



Estd. 1962  
"A++" Accredited by  
NAAC (2021)  
With CGPA 3.52

**SHIVAJI UNIVERSITY, KOLHAPUR - 416004,  
MAHARASHTRA**

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**शिवाजी विद्यापीठ, कोल्हापूर - ४१६००४, महाराष्ट्र**

दूरध्वनी-ईपीएबीएक्स -२६०९०००, अभ्यासमंडळे विभाग दूरध्वनी ०२३१-२६०९०९४



**Ref./SU/BOS/Com & Mgt./ 260**

**Date : 02/05/2025**

**To,**

The Principal  
All Affiliated (Commerce & Management) Colleges/ Institutions,  
Shivaji University, Kolhapur

**Subject :Regarding syllabi of B.B.A. Part-II (Sem. III & IV) degree programme  
under the Faculty of Commerce & Management as per National Education  
Policy, 2020 (NEP 2.0)**

Sir/Madam,

With reference to the subject mentioned above, I am directed to inform you that the University authorities have accepted and granted approval to the syllabi of **B.B.A. Part-II (Sem. III & IV)** under the Faculty of Commerce & Management as per National Education Policy, 2020 (NEP 2.0)

This syllabi shall be implemented from the academic year **2025-2026** onwards. A soft copy containing the syllabus is attached herewith and it is also available on university website [www.unishivaji.ac.in](http://www.unishivaji.ac.in) (Online Syllabus).

The question paper on the pre-revised syllabi of above mentioned course will be set for the examinations to be held in October/November 2025 & March/ April, 2026. These chances are available for repeater students, if any.

You are therefore, requested to bring this to the notice of all Students and Teachers concerned.

Thanking you,

Yours faithfully,

(Dr. S. M. Kubal)  
Dy. Registrar

**Encl: As above**

**for Information and necessary action**

**Copy to:**

1	Dean, Faculty of Commerce & Management	6	Appointment Section A & B
2	Director, Board of Examinations and Evaluation	7	I.T.Cell /Computer Centre
3	Chairman, Respective Board of Studies	8	Eligibility Section
4	B. Com. Section	9	Affiliation Section (T.1) (T.2)
5	Internal Quality Assurance Cell (IQAC Cell)	10	P.G. Seminar Section

SHIVAJI UNIVERSITY, KOLHAPUR



Estd.1962

NAAC “A++”Grade

Faculty of Commerce and Management

**Syllabus for**

**B.B.A.**

**(Bachelor of Business Administration)**

**Part-II (Sem-III and IV)**

**In accordance with National Education Policy  
with effect from Academic Year 2025-26**

Second Year B.B.A.			
Semester-III		Semester-IV	
Course Code	Course(Subject)	Course Code	Course (Subject)
CC301	Cost & Management Accounting	CC401	Entrepreneurship and Startup Ecosystem
CC302	Legal and Ethical Issues in Business	CC402	Operations Management
CC303	Human Resource Management	CC403	Financial Management
MDE301	Indian Systems of Health and Wellness	CC404	Business Research Methodology
SEC301	Management Information System	VAC401	Business Environment and Public Policy OR Enterprise System and Platforms OR Geo Politics and Impact on Business OR Public Health and Management
VAC301	Yoga/Sports /NCC/NSS/Disaster Management	CC405	International Business
AEC301	IT Skills-I/Managerial Skills-I	SEC401	Design Thinking and Innovation
		AEC401	Quantitative Skills-I/Accounting Skills-I

## Nature of University Question Paper and Scheme of Marking

### QUESTION PAPER PATTERN

#### FOR ALL SEMESTERS

(For 4 credit courses)

**Duration: 2.5 Hours**

**Total Marks : 60**

**Instructions: -**

- 1) All Questions are compulsory.
- 2) Figures to the right indicate marks.

Q.1	Broad Question /Case Study/Exercise Examples/Quantitative Problems OR Broad Question /Case Study/Exercise Examples/Quantitative Problems	15 Marks
Q.2	Write Short Answer Question/Exercise/Problem/Case let etc.(Any THREE) I) II) III) IV) V)	30 Marks
Q.3	Write Short Notes (Any THREE) a) b) c) d) e)	15 Marks

**Note:-**

- The above nature of question paper is applicable for the subjects **with 4 credits** for all eight semesters.
- Case study/Case lets should be included in questions as per the nature of subject.

## Nature of University Question Paper and Scheme of Marking

### QUESTION PAPER PATTERN

#### FOR ALL SEMESTERS

(For 2 credit courses)

**Duration: 1.5 Hours**

**Total Marks : 30**

**Instructions: -**

- 1) All Questions are compulsory.
- 2) Figures to the right indicate marks.

Q.1	Broad Question /Case Study/Exercise Examples/Quantitative Problems OR Broad Question /Case Study/Exercise Examples/Quantitative Problems	10 Marks
Q.2	Write Short Answer Question/Exercise/Problem/Case let etc. (Any TWO) I) II) III) IV)	10 Marks
Q.3	Write Short Notes (Any TWO) a) b) c) d)	10 Marks

**Note: -**

- The above nature of question paper is applicable for the subjects **with 2 credits** for all eight semesters.
- Case study/Case lets should be included in questions as per the nature of subject.



<p align="center"><b>BBA-II-Sem-III (NEP 2.0)</b></p> <p align="center"><b>COST AND MANAGEMENT ACCOUNTING</b></p> <p align="center"><b>CC301</b></p>	
<b>Course Description</b>	<p>This course covers the fundamental concepts and various aspects in Cost as well as Management Accounting. This course discusses how to prepare a cost sheet, costing for materials, labour cost and overheads. This course also talks about financial statement analysis using various tools like Comparative and Common Size Income Statements and Balance Sheet, Trend Analysis, Ratio Analysis, Cash Flow Statement, Budgets and Budgetary Control. It also throws some light on Management Reporting in general and thus this course as a part of the Business Administration programme provides fundamental knowledge and basic understanding on various methods, Tools and Techniques of Cost and Management Accounting helpful for financial decision making required for a budding professional in the domain of accounting and finance.</p>
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To familiarize the learners with the basic concepts and processes used to determine product costs and ascertain Material, Labour and Overhead cost.</li> <li>2. To enrich the knowledge of the learners in knowing and applying various tools like ratio analysis, cash flow statement, marginal costing for analyzing the financial statements for managerial information</li> <li>3. To provide with the basic understanding of budgetary control</li> <li>4. To develop the knowledge of the learners to understand and prepare a management report.</li> </ol>
<b>Course Outcomes</b>	<p>After completion of course, students will be able:</p> <ol style="list-style-type: none"> <li>1. To interpret the relevant theories of cost and management accounting and prepare Cost sheet and quotations.</li> <li>2. To categorize material and labor cost, allocation and apportionment of overheads.</li> <li>3. To use the financial statements for managerial decision making and preparation of management reports.</li> </ol>

<b>Total Hours of Teaching:</b> <b>60</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Total Per Week</b>	<b>Credit Points:</b> <b>04</b>
	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	
<b>Total Marks:100</b>	<b>Theory: 60</b>				<b>Internal: 40</b>
<b>Syllabus Contents:</b>					
<b>Unit: I</b>	<b>Introduction to Cost and Management Accounting</b> Definitions, features, objectives, functions, scope, advantages and limitations. Relationship and differences between Cost Accounting, Management Accounting and Financial Accounting. Cost Concepts-Cost classification – Elements of cost – Preparation of cost sheet and quotation. Material Cost- Direct and Indirect Material Cost, Inventory control techniques-stock levels, EOQ, ABC analysis. Issue of materials to production pricing methods-FIFO, LIFO and Average methods. Labor Cost: Direct and Indirect Labour Cost-Methods of payment of wages including incentive plans -Halsey and Rowan plans, Tailors Piece Rate method. Overheads: features, classification, methods of allocation and apportionment of overheads, primary and secondary distributions				15 Hours
<b>Unit: II</b>	<b>Marginal Costing and Budgetary control</b> Marginal Costing-Meaning ,Importance ,Marginal Cost Equation ,Difference between Marginal Costing and Absorption Costing , Break Even Analysis, Meaning and Importance - Break Even Chart- P/V Ratio - Cost Volume Profit Analysis- Margin of Safety-Angle of Incidence- Problems in Marginal Costing. Budgets - Meaning and importance - Budgetary Control-Meaning and Importance-Types of Budgets, practical problems - Flexible Budget and Cash Budget				15 Hours
<b>Unit: III</b>	<b>Financial Statement Analysis</b> Comparative Income Statements and Balance Sheets- Common Size Income Statements and Balance Sheet Analysis- Trend Analysis, Ratio Analysis –				15 Hours



	Introduction, Classification & Interpretation of Ratios-Liquidity Ratios, Solvency Ratios, Proprietary Ratios, Profitability Ratios, Leverage Ratios and Turnover Ratios	
<b>Unit: IV</b>	<b>Cash Flow Statement and Management Reporting</b> Cash Flow Statement: Introduction- Concept of Cash- Sources of cash flow, Cash from operation- cash from Financing and cash from investment- Inflow and outflow of cash- Preparation of cash flow statements with adjustments. Management Reporting: Meaning and Definitions of reports- Objectives and Purpose-Reports to Top Level Management-Reports to Lower-Level Management- Sample Reports	15 Hours

**Note:** Relevant case studies based on the above units should be discussed in the class.

#### **Suggested Fieldwork/Practical Work**

1. Visit a manufacturing unit to identify elements of cost. Prepare cost sheet.
2. Visit to different industrial units in your vicinity to understand different method of costing used.
3. Visit different business organization. Collect information regarding cost classification
4. Visit any manufacturing unit to identify elements of inventory and inventory control techniques used.
5. Visit any business enterprise. Prepare Cash Budget, Flexible Budget and Capital Budget of it and submit a report. Visit any manufacturing unit and learn inventory –material issue methods used and prepare report on it.
6. Visit to Manufacturing unit and get annual reports for last 5 years and calculate any 10 ratios .
7. Study application of Trend Analysis in any manufacturing industry in nearby vicinity.
8. Study application of Marginal Costing in decision making in any manufacturing industry in nearby vicinity.
9. Prepare Fund Flow Statement for any organization for last 5 years with interpretation and prepare report.
10. Prepare Cash Flow Statement for any industry for last 5 years with interpretation and prepare report.

