growth.

SEM	Code.	Name of the Course	Credit	L	T	P
V	IT01	System Analysis & Design	3	2	0	2
	IT02	Enterprise Business Applications	3	2	0	2
VI	IT03	RDBMS with Oracle	3	2	0	2
	IT04	Cyber Security Management	3	2	0	2
VII	IT05	IT Infrastructure Management	3	2	0	2
VIII	IT06	Information System Security & Audit	3	2	0	2

Retail Management

PSO-RM1

Apply retail management principles related to merchandising, customer relationship management, store operations, and retail marketing.

PSO-RM2

Utilize retail analytics, digital retail platforms, and consumer insights to enhance customer experience and retail business performance.

SEM	Code.	Name of the Course	Credit	L	T	P
V	R01	Introduction to Retailing	3	3	0	0
	R02	Retail Management & Franchising	3	3	0	0

VI	R03	Merchandising, Display & Advertising	3	3	0	0
	R04	Supply Chain Management in Retailing	3	3	0	0
VII	R05	Customer Relationship Management (CRM) in Retail	3	2	0	2
VIII	R06	Retail Analytics	3	2	0	2

Project Management

PSO-PM1

Apply project management principles, planning techniques, scheduling tools, contract management, risk assessment, and sustainability practices to successfully execute projects within scope, time, cost, and quality constraints.

PSO-PM2

Demonstrate competency in project leadership, stakeholder management, Agile and Scrum methodologies, project analytics, and decision-making to deliver value-driven and sustainable project outcomes across diverse industries.

SEM	Code.	Name of the Course	Credit	L	T	P
V	PR01	Project Management and Contract Management	3	3	0	0
	PR 02	Project Risk Management	3	3	0	0
VI	PR 03	Sustainability and Green Project Management	3	3	0	0
	PR 04	Managing Large Projects	3	3	0	0
VII	PR 05	Social Cost and Benefit Analysis of Project	3	3	0	0
VIII	PR 06	Agile and Scrum Methodologies	3	2	0	2

Business Analytics Management

PSO-BAM1

Apply statistical techniques, business analytics tools, data visualization, machine learning concepts, and domain-specific analytics to collect,

analyze, and interpret business data for informed managerial decision-making.

PSO-BAM2

Utilize big data technologies, predictive analytics, web and social media analytics, and AI-enabled business intelligence solutions to solve organizational problems, generate strategic insights, and enhance business performance.

SEM	Code.	Name of the Course	Credit	L	T	P
V	BA 01	Multivariate Statistics	3	2	0	2
	BA 02	Marketing Analytics	3	2	0	2
VI	BA 03	Big Data Applications	3	2	0	2
	BA 04	Financial Analytics	3	2	0	2
VII	BA 05	Machine Learning for Business	3	2	0	2
VIII	BA 06	Web and Social Media Analytics	3	2	0	2

Event Management

PSO-EM1

Plan, organize, and manage events by applying event marketing, budgeting, logistics, risk management, and stakeholder coordination practices.

PSO-EM2

Utilize digital tools, communication strategies, and event technologies to deliver successful and sustainable event experiences.

SEM	Code.	Name of the Course	Credit	L	T	P
V	EM 01	Event Marketing	3	3	0	0
	EM 02	Event budgeting and Financial Planning	3	3	0	0
VI	EM 03	Customer Relationship in Event Management	3	3	0	0
	EM 04	Event technology and Digital Platforms	3	2	0	2
VII	EM 05	Event Risk and Crisis Management	3	3	0	0

VIII	EM 06	Sustainable and Green Event Practices	3	3	0	0

Family Business Management

PSO-FBM1

Apply entrepreneurial and managerial competencies to establish, manage, and sustain family-owned business enterprises across generations.

PSO-FBM2

Analyze governance, succession planning, innovation, and strategic growth challenges in family business environments.

SEM	Code.	Name of the Course	Credit	L	T	P
V	FBM-01	Introduction to Family Business Management	3	3	0	0
	FBM-02	Marketing Strategies For Family Businesses	3	3	0	0
VI	FBM-03	Conflict resultion and Negotiations in Family Firms	3	3	0	0
	FBM-04	Internationalization in Family Business	3	3	0	0
VII	FBM-05	Succession Planning, Governanace and Innovation	3	3	0	0
VIII	FBM-06	Sustainability & CSR in Family Business	3	3	0	0

Supply Chain and Logistics Management

PSO-SCLM1

Apply supply chain, procurement, logistics, inventory, and distribution management principles to improve organizational efficiency and customer value.

PSO-SCLM2

Utilize technology-enabled supply chain tools, analytics, and sustainability practices to optimize end-to-end supply chain performance.

SEM	Code.	Name of the Course	Credit	L	T	P
V	SCM-01	Introduction to Supply Chain Management	3	3	0	0
	SCM-02	Quality Management and Six Sigma	3	3	0	0
VI	SCM-03	Lean Management	3	3	0	0
	SCM-04	Operations Strategy	3	3	0	0
VII	SCM-05	Risk and Resillience in Supply Chain	3	3	0	0
VIII	SCM-06	Sustainability & International Supply Chain Management	3	3	0	0

Healthcare and Hospital Management

PSO-HHM1

Apply management principles, healthcare systems knowledge, and regulatory frameworks to improve the effectiveness and quality of healthcare organizations.

PSO-HHM2

Demonstrate competency in healthcare operations, resource management, patient services, and healthcare quality management practices.

SEM	Code.	Name of the Course	Credit	L	T	P
V	HCM-01	Introduction to Healthcare and Hospital Management	3	3	0	0
	HCM-02	Healthcare Economics and Policies	3	3	0	0
VI	HCM-03	Healthcare laws and Ethics	3	3	0	0
	HCM-04	Medical Records and Health Information Systems	3	2	0	2
VII	HCM-05	Healthcare Marketing and Patient Relationship Management	3	3	0	0
VIII	HCM-06	Medical Tourism Management	3	3	0	0

Healthcare Technology

PSO-HT1

Apply healthcare technologies, digital health systems, health informatics, and data management practices to support healthcare delivery and decision-making.

PSO-HT2

Evaluate emerging healthcare technologies, telemedicine platforms, electronic health records, and healthcare innovation solutions to improve patient outcomes and operational efficiency.

SEM	Code.	Name of the Course	**Credit**	**L**	**T**	**P**
V	HTM-01	Health Information System	3	2	0	2
	HTM-02	Healthcare Innovation & Technology Management	3	3	0	0
VI	HTM-03	Healthcare Data Analytics	3	2	0	2
	HTM-04	Telemedicine & Healthcare Technology	3	2	0	2
VII	HTM-05	Mobile Health Applications (mHealth)	3	2	0	2
VIII	HTM-06	Global Trends in HealthTech	3	3	0	0

Fintech

PSO-FT1

Apply financial technologies, digital payment systems, blockchain concepts, and technology-enabled financial services in modern business environments.

PSO-FT2

Evaluate fintech innovations, regulatory frameworks, cybersecurity practices, and digital financial solutions to support sustainable financial decision-making.

SEM	**Code.**	**Name of the Course**	**Credit**	**L**	**T**	**P**
V	FT-01	Introduction to Fintech and Digital Finance	3	3	0	0
	FT-02	Principles of Banking and Finacial Services	3	3	0	0

VI	FT-03	Regulatory Frameworks in Digital Finance	3	3	0	0
	FT-04	Fintech Strategy and Innovation Management	3	3	0	0
VII	FT-05	Digital Lending & Credit Analytics	3	2	0	2
VIII	FT-06	Financial Analytics and Blockchain in Fintech	3	2	0	2

Template -1 (for all courses that do not have a laboratory component)

This template is applicable for all subjects that do not have a laboratory component for the following examinations:

a. Courses having University Examinations without laboratory component.

b. Elective Courses conducted at the institutional level without laboratory component.

c. Open and Departmental courses conducted at the institutional level without laboratory component.

Title of the Course

Day: **Total Marks: 50**

Date: **Time: 03 Hours**

Instructions:

1. Section I –Attempt any two questions. Each question carries 05 Marks.
2. Section II –Attempt any two questions. Each question carries 10 Marks.
3. Section III –Question 7 is compulsory and attempt any one question from the remaining two. Each question carries 10 Marks.
4. All three sections should be attempted in same answer sheet.

SECTION – I		**10 Marks**	
Question	**Marks**	**CO**	**BL**
Q.1 Write Short Notes on ANY Two a) b) c)	**(5 marks)**		Remember
Q.2	**(5 marks)**		Understand
Q.3	**(5 marks)**		Understand
SECTION – II		**20 Marks**	
Q.4	**(10 marks)**		Apply
Q.5	**(10 marks)**		Apply
Q.6	**(10 marks)**		Apply

SECTION – III		20 Marks	
Q.7……	**(10 marks)**		Analyze
Q.8……	**(10 marks)**		Evaluate
Q.9……	**(10 marks)**		Evaluate/Create

Template -2 (for courses having university examination that have a laboratory component)

This template is applicable for all subjects that have university examination and have laboratory component. It is divided in 30:20. Section -I and Section-II shall be designed by the University and Section-III shall be designed by the respective institution.

Title of the Course

Day:

Total Marks: 50

Date: **Time: 03 Hours (2hr+1hr)**

Instructions:

- **Section I –Attempt any two questions. Each question carries 05 marks.**
- **Section II –Attempt any two questions. Each question carries 10 marks.**
- **Section III –Question 7 is compulsory and attempt any one question from the remaining two. Each question carries 10 Marks.**
- Examination Duration and Answer Booklets
- **Section I and Section II** shall be attempted in a **single answer booklet** during the first **2 hours** of the examination.
- After completion of 2 hours, invigilators shall collect the answer booklet containing responses to **Section I and Section II**.
- Thereafter, students shall be provided with a **separate answer booklet** to attempt **Section III**, for which **1 hour** shall be allotted.

Section -I & II shall be designed by the University

SECTION – I		**10 Marks**	
Question	**Marks**	**CO**	**BL**
Q.1 Write Short Notes on ANY Two a) b) c)	**(5 marks)**		Remember

Q.2	**(5 marks)**		Understand
Q.3	**(5 marks)**		Understand
SECTION – II		**20 Marks**	
Q.4	**(10 marks)**		Apply
Q.5	**(10 marks)**		Apply
Q.6	**(10 marks)**		Apply

Section-III shall be designed by the respective institutions and conduct the examination in the laboratory.

SECTION – III		**20 Marks**	
Q.7 Practical (including Viva)	**(10 marks)**		Analyze
Q.8 Practical (including Viva)	**(10 marks)**		Evaluate
Q.9 Practical (including Viva)	**(10 marks)**		Evaluate/Create

Template -3 (for electives, departmental and open courses that have a laboratory component)

This template is applicable for the following courses that have laboratory component.

a. Elective Courses conducted at the institutional level with laboratory component.

b. Open and Departmental courses conducted at the institutional level with laboratory component.

c. All 3 sections shall be designed by the respective institutions.

d. Section-III shall be conducted in the laboratory.

Title of the Course

Day: **Total Marks: 50**

Date: **Time: 03 Hours (2hr+1hr)**

Instructions:

- **Section I –Attempt any two questions. Each question carries 05 marks.**
- **Section II –Attempt any two questions. Each question carries 10 marks.**
- **Section III –Question 7 is compulsory and attempt any one question from the remaining two. Each question carries 10 Marks.**
- Examination Duration and Answer Booklets
- **Section I and Section II** shall be attempted in a **single answer booklet** during the first **2 hours** of the examination.
- After completion of 2 hours, invigilators shall collect the answer booklet containing responses to **Section I and Section II**.
- Thereafter, students shall be provided with a **separate answer booklet** to attempt **Section III**, for which **1 hour** shall be allotted.

SECTION – I		10 Marks	
Question	**Marks**	**CO**	**BL**
Q.1 Write Short Notes on ANY Two a) b) c)	**(5 marks)**		Remember
Q.2	**(5 marks)**		Understand
Q.3	**(5 marks)**		Understand
SECTION – II		**20 Marks**	
Q.4	**(10 marks)**		Apply
Q.5	**(10 marks)**		Apply
Q.6	**(10 marks)**		Apply

Section-III shall be conducted in the laboratory.

SECTION – III		20 Marks	
Q.7 Practical (including Viva)	**(10 marks)**		Analyze
Q.8 Practical (including Viva)	**(10 marks)**		Evaluate
Q.9 Practical (including Viva)	**(10 marks)**		Evaluate/Create

Blooms Level	**Marks for questions to be attempted**	**weightage**
Remember & understand	10	20 %
Apply	20	40 %
Analyze	10	20 %
Evaluate/Create	10	20 %
	50	**100 %**

1. Evaluation Scheme (100 Marks) for non-laboratory courses having UE & IA Components

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	**50**

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	50

2. Evaluation Scheme (100 Marks) for all laboratory courses having UE & IA Components

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	**50**

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	30
End Semester Practical/Lab Examination	20
Total	**50**

3. Evaluation Scheme (100 Marks) for Elective, Departmental and Open Courses Having a Laboratory Component

Internal Assessment (100 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
End Semester Theory Examination	**30**
End Semester Practical/Lab Examination	**20**
Total	**100**

4. Evaluation Scheme (100 Marks) for Elective, Departmental and Open Courses without a Laboratory Component

Internal Assessment (100 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
End Semester theory Examination	50
Total	**100**

Special Provision for Technology-Oriented Courses with Lab Components

To ensure adequate assessment of practical competencies and hands-on skills, the following shall be applicable:

1. Continuous Evaluation System (CES):

- Two CES shall be conducted during the semester.
- **At least one CES (CES-I or CES-II) shall be conducted in the laboratory environment** and shall assess students on practical application, software

usage, simulations, problem-solving, and technology-enabled exercises relevant to the course.

- The lab-based CES may include practical tasks, case simulations, viva-voce, or hands-on exercises.

2. Mid-Term Examination:

- The **Mid-Term Examination shall be conducted in the laboratory which may have theory component also**. This shall evaluate students' ability to apply concepts using relevant software, digital platforms, analytical tools, blockchain simulators, fintech applications, compliance automation tools, or other course-specific technologies.
- The examination may comprise practical execution, case-based problem solving, report generation, and viva-voce.

3. End-Term Examination:

- The **End-Semester Theory Examination (30 Marks)** shall be conducted by the University. The University shall design and set the theory question paper in accordance with the prescribed syllabus and examination scheme.
- The **End-Semester Practical/Laboratory Examination (20 Marks)** shall be conducted at the respective institutions. The concerned institution shall design the practical question paper, conduct the examination in the laboratory, and evaluate students based on practical execution, application of concepts, output generation, problem-solving ability, and viva-voce.
- **This 30:20 split in the university examination ensures that practical competency is formally assessed** rather than restricting practical work only to internal assessment. It is particularly suitable for emerging technology courses such as Analytics, FinTech, Blockchain, Digital Payments etc.