#### **Note:**

*Each student should prepare report for any 5 practical's /Field work including detailed information as*

*per guidelines and format of report given by subject teacher. Take photographs in your cell phone related to your topic with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report wherever possible.*

**References:**

- Arora, M. N. Cost and Management Accounting, New Delhi: Himalaya Publishing House.
- Jain, S.P., & Narang, K.L. Cost Accounting. Principles and Practice, New Delhi: Kalyani Publishers.
- Kishor, R.M. Cost and Management Accounting. New Delhi: Taxman Allied Services.
- Pillai, R.S.N, Bagavathi, V., Cost Accounting. New Delhi: Sultan Chand
- Arora, M.N. Management Accounting, New Delhi: Himalaya Publishing House
- Lal, J. Srivastav, Seema., Singh, Manisha. Cost Accounting: Test, Problems and Cases, New Delhi: Tata McGraw Hill Educations Books

**Additional Readings**

Weblinks & Reflective Exercises and Cases

BBA-II-Sem-III (NEP 2.0)						
LEGAL AND ETHICAL ISSUES IN BUSINESS						
CC302						
Course Description	This course provides a comprehensive exploration of the key legal concepts, regulations, and ethical dilemmas that businesses face across various sectors. Through lectures, case studies and interactive discussions, students will develop the ability to critically analyse legal scenarios and ethical issues and make informed decisions that align with both legal requirements and ethical business practices.					
Course Objectives	1. To provide students with the understanding of key legal and ethical issues in the business context of India 2. To analyze ethical dilemmas in business decisions. 3. To understand the legal and regulatory aspects of business ethics that concern the financial, competitive and charitable responsibilities of organizations. 4. To gain knowledge about the ways in which organizational and individual factors impact business ethics					
Course Outcomes	After completion of course, students will be able : 1.To recall major laws and regulations and ethical principles that guide business conduct. 2. To analyse case studies to identify legal and ethical challenges within business operations. 3. To evaluate the effectiveness of existing legal frameworks in governing business practices 4. To propose solutions to ethical dilemmas based on ethical theories and principles that align with corporate social responsibility.					
Total Hours of Teaching		Lecture	Tutorial	Practical	Total Per Week	Credit Points
: 60		3	1	0	4	: 04
Total Marks : 100		Theory : 60			Internal : 40	
Syllabus Contents:						
Unit: I	Introduction to Business Law Business Law- Definition, scope, importance of understanding the role of law in					15 Hours

	business; Elements of a Contract – Offer and Acceptance, Consideration, Contractual Capacity; Essentials of a Valid Contract; Types of Contracts; Performance obligations; Types of contract breaches and remedies; Product liability and consumer protection laws; Business torts; Employment law	
<b>Unit: II</b>	<b>Sales and Leases</b> Formation of Sales Contract: Contracts for Leasing Goods, Title and Risk of loss, Performance and remedies, Warranties and Product liability Introduction to Negotiable Instruments, Negotiability, Negotiation and Holders in due course; Liability and discharge, Bank customer Relations/Electronic Fund Transfers.	15 Hours
<b>Unit: III</b>	<b>Introduction to Business Ethics</b> Definition and importance of business ethics, business ethics in the Indian context; Institutionalization of Business Ethics in the organization, benefits of Ethical Conduct in Business, Ethical Issues and Stakeholder Concerns; Social Responsibility and Regulatory Framework: Corporate Social Responsibility; Environment & business; Issues related to Business Ethics in marketing, finance & human resource functions. Ethical responsibilities of multinational corporations; Ethical dilemmas facing businesses globally including issues related to discrimination, human rights, environmental impact, and intellectual property.	15 Hours
<b>Unit: IV</b>	<b>Ethical Decision-making process</b> Philosophical approaches to ethical decision making; Ethics & Religious approaches; Moral & Legal aspects of ethical decision making: Ethical aspects in Bhagvat Gita; Kautiliya's Arthshastra; Swami Vivekanand on Ethics; Swami Vivekanand's message to the youth of India; Ethical Decision Making in Organizations: Individual and Organizational Factors Influencing Ethical Decisions; Karma, Indian philosophy of work ethics; Kautilya's Arthshastra; Introduction to Integral Humanism; Ethical Decision-Making Frameworks to Improve Decision-Making Outcomes; Corporate Governance and its Impact on Ethical Decision-Making; Whistleblowing; Conflict Resolution.	15 Hours

**Note:** Relevant case studies based on the above units should be discussed in the class.

**Suggested Fieldwork/Practical Work:**

1. Visit to any lawyers' office and conduct interview about his legal work or profile
2. Study any case related to Indian Contract Act and analyze it.
3. Study any case related to Sale of Goods Act and analyze it.
4. Visit to any bank and collect information about negotiable instruments use.
5. Visit to any industry in your vicinity and study ethical practices of this industry and prepare a report .
6. Identify and analyze practices of corporate social responsibility conducted in any industry and prepare a report on it.
7. Analyse principles mentioned in Kautilya's Arthashastra which impact on decision-making in business. .Prepare a report on it.
8. Analyze and prepare a report on the message of the Swami Vivekananda's to youth and its relevance in the modern corporate world.
9. Provide real examples of Indian philosophy of work ethics .
10. Identify and explain examples of Corporate Governance and its Impact on Ethical Decision-Making

**Note:** Each student should prepare report for any 5 practicals /Field work including detailed information as per guidelines and format of report given by subject teacher. Take photographs in your cell phone with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report wherever possible.

**References:**

**Text Books**

1. Tulsian, P. C. Business and Corporate Laws. S. Chand Publishing.
2. Fernando, A.C. Business Ethics and Corporate Governance. Pearson
3. Bayern, S. Business Law Beyond Business. J. Corp. L., 46, 521.
4. Vivekanand, S. To the Youth of India. Advaita Ashrama Books

**Reference Books**

1. Ratan Tata: Ethical Leadership| By: Ashok K. Dua, Sumita Rai| Ivey Publishing|  
<https://hbsp.harvard.edu/product/W17258-PDF-ENG>
2. [www.https://scroll.in/tag/competition-commission-of-India](https://scroll.in/tag/competition-commission-of-India)

3. Mascarenhas, A. J. O. et al. (2019). J.R.D. Tata: Orations on Business Ethics. Rupa Publications India
4. Holloway, J. E. (2023). The Foundation of the Theory of Law and Business. Am. U. Bus. L. Rev., 12, 51.
5. Vivekanand, S. (2022) Karam Yoga: The Yoga of action. Sanage Publishing House LLP
6. Vivekanand, S. (2015): Lectures on Bhagavad Gita. CreateSpace Independent Publishing Platform
7. Laasch, O. (2022). Principles of Management, Sage Textbook

### **Suggested Exercises and Cases**

#### **Unit 1**

##### **Cases:**

1. Salomon Vs. Salomon & Co. Ltd
2. Balfour Vs. Balfour
3. Durga Prasad Vs. Baldeo

#### **Unit 2**

##### **Cases:**

1. Mool Chand Ram Bhagat v. Harish Chandra
2. Coop. Cane Unions Federations v. West U.P. Sugar Mills Assn. (2004).
3. State of Maharashtra v. Champalal (1971).
4. Union of India v. Martin Lottery Agencies Ltd. (2009).
5. Camera House, Bombay v. State of Maharashtra (1969)

#### **Unit 3**

1. Reflective exercise on ethics and morality in the context of Mahabharata.
2. Reflective exercise on integral humanism as given by Indian thought leaders.