4. For other Open/Departmental Courses such as Social Awareness Program, Agri Business Management,

Environmental Management and sustainability, Indian Ethos and Values in Management

- One CES, preferably CES-2 should be field-based project involving **primary data collection** through surveys, interviews, observations, or other appropriate research methods.
- The project should emphasize **experiential learning, real-world problem-solving, and direct stakeholder interaction**.
- To ensure authenticity and minimize reliance on AI-generated content, students shall be required to submit evidence of fieldwork (wherever applicable) and appear for a **Viva Voce examination** to demonstrate their understanding, methodology, analysis, and individual contribution to the project.

Template for Mid Term Internal Examinations (Month & year)

Course: **Semester:**
Subject: **Course Code:**
Max. Marks: 40 **Max. Time: 2:00 hrs.**

Instructions:

Use of unfair means will lead to cancellation of paper followed by disciplinary action. Attempt any **two questions from section-I** and Attempt **any three questions from section-II.**

Section-I (Conceptual Understanding and Practical/Application oriented) **Answer in 300 words.** **Each question carries 05 marks.**			**10 Marks**
Questions	**Marks**	**CO**	**BL**
Q.1 **a)** **b)**	**5 Marks**		**Remember**
Q.2 **a)** **b)**	**5 Marks**		**Understand**
Q.3 **a)** **b)**	**5 Marks**		**Apply**
Section-II (Analytical / Case Study type Question to test analytical and Comprehensive Skills) **Answer in 600 words.** **Attempt any 3 questions. Each question carries 10 marks**			**30 Marks**
Q.4 **a)** **b)**	**10 Marks**		**Apply**
Q.5 **a)** **b)**	**10 Marks**		**Analyze**
Q.6 **a)** **b)**	**10 Marks**		**Evaluate**
Q.7 **a)** **b)**	**10 Marks**		**Evaluate/Create**

- For courses having a laboratory component, Section-I shall comprise the theoretical questions and Section-II shall comprise the practical questions. The examination shall be conducted in the laboratory.

- Paper setters must clearly indicate the marks allotted to each sub-part of a question.
- The marks assigned to sub-parts need not necessarily be of equal weightage and should be explicitly mentioned against each part.
- in the case of certain Application-based, Analytical, Case-based, Problem-solving, or Decision-making questions, a single comprehensive question may be framed without sub-parts.

Template for CES Question Paper for BBA 1st Year

CES-1

Class with Section: **Date:**

Subject: **Subject Faculty:**

Duration: 40 Min **Max Marks: 20**

Section I (Compulsory) ***5 Marks***

Q.1 This question should be based on ***Remember & Understand***

Section II ***(Attempt any one) 5 Marks***

Q.2 This question should be based on ***Apply***

Q.3 This question should be based on ***Apply***

Section III ***(Attempt any one) 10 Marks***

Q.4 This question should be based on ***Analyze***

Q.5 This question should be based on ***Analyze***

CES-2

Class with Section: **Date:**

Subject: **Subject Faculty:**

Duration: 40 Min **Max Marks: 20**

Section I (Compulsory) ***5 Marks***

Q.1 This question should be based on **Understand.**

Section II ***(Attempt any one) 5 Marks***

Q.2 This question should be based on **Apply** ***/Analyze***

Q.3 This question should be based on **Apply** ***/Analyze***

Section III ***(Attempt any one) 10 Marks***

Q.4 This question should be based on ***Evaluate/Create***

Q.5 This question should be based on ***Evaluate/Create***

Template for CES Question Paper for BBA 2nd & 3rd Year

CES-1

Class with Section: **Date:**

Subject: **Subject Faculty:**

Duration: 40 Min **Max Marks: 20**

Section I (Compulsory) ***5 Marks***

Q.1 This question should be based on ***Remember & Understand***

Section II ***(Attempt any one) 5 Marks***

Q.2 This question should be based on ***Apply***

Q.3 This question should be based on ***Apply***

Section III ***(Attempt any one) 10 Marks***

Q.4 This question should be based on ***Analyze***

Q.5 This question should be based on ***Analyze***

CES-2

Class with Section: **Date:**

Subject: **Subject Faculty:**

Duration: 40 Min **Max Marks: 20**

Section I (Compulsory) ***5 Marks***

Q.1 This question should be based on ***Apply***

Section II ***(Attempt any one) 5 Marks***

Q.2 This question should be based on ***Analyze***

Q.3 This question should be based on ***Analyze***

Section III ***(Attempt any one) 10 Marks***

Q.4 This question should be based on ***Evaluate/Create***

Q.5 This question should be based on ***Evaluate/Create***

Instructions for Faculty

- CES–I should be conducted after completion of approximately 30–40 % of the syllabus, covering at least 2–3 units.
- CES–2 should be conducted after completion of approximately 70–80 % of the syllabus, covering at least 4–5 units.
- The marking scheme for sub parts should be clearly indicated.
- The assessment should comprehensively cover all topics taught up to that stage and should not be limited to only one or two topics.
- The CES should be designed appropriately to justify the prescribed duration of 40 minutes.
- Use of mobile phones and other unauthorized electronic devices during the CES shall be strictly prohibited.
- Faculty members should prepare a minimum of 2–3 sets of question papers/activities for each CES to ensure fairness and maintain academic integrity.
- It must be duly approved by HOD/Director

XVI. List of Courses requiring Computer Lab

The following courses are recommended to have a computer laboratory component, incorporating software-based assignments and practical examinations. These courses involve the use of databases, data analytics and visualization tools, business intelligence platforms, ERP systems, project management software, simulation packages, and other specialized applications essential for developing industry-relevant competencies.

Core and Open Courses

S. No.	Semester	Course Code	Course	Lab Requirement
1.	I	BBA107	Digital Marketing	✓Yes
2.	II	BBA202	Business Statistics	✓Yes
3.		BBA206	Management Information Systems and Technology for Business	✓Yes
4.		BBA207B	Social Media Management	✓Yes
5.		BBA207C	Cyber Security (MOOC)	✓Yes
6.		BBA207M	Digital Marketing	✓Yes
7.	III	BBA302	Business Research Methodology	✓Yes
8.		BBA306	Data Analysis using Excel	✓Yes
9.		BBA307	Generative AI for Business	✓Yes
10.		BBA308A	SQL for Business Analytics	✓Yes
11.		BBA308L	Digital Marketing	✓Yes
12.	IV	BBA402	Artificial Intelligence for Business	✓Yes
13.		BBA404	Introduction to Business Analytics	✓Yes
14.		BBA408A	Financial Modelling	✓Yes
15.		BBA408C	Data Analytics and Visualization (MOOC)	✓Yes
16.	V	BBA501	Introduction to Operations Research	✓Yes
17.	VIII (H)	BBA801(H)	Marketing Research and Analytics	✓Yes
18.	VIII (R)	BBA801(R)	Qualitative Data Analysis (Using NVivo)	✓Yes
19.		BBA802(R)	Quantitative Data Analysis (Using SPSS)	✓Yes
19		BBA803(R)	Multivariate Analysis	✓Yes

20		BBA804(R)	Dissertation Work (analysis using software)	✓Yes

[Refer Notification 1304 of University]

XVII. Specialization:

BBA Three Year Degree Program / BBA (Hons.) Four Year Degree Program 2026 offers **Dual Specialization** to the students in the third year of both the programs. The students are required to select **Two Specializations** from the list provided on the next page;

Prerequisite for offering a Specialization

- There must be minimum ***10 (Ten) students*** for a particular specialization.

List of Specializations: Specialization may be chosen from the following list;

Electives Courses

S.No.	Elective Area	SEM	Code.	Name of the Course	Lab Requirement
1	**Marketing Management**	VI	MK 04	Customer Relationship Management	✓Yes
2		VIII	MK 06	E-commerce & Online Marketing	✓Yes
3	**Financial Management**	VII	FM05	Financial Derivatives and Risk management	✓Yes
4	**Human Resource Management**	VIII	HR06	People Analytics for Business Strategy	✓Yes
5	**Production and Operations Management**	VI	PM03	Inventory and Warehouse management	✓Yes
6		VIII	PM06	Operations Analytics	✓Yes
7	**Information Technology Management**	V	IT01	System Analysis & Design	✓Yes
8			IT02	Enterprise Business Applications	✓Yes
9		VI	IT03	RDBMS with Oracle	✓Yes
10			IT04	Cyber Security Management	✓Yes
11		VII	IT05	IT Infrastructure Management	✓Yes
12		VIII	IT06	Information System Security & Audit	✓Yes

S.No.	Elective Area	SEM	Code.	Name of the Course	Lab Requirement
13	**Retail Management**	VII	R05	Customer Relationship Management (CRM) in Retail	✓Yes
14		VIII	R06	Retail Analytics	✓Yes
15	**Project Management**	VIII	PR 06	Agile and Scrum Methodologies	✓Yes
16	**Business Analytics Management**	V	BA 01	Multivariate Statistics	✓Yes
17			BA 02	Marketing Analytics	✓Yes
18		VI	BA 03	Big Data Applications	✓Yes
19			BA 04	Financial Analytics	✓Yes
20		VII	BA 05	Machine Learning for Business	✓Yes
21		VIII	BA 06	Web and Social Media analytics	✓Yes
22	**Event Management**	VI	EM 04	Event technology and Digital Platforms	✓Yes
23	**Healthcare and Hospital Management**		HCM-04	Medical Records and Health Information Systems	✓Yes
24	**Healthcare Technology**	V	HTM-01	Health Information System	✓Yes
25		VI	HTM-03	Healthcare Data Analytics	✓Yes
26			HTM-04	Telemedicine & Healthcare Technology	✓Yes
27		VII	HTM-05	Mobile Health Applications (mHealth)	✓Yes
28	**Fintech**	VII	FT-05	Digital Lending & Credit Analytics	✓Yes
29		VIII	FT-06	Financial Analytics and Blockchain in Fintech	✓Yes

Note:

Department of Management, Kharghar Campus has introduced some courses in lieu of some existing courses. All these courses are marked in **blue.** However, currently IMED has not added those courses. Students of IMED may reach out to the Director, IMED.

IMED may introduce courses in lieu of other existing courses **without disturbing the structure and the credit** which may be core or elective.

Bharati Vidyapeeth

(Deemed to be University)

Faculty of Management Studies

BBA I Year

BBA Semester I

Programme: BBA CBCS Syllabus (Academic Year 2026–2027)			
Semester	**Course Code**	**Course Title**	
I	**BBA 101**	**Principles of Management**	
Type of Course	**Credits**	**Evaluation**	**Marks**
Foundation core course	**03**	**IA: UE**	**50:50**

Course Objectives:

1. To provide foundational knowledge of management concepts, principles, and functions essential for business organizations.
2. To explain the planning, organizing, staffing, leadership, and controlling functions required for effective managerial decision-making.
3. To enhance analytical and problem-solving abilities through the application of management principles in organizational contexts.
4. To foster ethical values, sustainability awareness, and responsible managerial behavior.
5. To introduce students to contemporary management practices including digital transformation, innovation, entrepreneurship, and AI-enabled business management.

Course Outcomes:

After completing the course, the students shall be able to
CO1: Explain management concepts, functions, and evolution of management thought
CO2: Apply planning and decision-making techniques to business situations
CO3: Analyze organizational structures, authority relationships, and delegation processes
CO4: Compare leadership theories and leadership styles in organizational settings.
CO5: Apply control techniques, performance evaluation methods, digital management practices and contemporary managerial approaches to improve organizational effectiveness.

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
1 Management & evolution of management thought	The Definition of Management, its nature and purpose Managerial functions at different organizational levels, Managing Science or art, the functions of Managers Evolution of Management thought –	CO1	9	Classroom Teaching, PPT, Case Discussion, **Movie Analysis (Rocket Singh/12 Angry Men)**, Management Timeline Project	Remember, Understand and analyze

	Management thought in antiquity, Frederick, Taylor and Scientific Management, Sources of Taylor and their contribution, Contribution of Fayol, the emergence of Human Relations school, Management in Indian Context; Contemporary Management Perspectives and Business Challenges; AI and Digital Transformation; Sustainability and ESG in Business				
2 Planning and Managerial Decision Making	The nature and Advantages and Disadvantages of Planning, Types of plans, purpose or mission, objectives, process of setting objectives. The nature and purpose of strategies and policies. Steps in planning– Decision making– Decision Making Process and Types Nature and Importance of Planning; Strategic, Tactical and Operational Planning; MBO; Planning Process; Decision Making Models; Bounded	CO2	9	Classroom Teaching + PPT Presentation + **Business Simulation, Decision-Making Exercise, Startup Expansion; Discussing Tata Nano Strategy**	Understanding, Apply and Analyze

	Rationality; Risk Analysis; Scenario Planning; Design Thinking Basics; Business Analytics in Decision Making				
3 Organising and Managing Resources	Formal and informal organization, Process of Organizing, Organization structure – Authority - delegation of functional authority, the nature of decentralization, the determinants of decentralization, Advantages of Delegation, Difference between delegation and decentralization Organizational Culture; Virtual Organizations; Gig Economy; Diversity and Inclusion at Workplace	CO3	9	Classroom Teaching + PPT Presentatio n + Case Studies **Organizational Structure Design Project, Industry Examples like Zomato Growth Structure**	Apply and Analyze
4 Leading and Team Management	Defining leadership, ingredients of leadership, Trait approach to leadership, Behavioral approach to leadership, and different styles of leadership Emotional Intelligence- importance, Motivation Theories –	CO4	9	Classroom Teaching+ PPT Presentatio n + **Leadership Role Plays**, Group Discussion, **Team-Building Exercises; Discusssion on Narayana Murthy & Infosys**	Understand, Apply, Analyze and Evaluate

	Maslow's, theory X and Y; Team Building; Communication for Managers; Conflict Management; Women Leadership; Leadership in Digital Organizations				
5 Controlling Innovation and Future of Management	The basic control process - feed forward control and feedback control, requirements for effective controls, Techniques of controlling Balanced Scorecard; KPI and OKR Framework; Benchmarking; Quality Management; Innovation Management; Entrepreneurship and Intrapreneurship; AI-enabled Performance Management; Future of Work and Management Profession	CO5	9	Classroom Teaching + PPT Presentation + Case Studies **Consulting Mini Project, Local Business Diagnosis, Innovation Challenge, Performance Dashboard Analysis; Discussion on cases like Amul Model for Innovation; Case Study: Google's Objectives and Key Results (OKR) Framework for Performance Management and Strategic Goal Alignment**	Understand, Apply, Analyze and Evaluate

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Book:

Sr. No.	Name of the Author	Title of the Book	Year/ Edition	Publisher Company

1	Heinz Weihrich &Harold Koontz	Principles and Practice of Management	16th Edition, 2020	McGraw-Hill

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year/ Edition	Publisher Company
1	Prasad L.M	Principles and Practice of Management	10th Edition, 2023	Sultan Chand & Sons.
2	Stephen P Robbins, David A Decanzo	Fundamentals of Management,	11th Edition, 2022	Pearson Education
3	Kaul, Vijay Kumar	Principles and Practice of Management	2nd Edition, 2017	Vikas Publishing House
4	Ricky W. Griffin	Management	14th Edition, 2024	Cengage Learning
5	John R. Schermerhorn Jr.	Management	15th Edition, 2022	Wiley India
6.	Tripathi, P.C. & Reddy, P.N.	Principles of Management	7th Edition, 2022	McGraw Hill Education (India) Pvt. Ltd

Online Resources:

Sr. No.	Resources	Web site address
1	NPTEL – Principles of Management	https://nptel.ac.in
2	SWAYAM	https://swayam.gov.in
3	Harvard Business Review	https://hbr.org
4	MIT OpenCourseWare	https://ocw.mit.edu
5	Management Study Guide	https://www.managementstudyguide.com

MOOCs:

Sr. No.	Platform	Course
1.	NPTEL	Principles of Management
2.	SWAYAM	Management Concepts
3.	Coursera	Introduction to Management
4.	edX	Foundations of Business Management

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5

Continuous Evaluation Scheme I (CES-I)	✓	✓	-	-	-
Continuous Evaluation Scheme II (CES-II)	-	✓	✓	-	-
Mid-Term Examination	✓	✓	✓	✓	-
Class Participation & Attendance	✓	✓	✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓
Total					

*Note:

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	–	1	–	–	1	–
CO2	**3**	**3**	2	1	–	2	–	–
CO3	2	**3**	**3**	–	1	**3**	–	1
CO4	2	2	**3**	–	1	**3**	1	–
CO5	2	**3**	1	**3**	**3**	2	2	2

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme:

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20

Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	**50**
B. University Examination (50 Marks)	
Component	**Marks**
End Semester Theory Examination	50
Total	**50**

Semester	Course Code	Course Title	
I	**BBA 102**	**Business Communication**	
Type	**Credits**	**Evaluation**	**Marks**
Foundation Core Course	3	**IA: UE**	**50:50**

Course Objectives:

1. Develop effective written, oral, interpersonal, and digital communication skills for professional environments.
2. Enhance presentation, negotiation, listening, and teamwork abilities required in business organizations.
3. Foster professional etiquette, cross-cultural communication, and ethical communication practices.
4. Enable students to prepare business correspondence, reports, proposals, resumes, and professional documents.
5. Develop confidence in using digital communication platforms and emerging communication technologies.

Course Outcomes:

CO1: Explain principles, processes, and barriers of business communication.
CO2: Demonstrate effective oral, listening, negotiation, and interpersonal communication skills.
CO3: Deliver professional presentations and participate effectively in group discussions and team interactions.
CO4: Prepare business correspondence, reports, proposals, and professional documents.
CO5: Utilize digital tools and overcome communication barriers

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
1 **Basic fundamentals of communication & Communication in Digital, Hybrid and Remote Work Environments**	Understanding business communication: its global significance, evolution and current landscape. Process, types (verbal/non-verbal), barriers, and organizational networks. learn to explore interpersonal dynamics. Feedback and its importance. Characteristics of digital communication, Communication challenges in	CO1	9	Lectures, Discussions **Activity:** Students conduct a virtual meeting simulation and identify communication barriers.	Understand, Apply.

	remote workplaces, Virtual collaboration and team communication				
2 **Oral Communication Skills - Group Discussion, Interview Skills and Elevator Pitch**	**Group Discussion (GD)** • Types of GDs • GD evaluation parameters • Leadership in GDs • Consensus building **Personal Interview Skills** • HR interviews • Behavioral interviews • Situational questions • STAR technique **Elevator Pitch** • Meaning • Structure • Professional introduction Personal branding	CO1, CO3	9	**Experiential Activities: Mock GD** Students participate in recruiter-style GD. **Mock Interview** Panel interview simulation. **Elevator Pitch Challenge** 60-second professional introduction.	Analyze, Evaluate
3 **Written Communication - Collaborative Writing Platforms**	Understand and apply principles of clear business writing - Minutes of meeting, memorandum, Business letters, emails, reports, event reports, technical reports. circulars. Executive Summary Writing **Technology-Enabled Business Writing** - Collaborative document preparation using Google Docs and Microsoft 365.	CO2	9	Suggested Activity: Prepare a business report collaboratively using Google Workspace.	Apply, Create.
4	**Business Etiquette** • Meeting	CO4	9	Guest lectures, Workplace	Analyze, Evaluate

Professional Skills- Workplace etiquette, Professional conduct, Business courtesy	etiquette • Telephone etiquette • Email etiquette **Personal Grooming and Professional Image** • Appearance • Professional behavior • First impressions **Personal Branding** • Building professional identity **Cross-Cultural Professional Behaviour** • Cultural sensitivity • Global workplace communicat ion **Non-Verbal Communication** • Kinesics • Proxemics Haptics			Etiquette Role Play	
5 **Advanced Applications (LinkedIn, Virtual Meetings and Professional Networking) & Effective team communication using leadership skills and group dynamics**	CV writing, **LinkedIn and Professional Networking** • LinkedIn profile creation • Building professional networks • Personal branding online **Virtual Meeting Management** • Zoom etiquette • Teams etiquette • Online	CO3, CO4, CO5	9	**Suggested Activities: LinkedIn Profile Development** Students create professional LinkedIn profiles. **Virtual Meeting Simulation** Students conduct a business meeting through Teams/Zoom.	Apply, Evaluate & Create

	presentations • Data Storytelling and Visual Business Communication **Social Media and Professional Communication** • Responsible online communication Understand the importance of leadership messaging, motivational strategies and communication during organizational changes, explore interpersonal dynamics from conflict managementin teams to collaborative communication in business				

Suggested Activity: Students shall prepare a portfolio comprising: Resume/CV, Cover Letter, Business Email, Meeting Minutes, Presentation Slides, LinkedIn Profile Summary Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	Herta A. Murphy	Effective Business Communication	2023 (9th Edition)	McGraw-Hill Education
2	Seema Gupta	Professional Communication Skills	2024 (2nd Edition).	Excel Books

Reference Books:

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company

1	Mary Ellen Guffey	Business Communication: Process and Product	2024 (10th Edition)	Cengage Learning
2	Courtland L. Bovee	Business Communication Today	2025 (16th Edition)	Pearson

Online Resources:

Online Resources No.	Web site address
1	**https://www.upgrad.com/free-courses/mba-and management/free-business-communication-course-masterclass/**
2	https://www.coursera.org/learn/wharton-communication-skills

MOOCs: *(Mention Resources preferably from Swayam/ NEPTEL atleast of 6-12 weeks)

Resources No.	Web site address
1	NPTEL/SWAYAM courses on Business Communication
2	https://onlinecourses.swayam2.ac.in/imb25_mg05/preview
3	https://onlinecourses.swayam2.ac.in/imb24_mg54/preview

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5
Continuous Evaluation Scheme I (CES-I)	✓	✓	-	-	-
Continuous Evaluation Scheme II (CES-II)	-	✓	✓	-	-
Mid-Term Examination	✓	✓	✓	✓	-
Class Participation & Attendance	✓	✓	✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓
Total					

*Note:

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	**3**	–	1	–	2	–
CO2	1	2	**3**	1	2	**3**	2	–
CO3	1	2	**3**	1	1	**3**	2	1
CO4	2	1	**3**	**3**	1	–	1	1
CO5	1	2	**3**	**3**	1	1	2	2

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme:

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	**50**

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	**50**

Semester	Course Code	Course Title	
I	**BBA 103**	**Financial Accounting: Concepts and Practices**	
Type	**Credits**	**Evaluation**	**Marks**
Foundation Core Course	3	**IA: UE**	**50:50**

Course Objectives:

1. To impart knowledge about fundamentals of Financial Accounting and the conceptual framework of GAAP.
2. To orient students to the mechanics of the accounting cycle, including journalizing, ledger posting, and trial balance.
3. To enable students to prepare financial statements of a sole proprietor with adjustments.
4. To understand and apply methods of depreciation and their impact on financial reporting.
5. To introduce the integration of Technology and Ethics in modern accounting practices.

Course Outcomes:

CO1: Demonstrate an understanding of accounting principles, concepts, and conventions (GAAP).
CO2: Execute the accounting process from recording transactions to preparing a Trial Balance.
CO3: Analyze and calculate depreciation using Straight Line and Written Down Value methods.
CO4: Prepare Final Accounts (Trading, P&L, and Balance Sheet) for a sole proprietorship.
CO5: Evaluate the role of accounting software and ethical frameworks in business reporting.

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1	**Introduction to Financial Accounting:** Definition, Scope, and Users. Generally Accepted Accounting Principles (GAAP). International Financial Reporting Standards (IFRS), Introduction to Accounting Standards and Ind-AS Framework. Overview, Role of Accounting in Business Decision Making, Introduction to ESG Reporting (Awareness Level)	CO1	7	Identify accounting information needs of: • Owner • Investor • Bank • Government	Remember & Understand
Unit 2	**Journal & Subsidiary Books:** Double Entry System, Rules of Debit/Credit. Preparation	CO2, CO4	8	Practical Problems, Role Play: Recording	Understand & Apply

	of Journal. Cash Book, Purchase Book, and Sales Book.			daily business transactions.	
Unit 3	**Ledger, Trial Balance and Final Accounts:** Ledger - Trial Balance, Errors disclosed by Trial Balance, Errors not disclosed by Trial Balance, Trading Account, Profit & Loss Account, Balance Sheet, Adjustments.	CO2	7	Problem Sheets, Case Study on identifying recording errors. Activity: Students should be able to prepare accounts using Excel	Understand & Apply
Unit 4	**Depreciation Accounting:** Meaning, Causes, and Need. Methods: Straight Line (SLM) & Written Down Value (WDV). Accounting treatment for asset disposal.	CO3	8	Numerical Practice, Comparison of tax impacts across methods.	Understand, Apply & Analyze
Unit 5	**Modern Accounting Trends:** Computerized Accounting (Tally/ERP), Cloud Accounting. Impact of AI on auditing. Introduction to Environmental/Green Accounting.	CO5	5	Guest Lecture/Demo, Research on Digital Accounting Tools.	Understand & Evaluate

3 Credits = 45 Lectures; 2 Credits = 30 Lectures

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises

Text Books:

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	S.N. Maheshwari, S.K. Maheshwari & Sharad K. Maheshwari	Financial Accounting for BBA	2020, 1st Edition	Vikas Publishing House
2	M.C. Shukla, T.S. Grewal & S.C. Gupta	Advanced Accounts	2019, 19th Edition	S. Chand Publishing

Reference Books:

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	P.C. Tulsian	Financial Accounting	2023, Revised Edition	S. Chand Publishing
2	Ashok Sehgal & Deepak Sehgal	Financial Accounting	2021, 6th Edition	Taxmann Publications
3	R. Narayanaswamy	Financial Accounting: A Managerial Perspective	2022, 7th Edition	PHI Learning

Online Resources:

Online Resources No.	Web site address
1	**ICAI Resources:** www.icai.org
2	**IFRS Foundation:** https://www.ifrs.org/

MOOCs: *(Mention Resources preferably from Swayam/ NEPTEL atleast of 6-12 weeks)

Resources No.	Web site address
1	https://onlinecourses.nptel.ac.in/noc23_mg102/preview
2	https://onlinecourses.swayam2.ac.in/e-learning/preview/cec23_mg16
3	https://onlinecourses.swayam2.ac.in/e-learning/preview/imb23_mg50

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5
Continuous Evaluation Scheme I (CES-I)	✓	✓	-	-	-
Continuous Evaluation Scheme II (CES-II)	-	✓	✓	-	-
Mid-Term Examination	✓	✓	✓	✓	-
Class Participation & Attendance	✓	✓	✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓
Total					

*Note:

1. CES-I and CES-II should preferably be conducted through in-class application-oriented

assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.

2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	**3**	2	–	–	1	–	**2**	–
CO2	**3**	**3**	–	1	–	–	**1**	–
CO3	2	**3**	–	1	–	–	–	–
CO4	**3**	**3**	1	1	1	–	**2**	–
CO5	2	2	–	**3**	**3**	**1**	**2**	2

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme:

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	**50**

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	**50**

Semester	Course Code	Course Title	
I	**BBA 104**	**Business Mathematics**	
Type	**Credits**	**Evaluation**	**Marks**
Foundation Core Course	3	**IA: UE**	**50:50**

Course Objectives:

The course aims to develop quantitative reasoning, analytical thinking, and problem-solving skills required in modern business environments. The syllabus integrates traditional business mathematics with contemporary quantitative techniques used in management, finance, operations, analytics, and decision-making. The course focuses on practical applications, interpretation of results, and managerial relevance through business-oriented examples.

Course Outcomes:

CO1: Apply commercial arithmetic concepts to solve business and financial problems.
CO2: Evaluate investment and financing decisions using financial mathematics techniques.
CO3: Use matrices and quantitative techniques for solving business problems.
CO4: Apply progressions and functions in business forecasting and growth analysis.
CO5: Apply permutation and combination techniques in analytical and managerial contexts.