##### **Cases:**

1. Corporate America and Sarbanes-Oxley Act: Costs Vs. Benefits
2. Apple: Privacy vs. Safety (A)| By: Henry W. McGee, Nien-he Hsieh, Sarah McAra,

<https://hbsp.harvard.edu/product/321004-PDF-ENG>

3. Quick Case: Is Legal Compliance Good Enough? By: Bonnie Peter| Harvard

Business Publishing| <https://hbsp.harvard.edu/product/8268-HTML-ENG>

#### **Unit 4**

Reflective and review Exercise: Karam Yog (Bhagvad Gita): lessons in ethics and selfleadership

#### **Cases:**

1. CEO Compensation and Corporate Governance at NYSE

2. ICICI Bank: Restoring Faith in Corporate Governance

<https://hbsp.harvard.edu/product/W19323-PDF-ENG>

3. The Dance of Dharma: On the Difficulty of Being Good

<https://hbsp.harvard.edu/product/821058-PDF-ENG>

4. Blind Spots: The Roots of Unethical Behaviour in Life and Work | Max H.

Bazerman, Ann E. Tenbrunsel | Rotman Management | ROT140-PDF-ENG

| <https://hbsp.harvard.edu/product/ROT140-PDF-ENG>

5. Leadership Simulation: Patient Zero <https://hbsp.harvard.edu/product/7215-HTML-ENG>

6. Eliot Spitzer: A Crusader of Corporate Reform

7. Sterlite copper plant shutdown

8. Facebook–Cambridge Analytica data scandal

BBA-II-Sem-III(NEP2.0)					
HUMAN RESOURCE MANAGEMENT					
CC303					
Course Description	Human Resource Management course deal with HR policy, and HR Function in detail. HR planning, HRD, HR career Management, Performance, compensation and global HRM are integral part of this course. Industrial relations, compliance and employment relations, HR analytics and use of AI in HRM to reimagine HR Processes are the content of the course.				
Course Objectives	1.To explain how HR plays a functional role, needed for organizational effectiveness and management. 2.To illustrate the difference between functional and strategic role of HR 3.To analyze the need for HR planning, Innovation, use of technology, and sector specific HR needs 4.To interpret the innovation in HRM and best practices				
Course Outcomes	After successful completion of the course, students will be able, 1.To explain how Functional HRM contributes in organizational management. 2. To analyze all HR Functions like recruitment selection, performance management, compensation benefit, Training and Development and Career Management/Talent Management 3. To apply HR analytics, HR with innovation 4. To create sustainable goals with diversity, Inclusion and wellness				
Total Hours of Teaching : 60	Lecture	Tutorial	Practical	Total Per Week	Credit Points : 04
	3	1	0	4	
Total Marks:100	Theory : 60				Internal : 40
Syllabus Contents:					
Unit: I	The Nature of HRM  Human Resource Management: An Introduction; Human Resource Business Partnership HRM; HRM policies, HRM in globally competitive environment,				15 Hours



	Functional HRM; Strategic Human Resource Management	
<b>Unit: II</b>	<b>Plan, Acquire, Develop, Career Management</b> Employee Life Cycle Approach, Human Resource Planning; Recruitment and Selection; Training and Development; Competency Management; Career Management ,Talent Management, Managing the GIG employees and Virtual employees and team	15 Hours
<b>Unit: III</b>	<b>Engagement, Performance, Compensation Management, Industrial Relations, Compliance, Employment Relations</b> Changing nature of Employee Engagement; Performance Management; Compensation and Benefits; Compensation for Special Groups, Industrial Relations; Workplace Laws and Regulations; Employment Relations	15 Hours
<b>Unit: IV</b>	<b>Technology, HR Analytics, Innovation</b> Human Resource Information and Analytics; Human Resource Management Innovations; Human Resource Management in Small and Medium Enterprises; Human Resource Management in the Service Sector, Organization Transformation and the Human Resource Leadership; Diversity, Equity and Inclusion; Workplace Wellness, sustainability goals and HRM , Green HRM and challenges.	15 Hours

**Note:** Relevant case studies based on the above units should be discussed in the class.

**Suggested Field Work or Practical Work :**

1. Visit any large size business unit in your area and report on how human resource planning is done there.
2. Visit any mall or big retail store and write recruitment process followed
3. Prepare a report on selection process followed by industrial units in any industry in your area.
4. Record the selection procedure followed by local Co-operative banks/sugar factories for various administrative posts.
5. Report on training methods used in units in industrial estate or banks adopted for various staff.
6. Report on wage practice followed by medium and large size firm in your area.
7. Study Human Resource Management practices of any Small and Medium Enterprises and analyse it.
8. Study Human Resource Management in any the Service Sector and analyse it .
9. Study any 5 cases of companies where Green HRM practices are implemented.

10. Identify practices in any manufacturing industry implemented for improving Industrial Relations

**Note:**

*Each student should prepare report for any 5 practicals /Field work including detailed information as per guidelines and format of report given by subject teacher. Take photographs in your cell phone with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report wherever possible*

**References**

**Textbooks :**

1. DeNisi, A.S. ,Griffin,R.W and Sarkar,Anita Human Resource Management, Cengage Learning
2. Sengupta Amitabha, Human Resource Management: Concepts, Practices, and New Paradigms
3. Cascio, Wayne F., Managing Human Resources, Tata McGraw Hill, New Delhi
4. DeCenzo, David A, and Stephan P. Robbins, Fundamentals of Human Resource Management, Wiley India, New Delhi
5. Bhattacharyya, Dipak Kumar, Human Resource Management, Excel Books, New Delhi

**Reference Books**

1. Innovations in People Management, Bhatnagar, J, Bajaj, Ghosh Somanth, Lakshmi Publications, New Delhi (book of cases)
2. Relevant cases: Prabhjot, Kaur and Bhatnagar, Jyotsna (2022) The Happy Turtle: Womanpreneur and Talent in a Circular Economy, published, Richard Ivey School Case collection, Product Number Product# W25373
3. Bohra, Rakesh and Bhatnagar, Jyotsna, (2022) One Employee Went Freelance. Now Everyone Wants the Same Deal, Harvard Business Review, March, 2022, (ABDC/A / FT 50)
4. Mukherjee A, and Bhatnagar J(2022) - Conceptualizing and theorizing green human resource management: a narrative review--International Journal of Manpower, Jul 2022;(ABDC/A)

**Practical Exercises resources:**

1. Innovations In People Management, Bhatnagar, J, Bajaj, Ghosh Somanth, Lakshmi Publications, New Delhi (book of cases)
2. Mukherjee A, and Bhatnagar J(2022) - Conceptualizing and theorizing Green Human Resource Management: a narrative review--International Journal of Manpower, Jul 2022;(ABDC/A)

**BBA-II-Sem-III(NEP 2.0)**  
**INDIAN SYSTEMS OF HEALTH AND WELLNESS**  
**MDE301**

<b>Course Description</b>	This course deal with fundamentals of Health and Wellness concept, components of Health and mental health. Course contains study of Mind body connection in health. It emphasizes on study of Malnutrition, under nutrition and over nutrition, Modern lifestyle and associated health risks, Indian system of wellbeing.					
<b>Course Objectives</b>	1. To understand the importance of a healthy lifestyle 2. To familiarize students about physical and mental health 3. To create an awareness of various lifestyle related diseases 4. To provide understanding of stress management					
<b>Course Outcomes</b>	After completion of this course the learner will be able - 1. To explain the concept and nature of health, wellness and its various implications 2. To demonstrate adequate knowledge on well-being and promotion of healthy behavior.					
<b>Total Hours of Teaching</b> <b>: 30</b>		<b>Lecture</b> <b>1</b>	<b>Tutorial</b> <b>1</b>	<b>Practical</b> <b>0</b>	<b>Total Per Week</b> <b>2</b>	<b>Credit Points</b> <b>: 02</b>
<b>Total Marks : 50</b>		<b>Theory: 30</b>				<b>Internal: 20</b>
<b>Syllabus Contents:</b>						
<b>Unit: I</b>	<b>A. Introduction to Health &amp; Wellness</b>  Definition of Health, Importance of health in everyday life, Components of health – physical, social, mental, spiritual and its relevance, Concept of wellness, Mental health and wellness, Determinants of Health Behaviour  <b>B. Mind Body and Well-Being</b>  Mind body connection in health – concept and relation, Implications of mind-body connection, Wellbeing – why it matters?, Digital wellbeing					15 Hours
<b>Unit: II</b>	<b>A. Deficiency &amp; Diseases</b>  Malnutrition, Under nutrition and Over nutrition, Body system and common diseases, Sedentary lifestyle and risk of disease, Modern lifestyle and					15 Hours

	<p>associated health risks</p> <p><b>B. Indian system of well being</b></p> <p>Health beliefs of India, Health systems in India – AYUSH, Perspective of indigenous people towards health, Happiness and well-being in India</p>	
<p><b>Note:</b> Relevant case studies based on the above units should be discussed in the class.</p>		
<p><b>Suggested Field Work or Practical Work :</b></p> <ol style="list-style-type: none"> <li>1. Conduct interview of Dietitian and get information about Health and its components.</li> <li>2. Identify and Analyse your own components of physical, social, mental and its relevance on health</li> <li>3. Identify and Analyse components of spiritual aspects and its relevance on health.</li> <li>4. Analyse concept of Mental Health and wellness by visiting any Clinic in your vicinity.</li> <li>5. Study cases with mental health and analyse it</li> <li>6. Visit to any Spiritual institute e.g. Vipasana in your area and analyse their principles and importance of mind ,body connection in health.</li> <li>7. Study Malnutrition, cases in India. Analyse reasons of malnutrition and govt. schemes for minimising malnutrition.</li> <li>8. Identify real examples associated with health risks and Modern lifestyle.</li> <li>9. Identify 5 examples related with Health beliefs of India.</li> <li>10. Analyse techniques of Happiness explained in Indian Health System</li> </ol> <p><b>Note:</b>  <i>Each student should prepare report for any 5 practicals /Field work including detailed information as per guidelines and format of report given by subject teacher. Take photographs in your cell phone with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report wherever possible.</i></p>		
<p><b>Text Books / References:</b></p> <ul style="list-style-type: none"> <li>● Carr, A. Positive Psychology: The science of happiness and human strength. UK: Routledge</li> <li>● C. Nyambichu &amp; Jeff Lumiri, , Lifestyle Disease: Lifestyle Disease Management</li> </ul>		