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1:	**Commercial Arithmetic and Business Calculations**: Ratio and Proportion, Percentage, Partnership, Profit and Loss, Discount, Mark-up and Mark-down Pricing, GST and Business Applications- Break-even Analysis (Basic Concept)	CO1	8	Lectures, Numerical Problem Solving, Classroom Discussions; Activity: Compare pricing and discount strategies of two retail brands.	Understand, Apply
Unit 2:	**Financial Mathematics and Personal Finance**: Simple Interest, Compound Interest, Time Value of Money, Annuities (Immediate and Due), Perpetuity, EMI and Loan Calculations.	CO2	10	Lectures, Numerical Problem Solving, Classroom Discussions Activity: Excel PMT Function, EMI Calculators	Apply, Analyze
Unit 3:	**Matrices and Business Data Analysis**:	CO3	10	Lectures, Practical Exercises,	Apply, Analyze

	Introduction to Matrices, Types of Matrices, Matrix Operations, Determinants (Basic Concepts and Simple Calculations), Inverse of Matrix (Basic Applications), Solution of Simultaneous Linear Equations, Applications of Matrices in Business Decision-Making and Data Analysis			Tutorials, Activity: **Matrix Applications in:** • Multi-product sales analysis	
Unit 4:	**Business Functions, Progressions and Growth Models -** Arithmetic Progression, Geometric Progression, Introduction to Functions -Revenue, Cost and Profit Functions, Exponential Functions, Logarithmic Functions, Business Growth Models	CO4	6	Lectures, Problem Solving, Assignments	Understand, Apply, Analyze
Unit 5:	**Counting Techniques and Decision-Making Applications**: Permutations, Combinations, Probability-based Business Scenarios (Introductory), Business Applications in Decision Making	CO5	6	Lectures, Numerical Problem Solving, Classroom Discussions	Understand, Apply

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books/ Reference Books:

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	D.C. Sancheti & V.K. Kapoor	Business Mathematics	2023	Sultan Chand & Sons

2	R.S. Bhardwaj	Mathemnatics for Economic and Business	2006	Excel Books
	R.S. Aggarwal	Quantitative Aptitude	2017	S. Chand
	R. Gopal	Arithmetic and Quantitative Aptitude for Competitive Exams	2009	Sura Books

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1				
2				

Online Resources:

Online Resources No.	Web site address
1	https://www.khanacademy.org
2	https://ocw.mit.edu

MOOCs: *(Mention Resources preferably from Swayam/ NEPTEL atleast of 6-12 weeks)

Resources No.	Web site address
1	https://onlinecourses.nptel.ac.in
2	https://swayam.gov.in
3	https://www.coursera.org

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5
Continuous Evaluation Scheme I (CES-I)	✓	✓	-	-	-
Continuous Evaluation Scheme II (CES-II)	-	✓	✓	-	-
Mid-Term Examination	✓	✓	✓	✓	-
Class Participation & Attendance	✓	✓	✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓

Total					

*Note:

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	**3**	**3**	1	1	–	–	1	–
CO2	**3**	**3**	1	**2**	1	**2**	2	1
CO3	2	**3**	1	**3**	–	1	1	**2**
CO4	2	**3**	1	**2**	1	**2**	**2**	1
CO5	2	**3**	1	2	–	1	1	**2**

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme:

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	**50**

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	**50**

Semester	Course Code	Course Title	
I	BBA 105A	Micro Economics	
Type	**Credits**	**Evaluation**	**Marks**
Foundation Core Course	3	**IA: UE**	**50:50**

Course Objectives:

1. Develop a strong understanding of fundamental economic principles and their application in managerial decision-making.
2. Equip students with analytical tools for demand, supply, and elasticity analysis.
3. Enhance the understanding of production, cost, and revenue behavior in firms.
4. Provide insights into pricing strategies under different market structures.
5. Develop decision-making ability under risk, uncertainty, and changing market conditions.
6. Enable application of economic concepts to solve real business problems.

Course Outcomes:

CO1: Explain fundamental concepts of microeconomics and their relevance to business decision-making.
CO2: Apply demand and supply analysis to real-world business situations.
CO3: Analyze production and cost functions to optimize resource allocation.
CO4: Evaluate pricing strategies under different market structures.
CO5: Apply algebraic and quantitative techniques in analytical and managerial contexts

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
1 Introduction to Micro Economics	Microeconomics- Meaning, Nature and Scope, Importance of micro economics in Business Decision Making, Difference between Micro and Macro Economics, Production Possibility Curve, Opportunity Cost, Market	CO1	9	General Discussion, Case1: Canadian make a choice Case2: The Cost of Great Depression Case: Scarcity, Choice, Opportunity Cost in Health Sector.	Understanding

	Forces: Demand and Supply				
2 **Theory of Consumer Behaviour (Utility Analysis) and Demand Analysis**	Concept of Utility, Cardinal & Ordinal Utility, Law of Diminishing Marginal Utility, Consumer Equilibrium, Indifference curve, Consumer and Production Surplus. Demand Analysis: Concept of demand; Law of demand; Factors affecting demand; Exceptions to law of demand; Elasticity of demand (Price, Income, Cross), Demand Forecasting (Introductory Level)	CO2	7	Case 1: Law of diminishing marginal utility in Indian IT sector Lecture with PPTs, Case discussion Case 1: Power Crisis is here to stay Case 2: Demand Curve Case: Elasticity of Demand in Higher Education Case: Income Elasticity of Demand: Analysis of Nestle Explaining concept of Price Elasticity with examples like Uber surge Price	Understanding, Apply
3 **Theory of Supply**	Concept of Supply, Factors affecting supply, Law of supply, Exceptions of law of supply; Elasticity of Supply	CO2, CO3	5		Apply, Analyze
4 **Theory of Cost, Production and Revenue**	Theory of Cost Analysis- Types of Cost, Fixed and Variable, Opportunity Cost, Accounting	CO3, CO 4	10	Case: Using Cost of Production for Decision Making Case 1: McDonald's Expansion Classroom discussion	Analyze, Evaluate

	and Economic Cost, Total Cost, Marginal Cost, Average Cost, Implicit & Explicit Cost, Real and Money Cost, Incremental Cost, Short run and long run Cost, Theory of Production- Production function, Law of Variable proportions, Law of Returns to Scale, Economies and diseconomies of scale, Concept of Revenue, Average Revenue, Total and Marginal Revenue.			illustrating formula& graphs in Whiteboard with examples	
5 **Market Analysis**	Features of Markets, Pure, Perfect, Monopoly, Duopoly, Oligopoly, Monopolistic competition Equilibrium of firm and industry under perfect competition, Price	CO4, CO5	7	Classroom discussion illustrating formula & graphs in Whiteboard with examples Case: Market Sensitivity towards non-economic happenings Lecture with PPTs, Case discussion	Evaluate, Create

	determination under monopoly, Concept of Price discrimination and Product differentiation, Degrees of Price discrimination. Price and output determination under monopolistic competition				

3 Credits = 45 Lectures; 2 Credits = 30 Lectures

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	H L Ahuja	Managerial Economics	9th Edition (Updated reprints up to 2022)	S. Chand
2	D. Salvatore	Managerial Economics	9th Edition (Oxford, 2018 / Indian adaptation ~2020)	Oxford

Reference Books:

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	D N Dwivedi	Micro economics-Theory and Practices	4th Edition (2022/2023)	Vikas publication
2	G S Gupta	Managerial Economics	2014–2017 (2nd Edition / updates)	McGraw Hill
3	A Koutsoyiannis	Micro-Economics	Bloomsbury India, 2023	Mac Millan

Online Resources:	
Online Resources No.	**Web site address**
1	www.rbi.org.in
2	www.economicshelp.org
3	www.federalreserve.gov
4	www.economist.com
5	www.bbc.com
6	International Journal of Economic policy in Emerging Economieshttps://www.inderscience.com/jhome.php?jcode=ijepee
MOOCs: *(Mention Resources preferably from Swayam/ NEPTEL atleast of 6-12 weeks)	
Resources No.	**Web site address**
1	Swayam –IIT https://swayam.gov.in/nd1_noc20_mg20/preview
2	Swayam –IIM https://swayam.gov.in/nd2_imb19_mg16/preview
3	EDX –IIM https://www.edx.org/course/introduction-to-managerial-economics-2
4	Coursera https://www.coursera.org/specializations/managerial-economics- business- analysis

Assessment Mapping

Component	**CO1**	**CO2**	**CO3**	**CO4**	**CO5**
Continuous Evaluation Scheme I (CES-I)	✓	✓	-	-	-
Continuous Evaluation Scheme II (CES-II)	-	✓	✓	-	-
Mid-Term Examination	✓	✓	✓	✓	-
Class Participation & Attendance	✓	✓	✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓
Total					

*Note:
1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be

supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	**3**	2	1	–	1	–	**2**	–
CO2	**3**	**3**	1	1	1	1	**2**	1
CO3	2	**3**	1	1	**2**	**2**	1	1
CO4	**3**	**3**	1	1	**2**	**2**	**3**	1
CO5	2	**3**	1	**2**	–	1	1	**2**

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme:

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	**50**

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	**50**

Semester	Course Code	Course Title	
I	BBA 106	Environmental Studies	
Type	**Credits**	**Evaluation**	**Marks**
Foundation Course / Ability Enhancement Course	4	**IA: UE**	**50:50**

Course Objectives:

1. Develop environmental awareness and understanding of sustainability concepts among BBA students.
2. Explain the interrelationship between environment, business, society, and sustainable development.
3. Familiarize students with ecosystems, biodiversity, pollution control, and environmental legislation.
4. Encourage responsible managerial practices through CSR and green management initiatives.
5. Promote field-based learning and practical exposure to environmental issues and solutions.
6. Build ethical and socially responsible business perspectives towards environmental conservation.

Course Outcomes:

CO1: Explain the multidisciplinary nature and significance of environmental studies.
CO2: Analyze natural resources, ecosystems, and sustainable utilization practices.
CO3: Evaluate biodiversity conservation methods and environmental pollution issues.
CO4: Interpret environmental legislation and sustainable development practices.
CO5: Assess environmental, social, and ethical issues and apply environmental knowledge through fieldwork, CO6: CSR activities, and green management practices to promote sustainable development.

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
1 Multidisciplinary Nature of Environmental Studies	Definition, scope, importance of environmental studies, need for public awareness.	CO1	4	1. Lectures with PPTs 2. Group Discussion on environmental issues 3. Poster Making Activity on "Save Environment"	Understand
2 Natural Resources	Renewable and non-renewable resources; forest resources, water resources, mineral resources, food resources, energy	CO1, CO2	10	1. Case Study Analysis on deforestation and dams 2. Water Audit Activity 3. Debate on	Analyze

	resources, land resources; conservation and sustainable lifestyles.			Renewable vs Non-renewable Energy	
3 Ecosystems	Ecosystem concept, structure and functions, producers, consumers, decomposers, food chains, ecological pyramids, ecological succession, forest, grassland, desert and aquatic ecosystems.	CO2	8	1. Ecosystem Observation Visit 2. Preparation of Food Web Charts 3. Group Presentation on Ecosystem Types	Understand & Analyze
4 Biodiversity and Conservation	Biodiversity definition and levels, biogeographical classification of India, biodiversity values, hotspots, threats, endangered species, conservation methods.	CO3	8	1. Biodiversity Mapping Activity 2. Documentary Screening and Review 3. Seminar on Endangered Species of India	Evaluate
5 Environmental Pollution and Disaster Management	Air, water, soil, marine, noise, thermal pollution, nuclear hazards, solid waste management, disaster management.	CO3, CO4	8	1. Waste Segregation Activity 2. Visit to Recycling/Waste Management Unit 3. Disaster Preparedness Mock Drill	Analyze & Evaluate
6 Social Issues and Environment	Sustainable development, urban energy problems, rainwater harvesting, rehabilitation, environmental ethics, climate change, environmental laws and public awareness.	CO4	7	1. Rainwater Harvesting Model Preparation 2. Case Analysis on Climate Change 3. Group Discussion on Environmental Laws and CSR Practices	Analyze

7 **Human Population and Environment**	Population growth, family welfare, environmental health, human rights, value education, HIV/AIDS, women and child welfare, IT in environment and health.	CO5	7	1. Awareness Campaign Design 2. Survey on Environmental Health Issues 3. Presentation on IT Applications in Environmental Management	Apply
8 **Field Work / Project Work**	Research-based project work on environmental studies and CSR in green management practices; study visits to ecosystems and polluted sites.	CO6	8	1. Field Visit and Report Writing 2. CSR-based Green Initiative Project 3. Media Literacy Project on Environmental Awareness	Apply & Create

4 Credits = 60 Lectures; 3 Credits = 45 Lectures; 2 Credits = 30 Lectures

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	Cunningham & Cunningham	Principles of Environmental Science	Latest Edition	McGraw Hill Education
2	Odum Eugene P.	Fundamentals of Ecology	Latest Edition	Cengage Learning
3	M. Anji Reddy	Textbook of Environmental Science and Technology	Latest Edition	BS Publications
4	A.K. De	Environmental Chemistry	Latest Edition	New Age International Publishers
5	Gilbert M. Masters	Introduction to Environmental Engineering and Science	Latest Edition	Pearson Education

Reference Books:

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company

1	Erach Bharucha	Textbook of Environmental Studies	Latest Edition	Universities Press
2	Anubha Kaushik & C.P. Kaushik	Environmental Studies	Latest Edition	New Age International
3	R. Rajagopalan	Environmental Studies	Latest Edition	Oxford University Press
4	Benny Joseph	Environmental Studies	Latest Edition	Tata McGraw Hill
5	P.D. Sharma	Ecology and Environment	Latest Edition	Rastogi Publications

Online Resources:

Online Resources No.	Resource Name	Website Address	Relevance for BBA Students
1	Ministry of Environment, Forest and Climate Change (MoEFCC)	https://moef.gov.in	Understanding environmental policies, sustainability initiatives and environmental governance in India
2	Central Pollution Control Board (CPCB)	https://cpcb.nic.in	Knowledge of pollution control standards and environmental compliance for industries
3	United Nations Environment Programme (UNEP)	https://www.unep.org	Global sustainability practices, green economy concepts and climate action initiatives
4	TERI – The Energy and Resources Institute	https://www.teriin.org	Research on renewable energy, sustainable business practices and CSR initiatives
5	India Water Portal	https://www.indiawaterportal.org	Water conservation, rainwater harvesting and sustainable resource management
6	Down To Earth Magazine	https://www.downtoearth.org.in	Current environmental issues, business sustainability trends and environmental

			policies
7	SWAYAM	https://www.swayam.gov.in	MOOCs and certification courses related to environmental studies and sustainability
8	NPTEL	https://nptel.ac.in	Online courses on environmental management, sustainability and green technologies
9	UN Sustainable Development Goals (SDGs)	https://sdgs.un.org/goals	Understanding SDGs, sustainable development and responsible business management
10	World Wildlife Fund (WWF)	https://www.worldwildlife.org	Biodiversity conservation and sustainable environmental practices
11	Environmental Protection Agency (EPA)	https://www.epa.gov	International environmental regulations and sustainability management practices
12	National Geographic Environment	https://www.nationalgeographic.com/environment	Visual and case-based understanding of ecosystems and environmental challenges
13	Greenpeace India	https://www.greenpeace.org/india	Environmental campaigns and awareness regarding sustainability issues
14	Invest India – Sustainable Business	https://www.investindia.gov.in	Green business initiatives, ESG and sustainability-driven investment practices
15	CSRBOX	https://csrbox.org	CSR projects, sustainability reports and green management

			initiatives relevant to business students

These resources are specifically useful for BBA students to understand sustainability, CSR practices, environmental laws, green business strategies, and responsible management practices in the corporate sector.