BBA-II-Sem-III (NEP2.0 )						
MANAGEMENT INFORMATION SYSTEM						
SEC301						
Course Description	This course provides basics of Information System, Data Base Management System. It explains working and applications of different information systems, system development lifecycle and analyze the system requirement and managing projects.					
Course Objectives	The course aims to provide students with comprehensive knowledge and practical skills in managing information systems (MIS), database management, information system applications, and project management using modern tools and methodologies. Students will learn to analyze, design, and implement effective MIS solutions in various business contexts.					
Course Outcomes	After completion of course, students will be able:  1. To understand the basic concepts, types, dimensions, and components of MIS, and evaluate the benefits and evolution of IT infrastructure in the digital firm era.  2. To apply database management principles by setting up and managing DBMS packages, creating Entity-Relationship diagrams, and understanding data models, data warehouses, and administration techniques.  3. To analyze various MIS applications, including DSS, GDSS, and knowledge management systems, and develop e-commerce solutions by leveraging enterprise models, business process reengineering, and digital communication strategies.  4. To evaluate project management objectives and methodologies, including agile practices such as SCRUM, and manage projects effectively to control risk factors and understand ethical, social, and political issues in the information era.					
Total Hours of Teaching: 60		Lecture 2	Tutorial 0	Practical 4	Total Per Week 4	Credit Points : 04
Total Marks:100		Theory : 60				Internal : 40
Syllabus Contents:						
Unit: I	Fundamentals concepts of MIS  Basic concepts of MIS/ Types of MIS, Dimension and components of IS, Benefits of MIS, IT infrastructure, and IT infrastructure evolution, Components of IT infrastructure, New approaches for system building in the digital firm era					15 Hours

<b>Unit: II</b>	<b>Data Base Management System</b>  Objectives of Data Base approach- Characters of Database Management Systems- Data processing system- Components of DBMS packages - Data base Administration- Entity – Relationship (conceptual)	15 Hours
<b>Unit: III</b>	<b>Information System Applications</b>  MIS Applications, DSS – GDSS - DSS Applications in E-Enterprise - Knowledge Management System and Knowledge Based Expert System - Enterprise Model System and E-Business, E- Commerce, E-Communication, Business Process Reengineering	15Hours
<b>Unit: IV</b>	<b>Managing Projects</b>  Objectives of Project Management, Fundamentals of Project Management Information Systems with agile methodologies -Introduction of SCRUM, Roles and meetings, User stories, Project risk, Controlling risk factors, Ethical, social, and political issues in the information era	15 Hours
<b>Suggested Practical/Fieldwork</b>  1. Analyze a real-world Management Information System (MIS) implementation case, identifying the types of MIS used, benefits realized, and challenges faced. Present findings using written and visual formats. 2. Set up and manage a Database Management System (DBMS), perform basic operations, and create an Entity-Relationship diagram for a business scenario to demonstrate database conceptual design. 3. Design and build an e-commerce website, incorporating features of digital markets, digital goods, and e-commerce business models. 4. Manage a mock project using agile methodologies, including roles, meetings, user stories, and risk management. 5. Analyze need of information system to hospital/bank etc.and prepare report on it 6. Determine role of information system in decision making in marketing department. 7. Visit any Government/Private organization and study different levels of information system working in it. 8. Study different types of information generated at different level in supermarket/retail shop etc. 9. Identify operational level and knowledge level information generated in any organization.		

## 10. Identify role of information system in education institutions

### **Note:**

Each student should prepare report for any 5 practicals /Field work including detailed information as per guidelines and format of report given by subject teacher. Take photographs in your cell phone with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report wherever possible.

### **References**

1. Laudon, K. C., & Laudon, J. P.. Management information systems: managing the digital firm. Fifteenth Edition. Pearson.
2. Coronel, C., & Morris, S.. Database systems: design, implementation, & management. Cengage Learning.
3. Olson, D. . Information systems project management (First;1; ed.). US: Business Expert Press.
4. Schiel, J. The ScrumMaster Study Guide. Auerbach Publications.
5. The Scrum Master Guidebook: A Reference for Obtaining Mastery" , Chandan Lal Patary
6. Scrum: The Art of Doing Twice the Work in Half the Time", Jeff Sutherland, J.J. Sutherland
7. Stair, R., & Reynolds, G. Fundamentals of information systems. Cengage Learning.

### **Case Studies**

1. Developing MIS for National Innovation Foundation: Choosing Process, Product and Vendor, Sanjay Verma;Priyanka Sharma, <https://hbsp.harvard.edu/product/A00137-PDF-ENG?Ntt=MIS>
2. Enterprise-Wide Business-IT Engagement In An Empowered Business Environment: The Case Of FedEx Express EMEA, Stijn Viaene; Steven De Hertogh, <https://hbsp.harvard.edu/product/JIT025-PDF-ENG?Ntt=MIS>
3. From Products to Product-Service Systems: IT-Driven Transformation of a Medical Equipment Manufacturer, Jens Fahling; Felix Kobler; Jan Marco Leimeister; Helmut Krcmar, <https://hbsp.harvard.edu/product/JIT062-PDF-ENG?Ntt=MIS>

<p align="center"><b>BBA-II-Sem-III(NEP 2.0 )</b></p> <p align="center"><b>YOGA</b></p> <p align="center"><b>VAC301-A</b></p>						
<b>Course Description</b>	Yoga course is designed to provide students with a comprehensive understanding of physical fitness, wellness, and nutrition. This course explores the meaning and importance of yoga in the modern era, the role of sports in maintaining physical fitness, and the various components of physical wellness. Students will also learn about the significance of nutrition and weight management, equipping them with the knowledge to promote a healthy and balanced lifestyle. Through this course, students will gain insights into the holistic approach to health and well-being.					
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To explain yoga's significance and its practical applications for holistic well-being.</li> <li>2. To relate subtle energy systems and their role in enhancing health through yogic practices.</li> <li>3. To examine various paths of yoga to foster self-realization and spiritual growth.</li> <li>4. To demonstrate the Eight Limbs of Yoga for physical, mental, and spiritual harmony.</li> <li>5. To apply yogic principles to manage psycho-somatic ailments and promote resilience.</li> </ol>					
<b>Course Outcomes</b>	<p>After completion of course, students will be able:</p> <ol style="list-style-type: none"> <li>1. To explain yoga and its modern applications for holistic well-being.</li> <li>2. To demonstrate proficiency in yogic anatomy and physiology, enhancing yoga practice and promoting physical and energetic balance.</li> <li>3. To illustrate the Eight Limbs of Yoga and comprehend their psychological impact, fostering personal growth and self-realization.</li> <li>4. To integrate yoga principles into sports and physical fitness activities to enhance performance and prevent injuries.</li> <li>5. To develop skills in wellness management and nutrition</li> </ol>					
<b>Note</b>	All the theoretical contents shall be delivered through the practical workshop mode only.					
<b>Total Hours of Teaching</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Total Per Week</b>	<b>Credit Points</b>	



: 30		0	0	4	2	: 02
Total Marks:50		Theory: 30				Internal: 20
Syllabus Contents:						
Unit: I	<b>Yoga</b> Meaning and definition, Importance of yoga in 21 <sup>st</sup> century, Introduction to Yogic Anatomy and Physiology, Yoga & sports, Yoga for healthy lifestyle Types of Yoga: - Hatha Yaga, Laya Yoga, Mantra Yoga, Bhakti Yoga, Karma Yoga, Jnana Yoga, Raj Yoga, Study of Chakras, Koshas, Pranas, Nadis, Gunas, Vayus and its application in Yogic practices. Ashtang Yoga: - Yama, Niyama, Asana, Pranayama, Pratyahar, Dharna, Dhyan, Samadhi : Benefits, Utilities & their psychological impact on body and mind, Yoga concept of normality in modern psychology, concept of personality & its development, yogic management of psycho-somatic ailments: frustration, anxiety, depression					8 Hours
Unit: II	<b>Sports for Physical Fitness</b> Meaning and definition, Physical Activity – Concept, Benefits of Participation in Physical Activities, Components and Significance of Physical Fitness -Health, Skill and Cosmetic Fitness, Types of Physical Activities – Walking, Jogging, Running, Calisthenics, Rope Skipping, Cycling, Swimming, Circuit Training, Weight training, Adventure Sports, Principles of Physical Fitness, Warming Up, Conditioning, Cooling Down, Methods to Develop and Measure Health and Skill related components of Physical Fitness, Measurement of Health Related Physical Fitness (HRPF)					8 Hours
Unit: III	<b>Physical Wellness</b> Concept, Components, Types of wellness: psychological, social, emotional, and spiritual. Significance with reference to Positive Lifestyle , Concepts of Quality of Life and Body Image, Factors affecting Wellness, Wellness Programmes					7 Hours
Unit: IV	<b>Nutrition and Weight Management</b> Concept of Nutrients, Nutrition, Balanced Diet, Dietary Aids and Gimmicks Energy and Activity- Calorie Intake, Energy Balance Equation, Obesity - Concept, Causes, Obesity Related Health Problems, Weight Management through Behavioural Modifications					7 Hours

**Suggested Field Work or Practical Work :**

Subject Teacher should assign any 5 practical work based on syllabus and evaluate student performance.

(e.g. Individual or Group Activity/Presentation, Assignment, Role Play, Group Discussion, etc.)

**References**

- Anand O P. Yog Dawra Kaya Kalp. Sewasth Sahitya Perকাশan. Kanpur.
- Brown, J.E. Nutrition Now Thomson-Wadsworth.
- Corbin et.al.Fitness & Wellness-Concepts. McGraw Hill. Publishers. New York.U.S.A
- Corbin, C. B., G. J. Welk, W. R Corbin, K. A. Welk, Concepts of Physical Fitness: Active Lifestyle for Wellness. McGraw Hill, New York, USA.
- Hoeger, W W K and S.A. Hoeger. Principles and Labs for Fitness and Wellness, Thomson Wadsworth, California, USA.
- Hoeger, W.W. & S. Hoeger Fitness and Wellness. 7th Ed. Thomson Wadsworth, Boston, USA.
- Kamlesh, M. L. & Singh, M. K., Physical Education (Naveen Publications).
- Kansal, D.K. Text book of Applied Measurement, Evaluation & Sports Selection. Sports & Spiritual Science Publications, New Delhi.
- Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema,, Fitness, Aerobics and Gym Operations, Khel Sahitya, New Delhi
- Lumpkin, A. Introduction to Physical Education, Exercise Science and Sports Studies, McGraw Hill, New York, U.S.A.
- Sarin N, Yoga Dawara Rogon Ka Upchhar.Khel Sahitya Kendra
- Savard, M. and C. Svec The Body Shape Solution to Weight Loss and Wellness: The Apples & Pears Approach to Losing Weight, Living Longer, and Feeling Healthier. Atria Books, Sydney, Australia.
- Siedentop, D. Introduction to Physical Education, Fitness and Sport, McGraw Hill Companies Inc., New York, USA.
- Sri Swami Ramas. Breathing. Sadhana Mandir Trust.Rishikesh.
- Swami Ram Yoga & Married Life Sadhana Mandir Trust. Rishikesh

## BBA-II-Sem-III(NEP 2.0)

## SPORTS

**VAC301-B**

<b>Course Description</b>	Sports course offers undergraduate students a comprehensive introduction to the field, covering key principles, organizational structures, and ethical considerations. It also includes marketing, sponsorship, financial management techniques, and the use of analytics and technology in sports to enhance strategic decision-making and fan engagement.					
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand the fundamental principles and concepts of sports, including its scope, organizational structure, and ethical considerations.</li> <li>2. To analyze the role of marketing and sponsorship in the sports industry, with a focus on branding, target audience segmentation, and event management.</li> <li>3. To develop proficiency in financial management techniques specific to the sports industry, including revenue generation, cost management, and investment strategies.</li> <li>4. To apply theoretical knowledge to practical scenarios through case studies and projects, fostering critical thinking and problem-solving skills in sports management contexts.</li> <li>5. To explore the application of analytics and technology in sports, including performance evaluation, strategic decision-making, and fan engagement.</li> </ol>					
<b>Course Outcomes</b>	<p>After completion of course, students will be able :</p> <ol style="list-style-type: none"> <li>1.To explain the concept of sports and including its scope, organizational structure, and ethical considerations.</li> <li>2. To demonstrate the technique of Suryanamaskar.</li> <li>3. To acquire Knowledge about Fitness, Wellness and Nutrition, Core Physical Education</li> </ol>					
<b>Total Hours of Teaching</b>  <b>: 30</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Total Per Week</b>	<b>Credit Points : 02</b>
		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>	
<b>Total Marks:50</b>		<b>Theory : 30</b>				<b>Internal : 20</b>
<b>Syllabus Contents:</b>						

<b>Unit: I</b>	<p><b>Introduction to Physical Education in the Contemporary Context (Any Two)</b></p> <p>Learn and demonstrate the technique of Suryanamaskar, Develop Physical Fitness through Calisthenics / Aerobics / Circuit-Training / Weight-Training and demonstrate the chosen activity, Select any one game available in the college and learn different techniques involved in its play</p>	8 Hours
<b>Unit: II</b>	<p><b>Core Physical Education-I Fitness, Wellness and Nutrition (Any Two)</b></p> <p>Measurement of Fitness Components – Leg-raise for Minimal Strength (Muscular Strength); Sit- ups Muscular Endurance); Harvard Step Test, Run and Walk Test (Cardiovascular Endurance); Sit and Reach Test (Flexibility) Measuring height, weight, waist circumference and hip circumference Calculation of BMI (Body Mass Index) and Waist-Hip Ratio Engage in at least one wellness programme and write a report on it.</p>	8 Hours
<b>Unit: III</b>	<p><b>Core Physical Education-II Posture, Athletic Care and First Aid (Any Two)</b></p> <p>Demonstrate Stretching and Strengthening Exercises for Kyphosis, Scoliosis, Lordosis, Knock Knees, Bow Legs, Flat Foot, Back Pain and Neck Pain</p> <p>Illustration and Demonstration of Active and Passive Exercises- Asanas with Therapeutic Value (Any five asanas): Karnapeedasana, Padmasana, Dhanurasana, Sarvangasana, Paschimottanasana, Chakrasana, Halasana, Matsyasana, Ardhamatsyendrasana, Usthrasana, Mayurasana, Shirshasana, Vajrasana, Practice P.R.I.C.E. in First Aid.</p>	7 Hours
<b>Unit: IV</b>	<p><b>Sports Administration &amp; Management (Any Two)</b></p> <p>Demonstration of Supervision activities in Sports Management, Demonstration of skills of Management, Demonstration of fixtures of various kinds in sports competitions, Demonstration of technical and non-technical purchase procedure.</p>	7 Hours

**Suggested Field Work or Practical Work :**

Subject Teacher should assign any 5 practical work based on syllabus and evaluate student performance.  
(e.g. Individual or Group Activity , Assignment, Group activity, Role Play, Group Discussion, etc.)

**References:**

Text Books: (Latest Edition)

1. Teaching Children Physical Education: Becoming a Master Teacher. Graham, G., Human Kinetics, Champaign, Illinois, USA.
2. Concepts of Physical Fitness: Active Lifestyle for Wellness, Corbin, C. B., G. J. Welk, W. R Corbin, K. A. Welk, McGraw Hill, New York, USA.
3. Teaching Today Health, Anspaugh, D.J., G. Ezell and K.N. Goodman, Mosby Publishers.
4. Drug Education Handbook on Drug Abuse in Sports, Beotra, Alka, Applied Nutrition Sciences, Mumbai
5. Sports Facility Management, Ammon, R., Southall , R.M. and Blair, D.A., West Virginia, USA: Fitness Information Technology Publishers

**BBA-II-Sem-III(NEP 2.0)**  
**NATIONAL CADET CROPS (NCC)**  
**VAC301-C**

<b>Course Description</b>	This course develops essential skills in discipline, leadership, and tactical operations through structured curriculum and practical exercises. It emphasizes the role of drills in fostering discipline, leadership, and teamwork, and includes comprehensive weapon handling training with a focus on safety protocols. The course teaches map reading, understanding topographical features, and navigating diverse terrains. Practical units cover the history and objectives of the National Cadet Corps (NCC), various maneuvers, parade formations, saluting protocols, and field and battlecraft techniques. By the end, learners will master discipline, leadership, weapon handling, and tactical decision-making, effectively utilizing terrain features for strategic advantages.
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1.To explain the foundational role of drill in fostering discipline and leadership within a group, enabling effective command towards achieving common goals.</li> <li>2.To demonstrate the importance of grace and dignity in executing foot drill movements, recognizing their significance in enhancing performance and teamwork.</li> <li>3.To evaluate the criticality of weapon handling and detailed safety measures, emphasizing the importance of accident prevention through strict adherence to safety protocols.</li> <li>4.To develop an awareness of diverse terrain types and their strategic significance in battle craft, enabling informed decision-making and effective utilization of terrain features for tactical advantage.</li> </ol>
<b>Course Outcomes</b>	<p>After completion of course, students will be able :</p> <ol style="list-style-type: none"> <li>1. To demonstrate mastery of Discipline and Leadership through Drill Learners would demonstrate the ability to effectively command a group, foster discipline, and work collaboratively towards achieving shared objectives.</li> </ol>