MOOCs: *(Mention Resources preferably from Swayam/ NEPTEL atleast of 6-12 weeks)

Resources No.	Course Name	Platform	Duration	Course Link
1	Environmental Studies	SWAYAM	12 Weeks	SWAYAM Environmental Studies Course
2	Environmental Science	NPTEL – SWAYAM	12 Weeks	NPTEL Environmental Science Course
3	Environmental Planning and Management	NPTEL – SWAYAM	8 Weeks	Environmental Planning and Management MOOC
4	Ecology and Environment	NPTEL – SWAYAM	8 Weeks	Ecology and Environment Course
5	Environmental Quality Monitoring & Analysis	IIT Madras – NPTEL	12 Weeks	Environmental Quality Monitoring and Analysis
6	Introduction to Environmental Engineering and Science – Fundamental and Sustainability Concepts	IIT Kharagpur – NPTEL	12 Weeks	Introduction to Environmental Engineering and Science
7	Basic Environmental Engineering and Pollution Abatement	IIT Roorkee – NPTEL	12 Weeks	Basic Environmental Engineering and Pollution Abatement
8	Environmental Issues, Challenges and Management	SWAYAM	8 Weeks	Environmental Issues Challenges and Management
9	SWAYAM Official Portal	SWAYAM	Self-paced	SWAYAM Official Website
10	NPTEL Official Course Portal	NPTEL	Self-paced	NPTEL Official Portal

These MOOCs provide additional learning support in sustainability, ecology, environmental management, pollution control, biodiversity, and green business practices relevant for BBA students.

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5
Continuous Evaluation Scheme I (CES-I)	✓	✓	-	-	-
Continuous Evaluation Scheme II (CES-II)	-	✓	✓	-	-
Mid-Term Examination	✓	✓	✓	✓	-
Class Participation & Attendance	✓	✓	✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓
Total					

*Note:

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	1	–	**3**	–	2	1
CO2	2	**3**	1	1	**3**	1	2	2
CO3	2	**3**	1	1	**3**	1	**3**	2
CO4	2	**3**	1	1	**3**	2	**3**	2
CO5	**3**	**3**	**2**	**2**	**3**	**2**	**3**	**3**

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme:

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	**50**
B. University Examination (50 Marks)	
Component	**Marks**
End Semester Theory Examination	50
Total	**50**

Semester	Course Code	Course Title	
I	**107A**	**Indian Knowledge Systems**	
Type	**Credits**	**Evaluation**	**Marks**
Open Elective	2	IA	100

Course Objectives:

1. Introduce students to the foundations, scope, and significance of Indian Knowledge Systems (IKS) and their contribution to global civilization.
2. Familiarize learners with Indian contributions to philosophy, science, mathematics, governance, health, and sustainable living.
3. Develop an understanding of Indian approaches to ethics, leadership, management, and entrepreneurship.
4. Explore the relevance of Indian knowledge traditions in addressing contemporary business, societal, and environmental challenges.
5. Promote values of responsible citizenship, cultural awareness, sustainability, and lifelong learning.

Course Outcomes:

CO1: Explain the fundamental concepts, sources, and significance of Indian Knowledge Systems.
CO2: Describe major Indian contributions to science, mathematics, health, technology, and knowledge traditions.
CO3: Analyze Indian perspectives on ethics, governance, leadership, and management.
CO4: Evaluate the relevance of Indian Knowledge Systems in contemporary business, sustainability, innovation, and societal development.
CO5: Apply selected principles from Indian Knowledge Systems to personal development, leadership, and professional decision-making.

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
1 Foundations of Indian Knowledge Systems	Meaning, scope and significance of Indian Knowledge Systems; Vedas, Upanishads, Itihasas, Puranas and classical knowledge traditions; Indian concept of knowledge and learning; Guru-	6	CO1	Lectures, storytelling pedagogy, multimedia presentations, group discussions, reflective exercises. Activity: 1. Group discussion on the relevance of	Understanding, Remembering

	Shishya tradition; holistic education; Indian worldview and value system; relevance of IKS in the 21st century.			Guru-Shishya tradition in modern education and professional learning. 2. Reflective writing on Indian values and their role in personal and professional development.	
2 Indian Contributions to Science, Mathematics and Well-being	Contributions of Aryabhata, Brahmagupta and Bhaskaracharya; concept of zero and decimal system; ancient astronomy and time calculation; Ayurveda and holistic health; Yoga and wellness; traditional water management systems; architecture and Vastu principles; innovations in metallurgy and engineering.	6	CO2	Case studies, documentaries, quizzes, expert talks, concept demonstrations. Activity: 1. Preparation of a report on traditional water conservation systems or indigenous technological innovations. 2. Yoga and wellness activity with submission of a reflection journal.	Understanding, Applying
3 Governance, Leadership and Management in Indian Traditions	Kautilya's Arthashastra and principles of administration; ethics and decision-making in Bhagavad Gita;	6	CO3	Case analysis, role plays, leadership discussions, management simulations. Activity: Leadership	Analyzing, Applying

	leadership lessons from Ramayana and Mahabharata; Panchatantra and management wisdom; Indian concepts of duty, responsibility, trusteeship and stakeholder welfare; entrepreneurship and wealth creation in Indian thought.			lessons from Bhagavad Gita, Ramayana, or Mahabharata through group presentations. Comparative study of ancient and modern management practices.	
4 Indian Knowledge Systems for Sustainable Business and Future Readiness	Sustainable development in Indian traditions; environmental ethics and conservation practices; circular economy and responsible consumption; SDGs and Indian perspectives; Yoga, mindfulness and work-life balance; innovation, intellectual property and traditional knowledge; integrating IKS with modern business practices and Industry 5.0.	6	CO4, CO5	Mini-projects, presentations, field-based assignments, sustainability case studies, industry interaction. Activity: 1. Study and documentation of traditional sustainable practices adopted in local communities. Preparation of a report linking Indian Knowledge Systems with Sustainable Development Goals (SDGs).	Evaluating, Creating
Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.					
Text Books:					

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	B. Mahadevan, Vinayak Rajat Bhat & Nagendra Pavana R.N.	Introduction to Indian Knowledge System: Concepts and Applications	2022	PHI Learning
2	R. Balasubramanian (Ed.)	The Tradition of Indian Philosophy	2018	Munshiram Manoharlal Publishers
3	Kapil Kapoor & Avadhesh Kumar Singh	Indian Knowledge Systems	2023	DK Print world

Reference Books:

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	Subhash Kak	The Architecture of Knowledge	2004	Centre for Studies in Civilizations
2	L.N. Rangarajan (Translator)	Kautilya: The Arthashastra	1992	Penguin Classics
3	B.N. Goswamy	The Spirit of Indian Painting	2016	Penguin Random House
4	P.V. Kane	History of Dharmashastra (Abridged)	1990	Bhandarkar Oriental Research Institute

Online Resources:

Online Resources No.	Resources	Web site address
1	Indian Knowledge Systems Division (MoE)	https://iksindia.org
2	IGNCA	https://ignca.gov.in
	CCRAS	https://ccras.nic.in
	Vedic Mathematics India	https://vedicmathsindia.org

	NITI Aayog SDG Portal	https://sdgindiaindex.niti.gov.in

MOOCs: *(Mention Resources preferably from Swayam/ NEPTEL atleast of 6-12 weeks)	
Resources No.	**Web site address**
1	Indian Knowledge Systems – SWAYAM (IIT Kharagpur) – swayam.gov.in
2	Introduction to Indian Philosophy – NPTEL (IIT Madras) – nptel.ac.in
3	Science and Technology in Ancient India – SWAYAM – swayam.gov.in
4	Ayurveda and Yoga for Health and Well-being – SWAYAM (AIIMS) – swayam.gov.in

Assessment Mapping

Component	**CO1**	**CO2**	**CO3**	**CO4**	**CO5**
Continuous Evaluation Scheme I (CES-I)	✓	✓	-	-	-
Continuous Evaluation Scheme II (CES-II)	-	✓	✓	-	-
Mid-Term Examination	✓	✓	✓	✓	-
Class Participation & Attendance	✓	✓	✓	✓	✓
End Semester theory Examination	✓	✓	✓	✓	✓
Total					

*Note:
1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	**2**	2	1	–	**2**	–	**3**	**2**
CO2	**3**	2	1	**2**	2	–	**3**	**2**
CO3	**3**	**3**	1	–	**3**	**3**	**2**	2
CO4	**3**	**3**	2	1	**3**	**2**	**3**	**2**
CO5	**3**	**3**	**2**	1	**3**	**3**	**2**	**3**

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme:

Internal Assessment (100 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
End Semester theory Examination	50
Total	**100**

Semester	Course Code	Course Title	
I	**BBA 107B**	**Community Work**	
Type	**Credits**	**Evaluation**	**Marks**
Open Course	2	IA	100

Course Objectives:

1. To introduce students to the concept, importance, and role of community work in social and economic development.
2. To develop social sensitivity, ethical responsibility, and civic engagement among students.
3. To expose students to real-life community issues related to health, education, environment, livelihood, and social welfare.
4. To encourage students to participate in field-based activities and develop leadership, teamwork, and problem-solving skills.
5. To enable students to design, implement, and evaluate small-scale community projects.

Course Outcomes:

CO1: Explain the concepts, principles and significance of community engagement, sustainability, ethics and social responsibility.

CO2: Analyze community problems using stakeholder analysis, field observations and evidence-based approaches..

CO3: Plan and participate in community engagement activities using teamwork, leadership, digital tools and ethical practices.

CO4: Design, implement, evaluate and present a community development project using appropriate planning, documentation and impact assessment techniques.

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
1 Introduction to Community Work	Meaning, nature, importance, and objectives of community work; concept of social responsibility and civic engagement; role of youth in nation-building; principles and values of community	CO1	7	Lectures, group discussion, case studies, videos, reflective activities	Understand

	service; relevance of community work in business education, Evolution of community development, UN Sustainable Development Goals (SDGs) ESG Principles and Business Responsibility, Corporate Citizenship, Triple Bottom Line, Service Learning Model, Constitutional Values, Ethics in Community Engagement				
2 **Community Issues and Social Challenges**	Community problems related to poverty, illiteracy, unemployment, gender inequality, health, sanitation, environmental degradation, and digital divide; vulnerable groups in society; role of NGOs, self-help groups, and government agencies in addressing social issues. Climate Change, Circular Economy, Social Inclusion, Gender Equity, Financial Inclusion, Sustainable Livelihoods , Government Schemes (PMJDY, Skill India, Digital India), Introduce stakeholder analysis.	CO2	8	Lectures, case studies, seminars, field observations, guest lectures	Understand , Analyze

3 Community Engagement and Field Activities	Types of community engagement activities: cleanliness drives, literacy campaigns, tree plantation, blood donation awareness, health awareness, digital literacy, waste management, rural visits, and social surveys; Digital Survey Tools, Mobile Data Collection, Social Media Awareness Campaign Design, CSR Volunteering, NGO Collaboration, Participatory Rural Appraisal, Reflection Diary planning and execution of community visits and outreach programs.	CO3	7	Field visits, project work, experiential learning, presentations, group assignments	Apply
Unit 4: Community Project Planning and Evaluation	Identification of community needs; project planning process; preparation of simple action plans; budgeting, implementation, and monitoring of projects; documentation and report writing; measuring outcomes and impact assessment; presentation of community project report covering the theory of Change , Logic Model, Impact Assessment, Social	CO4	8	Project work, presentations, report writing, mentoring sessions, viva voce	Create, Evaluate

	Return on Investment (SROI), Outcome Indicators, Project Risk Assessment, CSR Proposal Writing, Budget Planning using Excel, Dashboard Reporting, Project Pitch Presentation				

Suggested Field-Based Activities

- Visit to rural or urban communities for identifying local issues.
- Participation in awareness campaigns on health, hygiene, education, environment, or digital literacy.
- Conducting surveys related to socio-economic issues.
- Organizing cleanliness drives, plantation drives, or donation campaigns.
- Preparing and presenting a community work project report.

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	Meenakshi Malhotra	Community Development and Rural Welfare	Latest Edition	Sage Publications
2	Asha Kaul	Business and Society	Latest Edition	Pearson Education

Reference Books:

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	G. R. Madan	Indian Social Problems	Latest Edition	Allied Publishers
2	B. Kuppuswamy	Social Change in India	Latest Edition	Vikas Publishing
3	T. K. Oommen	Social Movements and Community Development	Latest Edition	Oxford University Press
4	S. C. Gupta	Rural Development	Latest Edition	Himalaya Publishing House

Online Resources:	
Online Resources No.	**Web site address**
1	National Service Scheme (NSS): https://nss.gov.in
2	Ministry of Rural Development: https://rural.nic.in
3	Swachh Bharat Mission: https://swachhbharatmission.gov.in
4	NITI Aayog NGO Darpan: https://ngodarpan.gov.in
MOOCs: *(Mention Resources preferably from Swayam/ NEPTEL atleast of 6-12 weeks)	
Resources No.	**Web site address**
1	SWAYAM – Community Development and Social Work Courses: https://swayam.gov.in
2	NPTEL – Rural Development and Social Change: https://nptel.ac.in
3	SWAYAM – Environmental Studies and Sustainability: https://swayam.gov.in

Assessment Mapping

Component	**CO1**	**CO2**	**CO3**	**CO4**	**CO5**
Continuous Evaluation Scheme I (CES-I)	✓	✓	-	-	-
Continuous Evaluation Scheme II (CES-II)	-	✓	✓	-	-
Mid-Term Examination	✓	✓	✓	✓	-
Class Participation & Attendance	✓	✓	✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓
Total					

*Note:
1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	1	3	2	2	2
CO2	3	3	2	2	3	2	3	3
CO3	2	2	3	3	3	3	2	2
CO4	3	3	3	3	3	3	2	3

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme:

Internal Assessment (100 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
End Semester theory Examination	50
Total	**100**

Semester	Course Code	Course Title	
I	BBA 107C	Agribusiness Management	
Type	**Credits**	**Evaluation**	**Marks**
Open Course	2	IA	100

Course Objectives:

1. To understand the concepts and scope of Agribusiness Management.
2. To develop awareness about Indian agriculture and agribusiness environment.
3. To analyze the impact of economic reforms and globalization on agriculture.
4. To understand modern trends and innovations in agribusiness management.
5. To expose students to agricultural marketing, finance, and agribusiness practices.

Course Outcomes:

CO1: Explain the role of agriculture and agribusiness in the Indian economy.
CO2: Understand functions and principles of management in agribusiness organizations.
CO3: Analyze the impact of globalization, policy changes, and environmental factors on agriculture.
CO4: Evaluate modern trends and emerging practices in agribusiness management.

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1	Introduction to Agribusiness: Nature, Scope and Importance of Agribusiness; Difference between farm and non-farm sectors; Demand for agricultural products and determining factors.	CO1	6	Lectures, Tutorials, Discussions	Understand, Apply
Unit 2	Indian Agriculture and Agricultural Economics: Role of agriculture in Indian economy; Agricultural production and productivity; Agricultural marketing, finance, and policy changes.	CO1, CO2	6	Lectures, Assignments, Case Studies. SuggestedActivity: e-NAM (Electronic National Agriculture Market), or Interaction with Farmer Producer Organizations (FPOs),	Understand, Analyze

Unit 3	Functions of Management in Agribusiness: Planning, Organizing, Staffing, Directing, Motivation and Control; Agribusiness input and output services.	CO2	6	Lectures, Tutorials, Group Discussions	Apply, Analyze
Unit 4	Globalization and Agriculture: Impact of Liberalization, Privatization and Globalization (LPG) on Agribusiness; Agricultural product competitiveness; Export orientation; Climate change and agriculture.	CO3	6	Seminars, Discussions, Case Studies	Analyze, Evaluate
Unit 5	Emerging Trends in Agribusiness: Contract Farming, Precision Farming, Organic Farming, Genetically Modified Food, Farmer Producers Organizations (FPOs), Cooperative Farming and Value Chain in Agriculture.	CO4	6	Projects, Presentations, Assignments	Analyze, Evaluate

(*) 3 Credits = 45 Lectures; 2 Credits = 30 Lectures

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	Francis Cherunilam	Business Environment	Latest Edidion	Himalaya Publishing

Reference Books:				
S. No.	**Name of the Author**	**Title of the Book**	**Year Edition**	**Publisher Company**
1	Kahlon AS & Singh K	Economics of Farm Management in India	Latest Edidion	Allied Publ.
2	Panda SC	Farm Management & Agricultural Marketing.	2022	Kalyani Publ.

Online Resources:	
Online Resources No.	**Web site address**
1	https://www.managementstudyguide.com
2	https://icar.org.in

MOOCs: *(Mention Resources preferably from Swayam/ NEPTEL atleast of 6-12 weeks)	
Resources No.	**Web site address**
1	https://www.swayam.gov.in
2	https://nptel.ac.in
3	https://www.edx.org/

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5
Continuous Evaluation Scheme I (CES-I)	✓	✓	-	-	-
Continuous Evaluation Scheme II (CES-II)	-	✓	✓	-	-
Mid-Term Examination	✓	✓	✓	✓	-
Class Participation & Attendance	✓	✓	✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓
Total					

*Note:
1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.

2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	**3**	2	–	–	2	–	2	1
CO2	**3**	2	1	–	–	2	–	1
CO3	2	**3**	–	1	**3**	–	**3**	2
CO4	2	**3**	1	2	2	**3**	2	**3**

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme:

A. Internal Assessment (100 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
End Semester theory Examination	50
Total	**100**

Syllabus Note: All content is original, curated from leading global and Indian academic sources on applied theatre, communication studies, and management pedagogy, and developed specifically for BBA students. The course is structured for 2 Credits = 30 Hours across 4 Units. There is no prior version of this course at this institution; the entire syllabus is a new creation, benchmarked against comparable courses and academic literature (see Academic Benchmarks section).

Semester	Course Code	Course Title	
I	BBA 107D	Communication Through Theatre	
Type	**Credits**	**Evaluation**	**Marks**
Open Course	2	IA	100 (Fully Internal, Continuous & Performance-Based)

Course Preamble:

Every manager is, in some sense, a performer: pitching an idea to investors, presenting quarterly results, resolving conflict in a team meeting, or persuading a customer are all acts of communication that draw on presence, voice, timing, and empathy — the very instruments that theatre has trained for over two thousand years. Communication Through Theatre introduces BBA students to the principles and practices of theatre as a structured, experiential method for building the interpersonal, presentational, and collaborative communication skills that the contemporary workplace demands.

Drawing on the global tradition of applied theatre and theatre-in-education — from Augusto Boal's Theatre of the Oppressed and Forum Theatre to the improvisational games of Viola Spolin and Keith Johnstone, and from India's own Natyashastra tradition of rasa and abhinaya (expression) — this course treats the classroom as a rehearsal room. Rather than studying communication theory alone, students build voice, body awareness, listening, spontaneity, storytelling, and ensemble skills through guided theatre exercises, and then transfer these directly into business situations such as pitches, negotiations, difficult conversations, and team presentations.

This is a fully experiential, activity-based course. Every session blends a short theoretical framing with hands-on theatre exercises, and the course culminates in a performance-based capstone assessment rather than a written examination, reflecting global best practice in applied-theatre and communication-skills pedagogy (see Academic Benchmarks & Sources).

Course Objectives:

1. To introduce students to theatre as a discipline and its relevance to business and organizational communication.
2. To build foundational skills in voice, breath, diction, body language, and stage presence for professional communication.

3. To develop active listening, observation, empathy, and ensemble/team-building capacities through theatre exercises.
4. To use improvisation and storytelling techniques to strengthen spontaneity, confidence, and persuasive communication in business contexts (pitches, negotiations, interviews).
5. To apply Forum Theatre and role-play methods to analyze and rehearse solutions for real workplace communication challenges (conflict, feedback, ethical dilemmas, customer interaction).
6. To enable students to plan, rehearse, and deliver a theatre-based group performance that integrates communication competencies relevant to a business setting.

Course Outcomes:

CO1: Explain the principles of theatre as a communication discipline and identify its relevance to business and organizational contexts.

CO2: Demonstrate effective use of voice, breath, diction, body language, and stage presence in individual communication.

CO3: Apply active listening, observation, and ensemble/trust-building skills to strengthen interpersonal and team communication.

CO4: Use improvisation and storytelling techniques to communicate spontaneously, confidently, and persuasively in business situations such as pitches and negotiations.

CO5: Employ applied theatre techniques (Forum Theatre, role-play, status work) to analyze, rehearse, and propose solutions for workplace communication challenges.

CO6: Design, rehearse, and perform a theatre-based group presentation that integrates voice, body, listening, improvisation, and storytelling competencies.

Curriculum Content:

2 Credits = 30 Hours | 4 Units | Each unit blends brief theory input, guided theatre exercises, and at least two experiential/hands-on activities, culminating in a performance-based capstone assessment.

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
1 Theatre Foundations: Nature, Scope and Relevance to Business	**1.1 Theatre and Communication: Nature, Scope and Relevance to Business** What is theatre-based learning? Theatre vs. drama	CO1	8	Lecture-demonstration with warm-up circle; theatre games and short readings introducing theatre as a	Remembering, Understanding

	vs. role-play. Mapping the communication model (sender–message–channel–receiver–feedback) onto stage communication. Why organizations use theatre: applied theatre, Theatre-in-Education (TIE), corporate theatre training (e.g., RADA Business, Olivier Mythodrama). Augusto Boal's Theatre of the Oppressed as a foundation for participatory communication training. India's Natyashastra tradition: rasa (aesthetic emotion) and abhinaya (expression) as an early theory of communication.			communication discipline. **Activity 1 — Communication Model on Stage:** In pairs, students improvise a short 2-minute scene, then map it onto the sender–message–channel–receiver–feedback model, identifying where communication succeeded or broke down. **Activity 2 — East-West Theatre Traditions Exercise:** In small groups, students research and briefly present one applied-theatre tradition (Boal's Theatre of the Oppressed, Spolin's improvisation games, or the	

				Natyashastra's rasa/abhinaya framework) and discuss its relevance to organizational communication training.	
2 The Actor's Instrument: Voice, Body, Presence and Ensemble Building	**2.1 The Actor's Instrument: Voice, Body and Presence** Voice modulation, breath control, diction, projection, and pace. Body language: posture, gesture, proxemics, eye contact. Introduction to Laban-based movement awareness. Warm-up exercises and theatre games (Viola Spolin's improvisation games) for building spontaneity and reducing communication anxiety. The 'stage fright to stage presence' transition and its relevance to public speaking	CO2, CO3	7	Lecture-demonstration with guided breathing, articulation, and posture exercises; status-game and ensemble-trust exercises. **Activity 3 — Voice & Body Bootcamp:** Students perform guided breathing, articulation, and posture exercises, then deliver a 60-second self-introduction 'as a character' and receive peer feedback on voice, body, and presence. **Activity 4 —**	Understanding, Applying

	and presentations. **2.2 Listening, Observation and Ensemble Building** Active listening as the shared foundation of acting and business communication. Status transactions (Keith Johnstone's status games) and their relevance to workplace hierarchy and everyday communication. Observation exercises for building empathy (people-watching, character study). Ensemble and trust-building exercises for team communication and psychological safety.			**Status Games & Trust Circle:** Students play Johnstone's high-status/low-status improvisation games in pairs, then take part in mirror exercises and a 'silent story' observation exercise; group reflection connects status behaviours and ensemble trust to workplace hierarchy and team communication.	
3 Role Play, Improvisation and Storytelling for Business Contexts	**3.1 Role Play, Improvisation and Storytelling for Business Contexts** Improvisation principles ('Yes, and…') for brainstorming, negotiation, and thinking-on-one's-feet. Storytelling	CO4	8	Lecture-demonstration with recorded pitch/negotiation clips; improv and role-play workshops. **Activity 5 — 'Yes, And' Improv Workshop:**	Applying, Analyzing

	structure (narrative arc, the pitch as performance) for investor pitches, sales presentations, and interviews. Role-play simulations for customer service conversations, sales calls, and difficult workplace conversations (feedback, disagreement, apology).			Pair and group improvisation exercises for brainstorming a new product idea; debrief on how 'blocking' vs. 'accepting offers' affects team creativity and meetings. **Activity 6 — Elevator Pitch as Monologue:** Each student develops and performs a 60-second business pitch using storytelling structure and stage-presence techniques; peer and faculty feedback using a rubric.	
4 Forum Theatre, Leadership Presence and Capstone Performance	**4.1 Forum Theatre and Applied Drama for Organizational Communication** Augusto Boal's Forum Theatre applied to workplace scenarios: conflict	CO5, CO6	7	Lecture-demonstration with Forum Theatre facilitation; rehearsal and performance coaching for the capstone. **Activity 7 — Forum**	Analyzing, Evaluating, Creating

	resolution, ethical dilemmas, and diversity & inclusion situations, where the audience ('spect-actors') intervenes to try alternative responses. Introduction to Playback Theatre for team reflection. Using applied drama for change-management and internal-communication initiatives in organizations. **4.2 Theatre in Public Speaking, Leadership Presence and Capstone Performance** Presentation skills through theatrical technique: use of space, audience engagement, vocal variety, and physical presence. Leadership communication through theatre: charisma, authenticity, and 'presence' (Amy Cuddy; Nick Morgan). Capstone: student groups			**Theatre on a Workplace Conflict:** A team stages a short scene depicting a workplace communication breakdown (e.g., a manager dismissing an employee's idea); the class, as 'spect-actors', stops the scene and re-enters to try alternative communication choices. Structured debrief connects outcomes to real management practice. **Activity 8 (Capstone) — Business Communication Skit:** Groups of 4–5 write, rehearse, and perform a 5–7 minute original skit set in a business context, followed by a	

	write, rehearse, and perform a short business-communication skit (e.g., a boardroom scene, a sales pitch, a workplace ethics dilemma) that integrates voice, body, listening, improvisation, and storytelling skills from Units 1–3.			written reflection connecting the performance to specific communication concepts studied in the course.	

2 Credits = 30 Hours

Minimum two experiential activities per unit shall be conducted and documented by the faculty member. Sessions should be conducted in a space that allows movement (a flat, cleared classroom or activity room). Group sizes for improvisation and role-play exercises should ideally not exceed 4–5 students to ensure participation. Faculty are encouraged to invite guest facilitators from theatre-in-education groups, corporate-theatre trainers, or campus theatre societies, and to video-record capstone performances (with student consent) for portfolio and feedback purposes.

NOTE ON EXPERIENTIAL RESOURCES & WARM-UP REPERTOIRE

This course is enriched by a repertoire of theatre games and exercises drawn from established applied-theatre practice. Faculty should curate a session-wise exercise bank drawing from the following:

- Viola Spolin, Improvisation for the Theater (1963) — theatre-game structures for spontaneity and focus.
- Keith Johnstone, Impro: Improvisation and the Theatre (1979) — status work, spontaneity, and storytelling.
- Augusto Boal, Games for Actors and Non-Actors (1992) — image theatre, Forum Theatre, and de-mechanisation exercises.
- Clive Barker, Theatre Games (1977) — physical warm-ups, sensory awareness, and ensemble exercises.
- Natyashastra (attributed to Bharata Muni, c. 200 BCE–200 CE) — foundational Indian framework for abhinaya (expression) and rasa (audience response), for grounding the course's opening unit in an Indian tradition alongside Western applied-theatre practice.

All exercises used in class should be adapted for a business-communication context and should carry a clear physical/psychological-safety briefing, an opt-out option for students uncomfortable with performance in a given moment, and a structured debrief connecting the exercise back to a communication concept.

Text Books:

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	Augusto Boal	Theatre of the Oppressed	1979 / Pluto Press ed. 2000	Pluto Press
2	Augusto Boal	Games for Actors and Non-Actors	2nd ed., 2002	Routledge
3	Viola Spolin	Improvisation for the Theater	3rd ed., 1999	Northwestern University Press
4	Keith Johnstone	Impro: Improvisation and the Theatre	1979	Faber and Faber
5	Nick Morgan	Power Cues: The Subtle Science of Leading Groups, Persuading Others, and Maximizing Your Personal Impact	2014	Harvard Business Review Press

Reference Books:

S. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	Clive Barker	Theatre Games: A New Approach to Drama Training	1977	Methuen Drama
2	Chris Johnston	House of Games: Making Theatre from Everyday Life	1998	Nick Hern Books
3	Helen Nicholson	Applied Drama: The Gift of Theatre	2nd ed., 2014	Palgrave Macmillan
4	Jonathan Fox	Acts of Service: Spontaneity, Commitment, Tradition in the Nonscripted Theatre	1994	Tusitala Publishing

5	Amy Cuddy	Presence: Bringing Your Boldest Self to Your Biggest Challenges	2015	Little, Brown Spark
6	Nancy Duarte	Resonate: Present Visual Stories that Transform Audiences	2010	Wiley
7	Erving Goffman	The Presentation of Self in Everyday Life	1959	Anchor Books
8	Chris Anderson	TED Talks: The Official TED Guide to Public Speaking	2016	Houghton Mifflin Harcourt
9	Bharata Muni (trans. Manomohan Ghosh)	The Natyashastra (Vol. I & II)	Reprint, 2016	Manisha Granthalaya / Munshiram Manoharlal
10	Augusto Boal	The Rainbow of Desire: The Boal Method of Theatre and Therapy	1995	Routledge

Recommended Journals & Periodicals

Sr No.	Journal / Periodical	Why Relevant
1	Research in Drama Education: The Journal of Applied Theatre and Performance (Taylor & Francis)	Leading peer-reviewed journal on applied theatre and drama-in-education; core reference for pedagogy design.
2	International Journal of Business Communication (SAGE)	Peer-reviewed research on organizational and business communication; grounds the business-relevance argument of the course.
3	Business Communication Quarterly / Business and Professional Communication Quarterly (SAGE)	Practice-oriented articles on presentation, negotiation, and interpersonal communication in business.
4	New Theatre Quarterly (Cambridge University Press)	Scholarly coverage of contemporary theatre practice, including applied and participatory forms.