	2. To develop mastery of Grace and Dignity in Foot Drill Performance Learners would demonstrate an understanding of how these qualities enhance performance and foster teamwork within a group setting.					
	3. To build proficiency in Weapon Handling and Safety Adherence ,To demonstrate a thorough understanding of the criticality of safety measures, emphasizing accident prevention through strict adherence to safety protocols.					
	4.To improve Tactical Awareness and Strategic Decision-Making .To develop ability to make informed decisions and effectively utilize terrain features to gain tactical advantage during operations.					
Total Hours of Teaching :  30	Lecture	Tutorial	Practical	Total Per Week	Credit Points	
	0	0	4	2	:  02	
Total Marks: 50		Theory : 30		Internal : 20		
Syllabus Contents:						
Unit-1	Introduction to NCC Overview of NCC, its history, aims, objectives, and organizational structure, Incentives and duties associated with NCC cadetship; Maneuvers: Foot drill, Word of Command, Attention, and stand at ease, and Advanced maneuvers like turning and sizing; Parade formations: Parade line, open line, and closed line; Saluting protocols, parade conclusion, and dismissal procedures. Marching styles: style march, double time march, and slow march				8 Hours	
Unit-2	Weapon Training Handling firearms, Introduction and characteristics of the .22 rifle; Handling Firearm techniques, emphasizing safety protocols and Best practices.				8 Hours	
Unit-3	Map Reading (MR) Topographical forms and technical terms, including relief, contours, and gradients, crucial for understanding terrain features; Cardinal points , magnetic variation and grid convergence				7 Hours	
Unit-4	Field Craft & Battle Craft (FC & BC)				7 Hours	

	Fundamental principles and techniques essential for effective field and battle craft operations; Methods of judging distance, including estimation, pacing, and visual cues	
<b>Suggested Field Work or Practical Work :</b> Subject Teacher should assign any 5 practical work based on syllabus and evaluate student performance. (e.g. Individual or Group Activity/Presentation, Assignment, Role Play, Group Discussion, etc.)		
<b>References: (Latest Editions)</b> 1.DGNCC Cadet's Hand Book - Common Subjects -All Wings 2.Tiwari, R. NCC: Grooming Feeling of National Integration, Leadership and Discipline among Youth. Edwin Incorporation. 3.Chhetri, R.S. Grooming Tomorrows Leaders, The National Cadet Corps. 4.Directorate General National Cadet Corps . National Cadet Corps, Youth in Action. 5.Vanshpal, Ravi, The NCC Days, Notion Press.		





<b>BBA-II-Sem-III (NEP2.0)</b> <b>NATIONAL SERVICE SCHEME (NSS)</b> <b>VAC301-D</b>	
<b>Course Description</b>	<p>This course provides students with an in-depth understanding of the National Service Scheme (NSS), including its history, philosophy, aims, objectives, and organizational structure. It equips students with knowledge about various NSS programmes and activities, emphasizing their relevance and importance. The course also develops skills in community mobilization, teaching students effective techniques for engaging and mobilizing community stakeholders. Additionally, it cultivates an appreciation for volunteerism and shramdan (voluntary labor), highlighting their role in community development initiatives. By the end of the course, students will have a comprehensive understanding of NSS, enhanced leadership and team-building skills, and a strong sense of social awareness and patriotism.</p>
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To provide students with an understanding of the history, philosophy, and basic concepts of the National Service Scheme (NSS).</li> <li>2. To familiarize students with the aims, objectives, and organizational structure of NSS.</li> <li>3. To equip students with knowledge about NSS programmes, activities, and their relevance.</li> <li>4. To develop an understanding of community mobilization techniques and their importance in NSS activities.</li> <li>5. To cultivate an appreciation for volunteerism, shramdan (voluntary labor), and their role in community development initiatives.</li> </ol>
<b>Course Outcomes</b>	<p>After completion of course, students will be able :</p> <ol style="list-style-type: none"> <li>1.To demonstrate an understanding of the history, philosophy, and objectives of the National Service Scheme (NSS), thereby fostering increased social awareness and patriotism among them.</li> <li>2.To experiment with various NSS programmes and activities effectively and through it understand the importance of leadership and team building.</li> <li>3.To develop skills in community mobilization and partnership building.</li> <li>4.To assess the importance of volunteerism and shramdan in societal development and thus, be able to understand role of community participation.</li> </ol>

<b>Total Hours of Teaching:</b> <b>30</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Total Per Week</b>	<b>Credit Points : 02</b>
	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>	
<b>Total Marks: 50</b>	<b>Theory : 30</b>				<b>Internal : 20</b>
<b>Syllabus Contents:</b>					
<b>Unit: I</b>	<b>Introduction and Basic Concepts of NSS</b> National Service Scheme (NSS) - history, philosophy, and fundamental concepts, aims and objectives, providing clarity on the organization's overarching goals. Symbols of NSS- Emblem, flag, motto, song, and badge; Organizational structure of NSS				7 Hours
<b>Unit: II</b>	<b>NSS Programmes and Activities</b> Diverse programmes and activities conducted under the aegis of the National Service Scheme (NSS); Significance of commemorating important days recognized by the United Nations, Centre, State Government, and University; Examination of the methodology for adopting villages/slums and conducting surveys; Financial patterns of the NSS scheme				8 Hours
<b>Unit-III</b>	<b>Community Mobilization</b> Dynamics of community mobilization within the framework of the National Service Scheme (NSS); Functioning of community stakeholders; The conceptual lens of community development				7 Hours
<b>Unit-IV</b>	<b>Volunteerism and Shramdan in the Indian Context</b> Roles and Motivations within the NSS Framework, Ethos of volunteerism and shramdan (voluntary labor) within the cultural context of India and the framework of the National Service Scheme (NSS); Motivations and constraints shaping volunteer engagement; Role of NSS volunteers in initiatives such as the Swatch Bharat Abhiyan and Digital India				8 Hours
<b>Suggested Field Work or Practical Work :</b> Subject Teacher should assign any 5 practical work based on syllabus and evaluate student performance.(e.g. Individual or Group Presentation, Assignment, Group activity, Role Play, Group Discussion, etc.)					
<b>References:</b>					

- 1.Ministry of Youth Affairs and Sports, Government of India. (2022). National Service Scheme (NSS) Manual.
- 2.Agarwalla, S. (2021). NSS and Youth Development. Mahaveer Publications
- 3.Bhattacharya, P. (2024). Stories Of NSS (English Version). Sahityasree.
- 4.Borah, R. and Borkakoty, B. (2022). NSS in Socioeconomic Development. Unika Prakashan.
- 5.Wondimu, H., & Admas, G. (2024). The motivation and engagement of student volunteers in volunteerism at the University of Gondar. Discover Global Society, 2(1), 1-16.
- 6.Saha, A. K. (2002). Extension Education–The Third Dimension Needs and Aspirations of Indian Youth. Journal of Social Sciences, 6(3), 209-214.
- 7.Mills, S. (2013). “An instruction in good citizenship”: scouting and the historical geographies of citizenship education. Transactions of the Institute of British Geographers, 38(1), 120–134.  
<http://www.jstor.org/stable/24582445>
- 8.Mishra, S. K., Sachdev, S., Marwaha, N., & Avasthi, A. (2016). Study of knowledge and attitude among college-going students toward voluntary blood donation from north India. Journal of blood medicine, 19-26.
- 9.Mukherji, B. (2007). Community Development in India. Orient Longmans.
- 10.History Background of NSS and its Philosophy, Aims and Objectives
- 11.<https://www.osmania.ac.in/NSS%20URL/9.%20%20Historical%20Background%20of%20NSS%20and%20its%20Philosophy,%20Aim.pdf>
- 12.In Defence of Nationalism <https://www.mkgandhi.org/indiadreams/chap03.htm>
- 13.Unlocking Youth Potential for Nation Building: Strengthening NYKS and NSS
- 14.<https://www.undp.org/india/projects/strengthening-nyks-and-nss>

BBA-II-Sem-III (NEP 2.0)						
DISASTER MANAGEMENT						
VAC301-E						
Course Description	In rapidly evolving 21st-century world, challenges emerge in diverse forms, transcending borders and intertwining economic, societal, and environmental realms. These challenges profoundly affect vulnerable communities, magnifying their susceptibility to climate-related shocks and disasters. As we navigate through these complexities, it becomes increasingly evident that aligning strategies with global Sustainable Development Goals (SDGs) across various geographical scales is paramount. This alignment incorporates perspectives of environmental sustainability, climate adaptation, and disaster resilience. In light of these considerations, this course aims to equip students with the knowledge and skills necessary to address and mitigate the impacts of disasters in a holistic manner.					
Course Objectives	1. To provide understanding of the concepts related to disaster 2. To highlight the importance and role of disaster management 3. To enhance awareness of institutional processes and management strategies to mitigate the impacts of disasters					
Course Outcomes	After successful completion of the course, students will be able, 1. To explain the critical role of disaster management in reducing risks and enhancing resilience 2. To describe key institutional frameworks and processes in disaster management. 3. To assess risk and develop disaster management plans for specific scenarios					
Total Hours of Teaching		Lecture	Tutorial	Practical	Total Per Week	Credit Points
: 30		0	0	4	2	: 02
Total Marks:50		Theory : 30				Internal : 20
Syllabus Contents:						
Unit-I	Concepts and Terminologies Understanding key concepts of Hazards, Disasters, Disaster types and causes (Geophysical, Hydrological, Meteorological, Biological and Atmospheric; Human-made); Global trends in disasters - Impacts (Physical, Social, Economic,					8 Hours