5	Harvard Business Review — Communication & Public Speaking section	Practitioner-oriented articles on storytelling, presence, and persuasion relevant to Units 3 and 4.
Online Resources:		
Online Resources No.	**Resource**	**URL / Access Point**
1	RADA Business — Theatre-Based Corporate Communication Training	https://www.radabusiness.com
2	Theatre of the Oppressed NYC — Forum Theatre Resources	https://www.tonyc.nyc
3	TED.com — Talks on Storytelling, Presence and Persuasion	https://www.ted.com
4	Toastmasters International — Public Speaking & Communication Resources	https://www.toastmasters.org
5	Sangeet Natak Akademi — Resources on Indian Performing Arts Traditions	https://sangeetnatak.gov.in
6	Improv Encyclopedia — Compendium of Improvisation Exercises and Games	https://improvencyclopedia.org
MOOCs & Online Learning (Supplementary)		
Resources No.	**Platform / Provider**	**Course / Resource & Relevance to This Syllabus**
1	Coursera / University of Washington	Dynamic Public Speaking Specialization — voice, body, and delivery practice directly relevant to Units 1 and 2.
2	Coursera / University of Michigan	Good with Words: Speaking and Presenting Specialization — pitching, storytelling, and persuasive speech, aligned with Unit 3.
3	edX — Communication Skills Professional Certificate	Public Speaking course covering anxiety management, delivery, and audience engagement.
4	NPTEL / SWAYAM	Soft Skills / Technical & Business Communication courses — supplementary theory to complement the applied-theatre practicum.
5	YouTube — Theatre of the Oppressed NYC / Improv Encyclopedia channels	Open-access demonstration videos of Forum Theatre and improv-game facilitation for

		faculty preparation.

Suggested Pedagogical Elements

- **Warm-Up Repertoire:** A 10–15 minute voice, body, or ensemble warm-up at the start of every session (drawn from Spolin, Johnstone, Barker).
- **Role Play & Improvisation:** 'Yes, and' brainstorming rounds; status games; customer-service and difficult-conversation role-plays.
- **Forum Theatre:** At least one staged workplace scenario per cohort where the class intervenes as spect-actors to rehearse alternative communication choices.
- **Storytelling & Pitch Practice:** Elevator-pitch monologues, structured using classic narrative arc (situation–complication–resolution).
- **Peer & Video Feedback:** Recorded performances (with consent) reviewed using a simple rubric (voice, body, listening, content, impact).
- **Reflective Journal/Portfolio:** A short written reflection after each major activity, linking the theatre exercise to a communication concept.
- **Capstone Group Performance:** A rehearsed, original business-communication skit performed for the class and, where feasible, for a small invited audience (faculty from other courses, alumni, or industry guests).
- **Guest Sessions:** Where possible, a facilitator from a campus theatre society, a Theatre-in-Education practitioner, or a corporate-theatre trainer conducts one session per unit.

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5	CO6	Note
CES-I (Voice/Body Practicum + Status-Game Reflective Journal — Units 1 & 2)	✓	✓	✓	—	—	—	COs 1,2,3
CES-II (Elevator Pitch Performance + Forum Theatre Participation — Units 3 & 4)	—	—	—	✓	✓	✓	COs 4,5,6
Capstone Group Performance (Business Communication Skit)	✓	✓	✓	✓	✓	✓	All COs
Class Participation, Attendance & Reflective Portfolio	✓	✓	✓	✓	✓	✓	All COs

Note:

- CES-I comprises an individually assessed practicum (voice, breath, body, and status-game exercises from Units 1 and 2) plus a short reflective journal, even when the exercises are conducted in pairs or groups.
- CES-II comprises the individually performed elevator-pitch monologue (Unit 3) and documented, faculty-assessed participation in the Forum Theatre exercise (Unit 4), whether as performer or spect-actor.
- The Capstone Group Performance is assessed on a rubric covering voice & diction, body & presence, listening & ensemble work, use of improvisation/storytelling, and integration of business-communication content; group marks may be moderated by individual peer-assessment.
- This is a fully practicum-based, internally evaluated course; there is no written mid-term or end-term examination, consistent with global practice in applied-theatre and communication-skills pedagogy.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	–	3	1	-	2
CO2	–	–	2	–	3	–	2	1
CO3	1	1	2	–	3	2	-	2
CO4	2	1	3	–	3	1	2	3
CO5	2	2	2	–	3	3	1	2
CO6	2	1	3	–	3	2	2	1

Scale: 1 – Low, 2 – Medium, 3 – High. If no correlation, put –

Evaluation Scheme:

Internal Assessment (100 Marks) — Fully Practicum-Based

Component	Marks
Continuous Evaluation System I (CES-I) — Voice/Body Practicum + Reflective Journal (Units 1 & 2)	30
Continuous Evaluation System II (CES-II) — Elevator Pitch Performance + Forum Theatre Participation (Units 3 & 4)	30

Capstone Group Performance — Business Communication Skit (rubric-based, individual + group)	30
Class Participation, Attendance & Reflective Portfolio	10
Total	100

Academic Benchmarks & Sources For This Syllabus

This syllabus was designed by drawing on the following academic, institutional, and practitioner sources. No prior version of this course existed at this institution; the entire document is a fresh creation, benchmarked against comparable national and international practice.

Area	Sources Consulted	How Used in This Syllabus
Foundational Applied-Theatre Framework	Augusto Boal, Theatre of the Oppressed (Pluto Press, 1979/2000) and Games for Actors and Non-Actors (Routledge, 2002); Helen Nicholson, Applied Drama: The Gift of Theatre (Palgrave Macmillan, 2014); Research in Drama Education (Taylor & Francis).	Defined the scope and method of applied/participatory theatre; directly shaped the Forum Theatre component of Unit 4 and the course's experiential design philosophy.
Voice, Body & Improvisation Technique	Viola Spolin, Improvisation for the Theater (Northwestern UP, 1963/1999); Keith Johnstone, Impro (Faber and Faber, 1979); Clive Barker, Theatre Games (Methuen Drama, 1977).	Supplied the specific warm-up, status, and improvisation exercises used in Unit 2 and the 'Yes, And' brainstorming activity in Unit 3.

Business Communication & Presence Literature	Nick Morgan, Power Cues (Harvard Business Review Press, 2014); Amy Cuddy, Presence (Little, Brown Spark, 2015); Nancy Duarte, Resonate (Wiley, 2010); Chris Anderson, TED Talks (Houghton Mifflin Harcourt, 2016).	Grounded the business-relevance framing of the course and informed the elevator-pitch and storytelling activities in Unit 3 and the leadership-presence content of Unit 4.
Applied Theatre in Professional Training (Global Practice)	RADA Business (UK) corporate theatre-based communication training; use of Forum Theatre and role-play in healthcare communication training (published in Research in Drama Education and BMC Medical Education); Toastmasters International practice repertoire.	Confirmed that theatre-based methods are an established, transferable model for professional communication training beyond the arts, supporting the course's business-elective positioning.
Indian Performing Arts Tradition	Bharata Muni, Natyashastra (trans. Manomohan Ghosh); Sangeet Natak Akademi resources; Goa University Bachelor of Performing Arts (Theatre) syllabus structure.	Grounded Unit 1's discussion of rasa and abhinaya in an Indian framework alongside Western applied-theatre practice, and informed the unit-and-activity structure of this syllabus.
Comparative Theatre & Communication Curricula (National & International)	Bachelor of Arts in Communication (Theatre) programmes, Bowling Green State University and Regent	Benchmarked the balance between theatre technique and communication/presentation outcomes, and confirmed the credit-hour proportion and four-unit, activity-per-

	University (USA); B.A. Theatre Arts, University of Iowa and Loyola Marymount University (USA); Bachelor of Performing Arts (Theatre), Goa University (India); Coursera Dynamic Public Speaking (University of Washington) and Good with Words (University of Michigan) specializations.	unit structure adopted here for a 2-credit, 30-hour elective.

RATIONALE: Communication Through Theatre is designed as a 2-credit (30-hour) skill/ability-enhancement elective for UG BBA students because interpersonal and presentational communication — not just written or theoretical communication — is repeatedly identified by employers and accreditation bodies as a critical, under-taught management competency. Theatre offers a low-risk, structured, and enjoyable rehearsal space in which students can practise voice, presence, listening, spontaneity, and storytelling before they must use these skills in real interviews, pitches, negotiations, and workplace interactions. The four-unit, activity-dense structure (Unit 1: theatre foundations and the communicating self; Unit 2: the actor's instrument — voice, body and ensemble; Unit 3: improvisation and storytelling for business; Unit 4: Forum Theatre, leadership presence and a capstone performance) keeps the course tightly scoped for a 2-credit format while ensuring at least one substantial hands-on activity approximately every 3–4 hours of instruction, and a fully performance-based assessment scheme appropriate to a practicum course of this kind.

This syllabus is designed as a UG BBA Open Elective under the CBCS framework, drawing on applied-theatre and business-communication scholarship, and benchmarked against comparable theatre-communication curricula at national and international universities, for adoption w.e.f. 2026–2027.

***

Annexures

Summer Internship Guidelines

Introduction

The Summer Internship Programme (SIP) is an integral part of the MBA/BBA curriculum that provides students with an opportunity to apply classroom learning in real business environments. Through internships, students gain exposure to organizational practices, workplace challenges, professional expectations, and industry-specific processes while developing managerial and employability skills.

Given the diverse nature of internship roles across areas such as Sales, Marketing, HR, Finance, Analytics, Operations, Customer Service, Retail, and Market Research, the Institute emphasizes authentic reporting of actual work performed rather than forcing every internship into a traditional research format. The focus of the report is on practical experience, evidence of work, business understanding, analysis, learning outcomes, and professional reflection.

Students are expected to present a truthful account of their internship experience, supported wherever possible by relevant evidence, observations, insights, and recommendations.

Internship Guidelines and Rules

1. The Summer Internship Program (SIP) is mandatory for all MBA students and carries **8 academic credits** as per the university syllabus.
2. Students must undergo internship training for **55–60 days** after Semester-II examinations in a recognized organization.
3. The Summer Internship must be carried out in a **Public Limited Company, Private Limited Company, LLP, Government Organization, or reputed registered organization**. **Internship in a proprietorship firm will not be permitted. Further, students are not allowed to undertake internship in their own company or family-owned business establishment.**
4. Students are expected to work on practical organizational problems relevant to their specialization and provide meaningful analysis and recommendations.

5. Students should maintain regular communication with their Internal Faculty Guide through phone, email, or other approved modes during the internship period. Students must submit documentary evidence of joining the internship (such as an offer letter, joining letter, or confirmation email) to their Faculty Guide within one week of commencement of the internship. They should also share the name, designation, email address, and contact number of their Industry Mentor/Supervisor for effective monitoring and guidance.
6. Reading journals, research papers, websites, and periodicals is highly recommended to strengthen subject understanding and improve project quality.
7. **In cases where multiple students are placed in the same organization, duplication of project work must be avoided by selecting different topics or functional areas.**
8. Students must maintain professional conduct, discipline, and formal dress code throughout the internship period.
9. Students should remain accessible through mobile phone and email for communication from the faculty guide, CRC, or company mentor.
10. Any complaint regarding misconduct, indiscipline, absenteeism, or unprofessional behavior from the organization may result in strict disciplinary action, including cancellation of the internship.
11. CRC and faculty guides will regularly monitor students' progress during the internship through periodic interaction and feedback from company mentors.
12. **No extension shall be given for dates, students are required to join back the classes of next semester as per the schedule.**
13. The progress of the internship project will be periodically evaluated by both the industry mentor and the faculty guide.
14. Students must prepare a comprehensive internship report after completion of training under the guidance of the faculty mentor.
15. The final internship report must include a **Plagiarism Report**, and the plagiarism percentage should not exceed **10%**.
16. The internship may be either **research-based** or **job-based**, depending on the nature of the organization and the learning objectives. Detailed guidelines and report structures for both formats are provided in this document. Students are

required to follow the format applicable to their internship and obtain approval from their Faculty Guide.

Documents to be Submitted to CRC

Students are required to submit the following documents to the CRC Department:

1. Offer Letter
2. Joining and Progress Report
3. Feedback Form
4. Completion Certificate from the Company

Submission Timeline

The Offer Letter must be submitted within **10 days of joining** the organization. Remaining documents, duly signed by the corporate mentor, must be submitted within **10 days after completion** of the internship.

These documents carry marks as part of the internship assessment.

Assessment Criteria:

Sr. No.	Assessment Component	Marks
1	Reports submitted to CRC	10
2	Communication with Faculty guide during internship through email for guidance	10
3	Meetings with faculty guide for guidance and report writing (at least 5 meetings)	10
4	Summer Internship Report (by Faculty Guide)	20
5	Viva-Voce Examination	50
	Total	**100**

Viva-Voce Evaluation and Presentation Parameters

After completion of the Summer Internship, students will be required to appear for a Viva-Voce examination and deliver a presentation based on their internship report before an expert committee constituted by the University and the Institute as per institutional norms.

The evaluation shall be based on the following parameters:

- Actual work carried out during the internship
- Understanding of the company and business environment
- Learning outcomes and practical exposure gained during the internship
- Quality and relevance of the content presented
- Proper planning and organization of the presentation
- Effectiveness of presentation and clarity of explanation
- Depth of knowledge and practical understanding gained during the internship
- Attendance record and maintenance of daily diary/logbook
- Communication skills, confidence, and overall professional conduct during the presentation.

Instructions for Printing Format

1. The project report may be divided into chapters, divisions, and sub-divisions depending upon the nature and volume of the work undertaken.
2. The length of the project report should generally be between **50 to 100 pages**.
3. The report must be computer typed in **English (British format)** using **Times New Roman font, size 12**, and printed on **A4 size paper**.
4. The report should be **hard bound with a cover page**. The cover page must contain the name of the student, name of guide with designation, degree, title of the project, name of the Institute and University.
5. The report should be typed with **1.5 line spacing** and margins of **2.0 cm on the left side** and **1.5 cm on the top, bottom, and right side**.
6. All pages of the report must be numbered properly. Preliminary pages such as acknowledgements, certificate, declaration, and table of contents should be numbered using **small Roman numerals** (i, ii, iii, iv…). The main text of the report should use **Arabic numerals** (1, 2, 3, 4…). All page numbers should appear at the **bottom center** of the page.
7. The **Table of Contents** should include all chapter headings, sub-headings, references, appendices, list of tables, and list of figures. However, the title page and certificates should not be included in the Table of Contents.

8. The **List of Tables** should contain the exact captions used in the report and should follow 1.5 line spacing.
9. The **List of Figures** should contain the exact captions appearing below the figures in the report and should follow 1.5 line spacing.
10. The **List of Symbols, Abbreviations, and Nomenclature** should be provided wherever applicable using standard abbreviations and symbols with 1.5 line spacing.

Suggested Structure of Summer Internship Report (Research Based)

Chapter 1: Introduction

The purpose of this chapter is to introduce the research project and provide readers with sufficient background about the organization, industry, and research problem. It should include the history of the organization, past and present business practices, technological developments, and future strategies. The chapter should clearly explain why the problem was selected for investigation and may include a brief review of earlier studies related to the topic. The hypotheses, if any, and definitions of important concepts used in the study should also be clearly stated.

The following contents should be covered:

- Overview of the industry
- Profile of the organization
  - History
  - Vision and Mission
  - Objectives
  - Functions and operations
- Problems faced by the company/industry
- Growth and development of the industry
- Major players in the industry
- Industry size, contribution to GDP, employment generation, and global practices
- Competitor information
- SWOT Analysis of the organization

Chapter 2: Conceptual Discussion / Review of Literature

This chapter should provide theoretical understanding and conceptual background related to the study topic.

It should include:

- Review of Literature
  - Research work carried out by other researchers
  - Published articles, books, journals, and research papers related to the topic
- Current Issues related to the company and industry
  - Information from newspapers, journals, magazines, and business reports
- Recent Developments in the company and industry

Chapter 3: Research Methodology

This chapter should explain the research process adopted for the study and the methods used for data collection and analysis.

The following aspects should be included:

- Statement of the Problem
- Objectives of the Study
- Scope of the Study
- Managerial Usefulness of the Study
- Type of Research and Research Design
- Data Collection Methods
- Sampling Technique and Sample Size (if applicable)
- Limitations of the Study

Chapter 4: Data Analysis and Interpretation

This chapter should present analysis of the collected data using appropriate tools and techniques.

The chapter may include:

- Methods and techniques used for data analysis
  - Questionnaire analysis

  - Graphs and charts
  - Statistical tools
  - SPSS or other software tools
- Primary Data Analysis
- Secondary Data Analysis
- Interpretation of findings

Chapter 5: Contribution to the Body of Knowledge

This chapter should explain the student's contribution through the study, including:

- New insights generated from the research
- Practical implications of findings
- Suggestions for improving organizational practices
- Innovative observations or recommendations

Chapter 6: Findings, Conclusion, and Suggestions

This chapter should summarize the important findings of the study and provide conclusions based on analysis.

It should include:

- Major Findings of the Study
- Conclusions drawn from the research
- Suggestions and Recommendations for the organization
- Scope for future research

Chapter 7: Summary of the Project

This chapter should provide a concise summary of the entire project, including:

- Objectives of the study
- Research methodology used
- Major findings and conclusions
- Overall learning and experience gained during the internship

Appendix

The appendix should contain supporting documents relevant to the study, such as:

- Sample Questionnaire
- FAQ (Frequently Asked Questions)
- Tables, charts, or additional documents
- Company documents or forms (if permitted)

Bibliography

The bibliography should be prepared using the **APA Referencing Style**.

It should include references from:

- Books
- Research Journals
- Magazines
- Newspapers
- Websites
- Annual Reports and Company Publications

Example of Book Reference

- Kotler, P. (1998). *Marketing Management: Analysis, Planning, Implementation and Control*. Prentice Hall of India Ltd., New Delhi.

Example of Magazine / Journal / Newspaper Reference

- *Business Today*, 15–22 May 2012.
- *The Times of India*, Mumbai Edition, 1 May 2012.

Suggested Structure of Summer Internship Report (Project/job Based)

Chapter 1: Organization and Business Context

1.1 Company Profile

- History and background
- Vision and mission
- Products and services
- Customer segments
- Business model

1.2 Industry Overview

- Industry size and growth
- Major trends
- Key challenges
- Future outlook

1.3 Competitor Analysis

1.4 SWOT Analysis

1.5 Department of Internship

- Department where internship was undertaken
- Role of the department within the organization

Suggested Length: 4–6 pages

Chapter 2: Internship Role and Responsibilities

2.1 Internship Objectives

2.2 Role Assigned

2.3 Key Responsibilities

2.4 Reporting Structure

2.5 Training and Orientation Received

2.6 Tools, Software, and Systems Used

Examples:

- CRM
- ERP
- HRMS
- Excel
- Power BI
- Tableau

- ATS
- Social Media Platforms

Suggested Length: 4–5 pages

Chapter 3: Work Performed During Internship

3.1 Weekly Activity Log

Students must maintain a weekly record.

Week	Activities Performed	Output/Target Achieved	Key Learning

3.2 Detailed Description of Major Tasks

Describe important tasks performed during the internship.

Examples:

Sales & Marketing

- Lead generation
- Customer interaction
- Retail visits
- Sales follow-ups

HR

- Resume screening
- Interview coordination
- Employee onboarding
- Recruitment tracking

Finance

- Financial statement analysis
- Budgeting and cost analysis
- Investment and portfolio evaluation
- Credit and risk assessment
- Financial reporting and MIS

International Business

- • International market research
  • Export-import documentation

• Foreign trade analysis

• International customer/vendor coordination

• Foreign exchange and payment processes

• Global supply chain and logistics support

Analytics

- Data cleaning
- Dashboard creation
- Reporting

Operations

- Process monitoring
- Inventory tracking
- Service operations

3.3 Evidence of Work

Attach supporting evidence wherever permitted by the organization:

- Screenshots
- Dashboards
- Reports
- Call logs
- Campaign screenshots
- Recruitment trackers
- Certificates
- Work samples
- Meeting records

Suggested Length: 8–10 pages

Chapter 4: Analysis and Business Insights

Students should critically analyze their internship experience and observations.

4.1 Key Observations

4.2 Business Issues or Challenges Identified

4.3 Analysis of Data, Processes, Customers, Employees, or Operations

4.4 Business Insights

4.5 Practical Implications

Students should support their analysis through:

- Tables
- Charts
- Graphs
- Dashboards
- Process maps
- Survey findings (if applicable)

A minimum of **five analytical exhibits** (charts, tables, dashboards, figures, etc.) should be included.

Suggested Length: 8–10 pages

Chapter 5: Learning Outcomes and Competency Development

5.1 Technical Learning

5.2 Industry Learning

5.3 Professional Skills Developed

Examples:

- Communication
- Teamwork
- Problem-solving
- Time management
- Leadership
- Negotiation
- Data analysis

5.4 Challenges Faced and How They Were Addressed

5.5 Reflection on Internship Experience

Students should reflect on:

- Most significant learning
- Biggest challenge faced
- Skills developed
- Career insights gained

Suggested Length: 4–5 pages

Chapter 6: Recommendations and Conclusion

6.1 Recommendations for the Organization

6.2 Scope for Improvement

6.3 Conclusion

Students should provide practical and actionable recommendations based on their observations and analysis.

Suggested Length: 3–4 pages

Mandatory Annexures

1. Offer Letter
2. Joining Report
3. Completion Certificate
4. Weekly Activity Log
5. Industry Mentor Feedback
6. Faculty Interaction Record
7. Work Evidence / Screenshots / Reports
8. Plagiarism Report
9. Internship Presentation

Report Length

BBA Students

20–30 pages (excluding annexures)

Important Instructions

1. The report must be based on actual work performed during the internship.
2. Students should maintain a weekly activity log throughout the internship period.
3. Evidence of work performed should be included wherever possible without violating company confidentiality.
4. Students may include survey analysis or research findings if their internship involved market research or analytical projects.
5. The emphasis is on authenticity, analysis, learning outcomes, and professional reflection rather than report length.
6. Fabricated data, fictitious surveys, copied content, or unsupported analysis may lead to deduction of marks or rejection of the report during evaluation and viva-voce examination.

These guidelines are applicable to both MBA and BBA students. While the report structure remains common across programmes, the expected depth of analysis, managerial interpretation, and quality of recommendations shall be commensurate with the level of the programme. MBA students are expected to demonstrate greater analytical rigor and managerial insight compared to BBA students.

Confidentiality and Ethical Reporting

Students shall not disclose confidential company information, proprietary data, customer details, financial information, passwords, source code, or any information prohibited by the organization. Where confidentiality restrictions apply, students may mask sensitive information while still providing sufficient evidence of work performed. All information presented in the report must be truthful and based on actual work undertaken during the internship.

Formats

Bharati Vidyapeeth

(Deemed to be University)

'A' Grade University Status Awarded By MHRD, Govt. Of India
Re- Accredited With 'A++' Grade By NAAC
XXXXXXXXXXX, Ph. 00000000000 Fax: 00000000000

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(Cover Page)

Title of Project

A Summer Training Project Report

Submitted in partial fulfillment of the requirements for the Award of degree of Bachelor of Business Administration (BBA)

2026 – 2029

Submitted by **Guided by**

Name of student:	**Name & Designation:**
ERP ID:	
PRN:	
Class & Section	

Acknowledgement

The present project work is an effort to cast a light on (**Name of the Company)**. The work would not have been possible to come to the present shape without the able guidance, supervision and help to me by number of people.

With deep sense of gratitude, I acknowledge the encouragement and guidance received by my project guide **Dr……** and my industry mentor Mr……, **Designation & Name of company.**

I am highly thankful to all those people who helped and supported me during the internship for completion of my Project Report

Name & Signature of the Student

Certificate of Originality

(On plain paper)

This is to certify that the project report entitled "…….....……
……..……" submitted to Bharati Vidyapeeth Deemed University, Pune, in partial fulfillment of the requirement for the award of the degree of **Bachelor of Business Administration (BBA),** is an original work carried out by me under the guidance of Mr./ Ms./Dr._____. The matter embodied in this project is a genuine work done by me has been submitted neither to this University nor to any other University for the fulfillment of the requirement of the course of study.

Name & Signature of the Student

Offer Letter from the Company
(on company's Letterhead)

To

……..

Bharati Vidyapeeth (Deemed to be University)

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxxxxxxxxx

Subject: Offer letter for SIP-MBA

We are happy to inform you that you have been selected as an intern in our organization for doing summer internship of two months starting from 25th May 2025 to 24th July 2025 under the guidance of _____ **(Name & Designation of Industry mentor)**

Thanks & Regards,

Name & Designation

HR /Admin Department

Ph.-

Email: -

Completion Certificate from the Company
(on company's Letterhead)

Sample format

To

……..

Bharati Vidyapeeth (Deemed to be University)

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxxxxxxxx

Subject: Completion certificate for SIP-MBA

This is to certify that _____ has successfully completed his/her summer internship of two months under the guidance of_____ _____ **(Name & Designation of Industry mentor).** The project title of SIP was…….. We wish him/her best of luck for future professional journey.

Thanks & Regards,

Name & Designation

HR /Admin Department

Ph.-

Email: -

Bharati Vidyapeeth
(Deemed to be University)

'A' Grade University Status Awarded By MHRD, Govt. Of India
Re- Accredited With 'A++' Grade By NAAC
XXXXXXXXXXX, Ph. 00000000000 Fax: 00000000000

-Ref: **Date:**

Certificate from Guide

This is to certify that the Summer Training Project Report Titled "……" Submitted to **Bharati Vidyapeeth (Deemed to be University) XXXXXXXXXX** in partial fulfillment of the requirement for the award of the degree **Bachelor of Business Administration (BBA),** is an original work carried out by _____ under my guidance. To the best of my knowledge and belief the matter embodied in this project is genuine work done by the student and has been submitted neither to this University nor to any other University for the fulfillment of the requirement of the course of study.

Name & Designation of the Project Guide

Bharati Vidyapeeth

(Deemed to be University)

'A' Grade University Status Awarded By MHRD, Govt. Of India
Re- Accredited With 'A++' Grade By NAAC
XXXXXXXXXXX, Ph. 00000000000 Fax: 00000000000

-Ref: **Date:**

Certificate from Director

This is to certify that the Project titled _____ is an academic work done by _____submitted in partial fulfillment of the requirement, for the award of the Degree **Bachelor of Business Administration (BBA)** from **Bharati Vidyapeeth (Deemed to be University) Pune.** It has been completed under the guidance of Dr. _____ (Faculty Guide) and Mr. / Ms. _____ (Corporate Mentor). We are thankful to (Name of the Company), for having allowed our student to undergo project work training. The authenticity of the project work will be examined by the viva-voce examiner, which includes data verification, checking duplicity of information etc., and it may be rejected due to non-fulfillment of quality standards set by the Institute.

Director

JOINING AND PROGRESS REPORT

(On Plain Paper)

Name of the Student ……..…….

Class/Sec…….…… /ERP ID……..……

Name of the Company ……..……

Name of the Faculty Guide ……

Name of the Mentor (Company Guide)……

Address…….……

Mobile No……...

Date of Joining …….…

Title of project ……

Introduction/ Description of the company: Here the students are required to write a small paragraph about the company, and also write about the domain students were working into.

PROGESS REPORT (Month Wise)

Month 1

TASKS/TRAININGS	LEARNINGS/ PERFORMANCE/REWARDS

Month 2

TASKS/TRAININGS	LEARNINGS/ PERFORMANCE/REWARDS

Signature of Student **Signature of Mentor with Stamp**

Industry Mentor's Feedback

(On company's / Mentors' letter head)

Name of the Organization: _____

Name of the industry Mentor: _____

Name of the Student and Course: _____

Please give rating to the summer trainee, ranging from 1 to 5 on the following Parameters.

(1 - Excellent, 2 - V. Good, 3 - Good, 4 - Average, 5 - Below Average)

Hard work ☐

Initiative ☐

Presentation Skills ☐

Communication skills ☐

Time Management ☐

Analytical Abilities ☐

Attendance during the training ☐

Business Awareness ☐

Ability to Extract Information ☐

2. How the student can compete for final placement in your esteemed organization?

_____

_____

_____

3. Any other suggestions for the course/students

_____

_____

_____

Signature of Mentor with Stamp

Note: If the seal of the organization is not available, attach the visiting card of the Industry mentor otherwise this report will be treated as void.

Format –PROGRESS MONITORING

S. No.	Particulars		
1	Name of student		
2	CLASS & SEC		
3	ERP ID		
4	PRN		
5	Contact no.		
6	Title of project		
7	Name of company		
8	Plagiarism %		
9	Interaction with faculty guide (at least 5 days)	**DATE & TIME**	**Signature of faculty guide**

(NAME & SIGN OF STUDENT) ……

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