	Political, Environmental and Psychosocial); Defining Vulnerability (Physical Vulnerability; Economic Vulnerability; Social Vulnerability)	
<b>Unit-II</b>	<b>Key concepts of Disaster Management Cycle</b> Components of Disaster Management Cycle (Phases: Response and recovery, Risk assessment, Mitigation and prevention, Preparedness planning, Prediction and warning); Disaster risk reduction (DRR), Community based disaster risk reduction	7 Hours
<b>Unit-III</b>	<b>Initiatives at National and International Level</b> Disaster Risk Management in India and at international level: Related policies, plans, programmes and legislation; International strategy for disaster reduction and other initiatives	7 Hours
<b>Unit-IV</b>	<b>Emergency Management</b> Explosion and accidents (Industrial, Nuclear, Transport and Mining) - Spill (Oil and Hazardous material); Threats (Bomb and terrorist attacks) - Stampede and conflicts. Training and Demonstration Workshops (at least two workshops) be organized in association with the NIDM, NDRF, NCDC, Param Military, Fire Brigade, CISF, local administration etc.	8 Hours
<b>Suggested Field Work or Practical Work :</b> Subject Teacher should assign any 5 practical work based on syllabus and evaluate student performance. (e.g. Individual or Group Presentation, Visit, Assignment, Group activity, Role Play, Group Discussion, etc.)		
<b>Reference Books</b> 1.Sharma, S.C. , Disaster Management, Khanna Book Publishing. 2.Clements, B. W.,: Disasters and Public Health: Planning and Response, Elsevier Inc. 3.Duncan, K., and Brebbia, C. A., (Eds.) : Disaster Management and Human Health Risk: Reducing Risk, Improving Outcomes, WIT Press, UK. 4.Singh, R. B. (ed.), Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.		

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5. Ramkumar, Mu, Geological Hazards: Causes, Consequences and Methods of Containment, New India Publishing Agency, New Delhi.
  6. Modh, S. Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
  7. Carter, N. Disaster Management: A Disaster Management Handbook. Asian Development Bank, Manila.
  8. Govt. of India Vulnerability Atlas of India. BMTPC, New Delhi.
  9. Govt. of India Disaster Management in India. Ministry of Home Affairs, New Delhi.
  10. Matthews, J.A., Natural Hazards and Environmental Change, Bill McGuire, Ian Mason.

**E-Resources**

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

BBA-II-Sem-III(NEP 2.0)					
IT SKILLS-I					
AEC301-A					
Course Description	This course provides practical knowledge about basics of computer, concepts of Hardware and Software, Concept of Computing, Data and Information, Operating Computer using GUI Based Operating System, Word Processing ,MS ExcelSheet				
Course Objectives	1.To study Word Processing Package, MS Office and a knowledge of how to design and create effective and structured documents like technical reports, letters and brochures etc. 2.To explain use of Spread Sheet, Basics of Spreadsheet, Manipulation of cells, Formulas and Functions.				
Course Outcomes	After this course students will be able to: 1. To demonstrate Word Processing Package, MS Office and a knowledge of how to design and create effective and structured documents like technical reports, letters and brochures etc. 2. To demonstrate the skill in the appropriate use various features of the spread sheet package				
Hours of Teaching:	Lecture	Tutorial	Practical	Total Per Week	Credit Points:
30	1	1	0	2	02
Marks:50	Theory:30				Internal:20
Syllabus Contents:					
Unit: I	A. Fundamentals of computer Computer (Definition & Block diagram), Characteristics & Applications of Computers in different fields; Concepts of Hardware (Peripheral Devices) and Software, Computer Memory, Types of Computers Networking (Definition & Types), Internet (Definition & Applications), Concept of Computing, Data and Information; Applications of IECT B. Operating Computer using GUI Based Operating System				15 Lectures



	Operating System; Functions of Operating Systems, Types of Operating Systems, Components of Operating Systems (menus & Accessories), Use of Common Icons, Status Bar, Running an Application, File & its operations, Folders(Directories) & its operations, Creating Short cuts, Basics of O.S Setup; Common utilities.	
<b>Unit: II</b>	<b>Basic Automation</b> <b>Word Processing Basics;</b> Opening and Closing of documents; Text creation and Manipulation; Formatting of text; Table handling; Spell check, language setting and thesaurus; Printing of word document. <b>Spread Sheet Basics:</b> Basics of Spreadsheet; Manipulation of cells; Formulas and Functions; Editing of Spread Sheet, printing of Spread Sheet. <b>Presentation Skills:</b> Introduction – Creating Presentation, Saving Presentation Files, Master Templates & Re-usability, Slide Transition, Making Presentation, Printing Handouts	15 Lectures

#### **Suggested Practical's /Fieldwork**

1. Identify basic components of computer system followed by assembling them in proper manner.
2. Identify various input, output devices, storage devices with its features and prices in market, study Installation of Operating system & other softwares
3. Visit to any nearest organization (Hospital/Bank/Industry/Institutes etc.) where network is in use and study a) Network topology b) Components of network.
4. Study use of Internet, Intranet, and Extranet in any Bank.
5. List various search options, advanced techniques used by Google/Yahoo search engine.
6. Apply different word formatting options for preparing resume.
7. Demonstrate mail merge facility for inviting friends on your birthday occasion.
8. Prepare power point presentation for presenting features of mobile.
9. Use Excel sheet for storing information like- Name, class, stream, subject wise marks at 12<sup>th</sup> standard of 25 candidates and calculate – Total, Result, Percentage, Class obtained, also draw chart showing student wise percentage.
10. Collect sales data from any organization and apply mathematical and statistical formulae for identifying product wise, region wise, and customer wise sales with suitable graphs. Prepare

presentation of all working.

**Note:**

Each student should prepare report for any 5 practicals /Field work including detailed information as per guidelines and format of report given by subject teacher. Take photographs in your cell phone with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report wherever possible.

**References:**

1. Computer Fundamentals: Concepts, Systems & Applications, Priti Sinha, Pradeep K., Sinha, BPB Publications
2. Computer Today -Basandra Suresh K..Galgotia Publications Pvt. Ltd.
3. Fundamentals of Computer – V.Rajaraman, Prentice Hall India Learning Private Limited
4. Computer Fundamentals, R.S.Salaria, Khanna Book Publishing Company
5. Mastering MS Office: Concise Handbook With Screenshots, Bittu Kumar , V&S Publishers, New Delhi
6. Foundations of Information Technology- Sangeeta Panchal, Alka Sabharwal, Oxford University Press
7. Information Technology for Management: Advancing Sustainable, Profitable Business Growth- Turban , Volonino , Wood , O.P. Wali , Wiley Publication
8. Information Technology in Business Management ,Mukesh Dhunna,,Laxmi Publications
9. Information Technology and It's Application in Business, Dr.Anant Kumar Srivastav, Sahitya Bhawan Publication
- 10.Information Technology for Management, Ramesh Behl, Mcgraw Hill Publication

**BBA-II-Sem-III(NEP 2.0)**  
**MANAGERIAL SKILLS-I**

<b>AEC301-B</b>	
<b>Course Description</b>	This course is designed to equip students with the essential management skills required to effectively lead and operate in an organizational setting. The curriculum covers foundational concepts, practical techniques, and advanced strategies to enhance managerial competencies. It focuses on technical, conceptual, and human skills while also addressing specialized skills like negotiation, interpersonal communication, decision-making, and analytical thinking.
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To explain the concept and significance of management skills in organizational success.</li> <li>2. To demonstrate proficiency in technical skills for operational management task</li> <li>3. To develop human skills to foster effective communication, collaboration, and conflict resolution.</li> <li>4. To apply decision-making techniques, including the Six Thinking Hats methodology, to various organizational scenarios.</li> <li>5. To create and maintain documentation showcasing their current skill levels and areas of improvement.</li> </ol>
<b>Course Outcomes</b>	<p>After completion of course, students will be able -</p> <ol style="list-style-type: none"> <li>1. To demonstrate a clear understanding of management skills and their role in enhancing organizational efficiency.</li> <li>2. To utilize effectively technical skills to handle day-to-day operations within their areas of expertise.</li> <li>3. To apply conceptual thinking to design and implement strategic plans and innovative solutions.</li> <li>4. To demonstrate strong interpersonal and human skills to manage teams and build professional relationships.</li> <li>5. To compare and lead negotiation sessions with confidence, achieving beneficial outcomes.</li> <li>6. To experiment best practices for interpersonal communication, ensuring effective teamwork and collaboration.</li> <li>7. To develop informed decisions using structured methodologies such as the Six Thinking Hats framework.</li> </ol>

	8. To analyze complex organizational issues and provide data-driven solutions					
	9. To design comprehensive documents that reflect their enhanced analytical and managerial skills					
	10. To test various managerial roles and responsibilities with improved competency and confidence.					
<b>Total Hours of Teaching</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Total Per Week</b>	<b>Credit Points</b>
<b>: 30</b>		<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>: 02</b>
<b>Total Marks:50</b>		<b>Theory: 30</b>				<b>Internal: 20</b>
<b>Syllabus Contents:</b>						
<b>Unit-I</b>	<b>Introduction</b> Concept of Management Skills, Importance of Management Skills in organization, Managerial Skills by Robert L. Katz <b>Technical skills:</b> Concept, Importance and Examples <b>Conceptual skills:</b> Concept, Need and Examples, How to improve conceptual skills in management. <b>Human Skills:</b> Concept, Importance and Examples					<b>15 Hours</b>
<b>Unit-II</b>	<b>Other Types of Management Skills</b> <b>Negotiation Skills:</b> Prepare a List of Negotiating Exercises and Activities, Develop the Negotiation Styles, Make a list of Tips for Negotiation <b>Interpersonal skills:</b> Conduct Question and Answer session, Conversation around the circle, Abilities of interpersonal skills, Do's and Don'ts for interpersonal Skills <b>Decision making skill:</b> Prepare a list of Situational Examples, Case Studies of Six Thinking Hats, Emotional expressiveness <b>Analytical skills:</b> Core ingredients of Analytical Skills, How to develop Analytical Skills, Prepare documents of your current skills					<b>15 Hours</b>

**Suggested Field Work or Practical Work :**

1. Case Studies on Technical Skill: Toyota's Lean Manufacturing System, Amazon's Cloud Computing
2. Can you provide an example of a new technology you learned to improve your work performance? How did you approach learning this technology?
3. Case studies on Conceptual Skill: IBM's Shift to Cloud Computing, Coca-Cola's Global Expansion Strategy
4. Imagine you are leading a team tasked with developing a new product. What framework or process would you use to ensure the product aligns with the market needs and organizational strategy? Please outline the steps you would take in this process.
5. Case Studies on Human Skill: General Electric's Leadership Development Program
6. Can you describe a situation where you had to resolve a conflict between team members? What steps did you take?
7. Case Studies on Negotiation Skill: Salary Negotiation – Approach and Strategy
8. Case Studies on Analytical Skills: Market Expansion Strategy
9. Reducing Operational Costs – Analysis and Strategy
10. Product Pricing Decision – Analysis and Recommendation

**Note:**

Each student should prepare report for any 5 practical's /Field work including detailed information as per guidelines and format of report given by subject teacher. Take photographs in your cell phone with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report wherever possible.

**Reference Books:**

1. Prof. Dr. A. M. Gurav and Dr. R. S. Salunkhe (2023) Soft Skill Shivaji University, Kolhapur
2. S. Hariharan, N. Sundararajan and S.P. Shanmugapriya, Soft Skills, MJP Publishers, Chennai
3. Alex (2009) Soft Skills Know yourself and Know the world ,S. Chand & Co. Publishing House, New Delhi
4. Beverley Amar (2009), Soft Skills at Work for Career Success ,Cengage Learning, USA
5. Jagadeesan G. and Santhanakrishnan R. (2007), Soft Skills Development, ICFAI University Press New Delhi
6. Sarvesh Golati (2006) Corporate Soft Skills ,Rupa Publishers, New Delhi

<p align="center"><b>BBA-II-Sem-IV (NEP 2.0)</b></p> <p align="center"><b>ENTREPRENEURSHIP AND STARTUP ECO-SYSTEM</b></p> <p align="center"><b>CC401</b></p>
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<b>Course Description</b>	This course provides fundamentals of entrepreneurship, Role of Entrepreneurship in Economic Development –Start-ups, Evaluating Business opportunity, Indian cases of family businesses, Building Blocks of starting ventures, Start-up Ecosystem					
<b>Course Objectives</b>	1. To understand Entrepreneurship and its types 2. To understand that not all ideas can be turned into viable business models and guestimate business potential of an idea 3. To understand different type of finances available and financing methods 4. To be able to draft business plans on an identified idea 5. To understand the nuances of operating a startup – low budget marketing, stabilizing operations, build a team from scratch and scaling the business 6. To know what a Family Business is and how is it different from Entrepreneurship					
<b>Course Outcomes</b>	After successful completion of the course, students will be able, 1. To explain basic building blocks of creating a venture 2. To identify a business opportunity and translate it into a viable business model 3. To judge the elements of the Indian entrepreneurship ecosystem and take relevant benefits from the constituents 4. To discuss the legacy of family businesses and key differentiations from entrepreneurship					
<b>Total Hours of Teaching</b>  <b>: 30</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Total Per Week</b>	<b>Credit Points</b>  <b>: 02</b>
		<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	
<b>Total Marks: 50</b>		<b>Theory: 30</b>				<b>Internal: 20</b>
<b>Syllabus Contents:</b>						

<b>Unit-I</b>	<b>Introduction to Entrepreneurship &amp; Family Business</b> Definition and Concept of entrepreneurship, Entrepreneur Characteristics, Classification of Entrepreneurs, Role of Entrepreneurship in Economic Development –Start-ups, Knowing the characteristics of Family business with discussion on few Indian cases of Family Business like Murugappa, Dabur, Wadia, Godrej, Kirloskar etc.	7 Hours
<b>Unit-II</b>	<b>Evaluating Business opportunity</b> Sources of business ideas and opportunity recognition, Guesstimating the market potential of a business idea, Feasibility analysis of the idea, Industry, competition and environment analysis	8 Hours
<b>Unit-III</b>	<b>Building Blocks of starting ventures</b> Low-cost Marketing using digital technologies, Team building from scratch Venture Funding, Establishing the value-chain and managing operations, Legal aspects like IPR and compliances	7 Hours
<b>Unit-IV</b>	<b>Start-up Ecosystem</b> Components of the start-up ecosystem including Incubators, Accelerators, Venture Capital Funds, Angel Investors etc., various govt. schemes like Start-up India, Digital India, MSME etc., Sources of Venture Funding available in India, Source of Technology, Intellectual Property management	8 Hours
<b>Suggested Field Work or Practical Work</b> 1. Analyse Indian family businesses like Murugappa, Dabur, Wadia, Godrej, and Kirloskar. Identify and prepare report on their entrepreneurial strategies and challenges. 2. Conduct interviews with local family business owners to understand their entrepreneurial journey. 3. Select and discuss idea with your faculty guide each student submits at least one original idea with a brief description. 4. Conduct surveys to assess market potential for a proposed business idea. 5. Prepare a business model canvas for a selected idea to explore its feasibility. 6. Design a low-cost digital marketing campaign for a hypothetical product or service. 7. Create and present a funding pitch for their startup ideas. 8. Visit to local incubators or accelerators to observe the startup ecosystem in action.		



9. Research and map the local startup ecosystem, identifying key players like accelerators, angel investors, and government schemes.

10. Prepare reports on the benefits and challenges of schemes like Startup India, Digital India, and MSME.

**Note:**

Each student should prepare report for any 5 practicals /Field work including detailed information as per guidelines and format of report given by subject teacher. Take photographs in your cell phone with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report wherever possible.

**Textbooks (Latest Edition)**

1. Startup India Leaning Program by Start Up India available at [www.startupindia.gov.in](http://www.startupindia.gov.in)
2. Entrepreneurship, Rajeev Roy, Oxford University Press
3. Entrepreneurship: Successfully Launching New Ventures by R. Duane Ireland Bruce R. Barringer, Pearson Publishing
4. Family Business Management by Rajiv Agarwal, Sage Publishing
5. Anish Tiwari , “Mapping the Startup Ecosystem in India”, Economic & Political Weekly
6. Ramachandran, K, Indian Family Businesses: Their survival beyond three generations, ISB Working Paper Series

<p align="center"><b>BBA-II-Sem-IV (NEP 2.0)</b></p> <p align="center"><b>OPERATIONS MANAGEMENT</b></p> <p align="center"><b>CC402</b></p>						
<b>Course Description</b>	Operations Management introduces students to the fundamental principles and practices essential for managing business operations efficiently. This course covers various production systems, process design, quality management, and emerging trends in operations management. Students will learn to optimize processes, implement quality management principles, and adapt to technological and sustainable advancements, preparing them to manage operations in a dynamic business environment.					
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To explain planning, organizing, and supervision of processes.</li> <li>2. To explore different production systems</li> <li>3. To explain strategic decisions involved in selecting and designing processes and layouts.</li> <li>4. To explore essential quality concepts, the principles of Total Quality Management (TQM) and the implementation of Six Sigma and Lean Manufacturing.</li> <li>5. To assess new trends and technologies which focuses on sustainable operations, the impact of technology, and the complexities of global operations</li> </ol>					
<b>Course Outcomes</b>	<p>After completion of this course, students will be able:</p> <ol style="list-style-type: none"> <li>1. To explain the core principles of operations management and their significance in enhancing efficiency, quality, and customer satisfaction.</li> <li>2. To analyze different production systems and develop strategies aligned with business objectives.</li> <li>3. To elaborate operational processes through effective process design, layout decisions, and capacity planning.</li> <li>4. To apply quality management principles to enhance product/service quality and reduce defects.</li> <li>5. To evaluate emerging trends in operations management, such as sustainable operations and technological advancements.</li> </ol>					
<b>Total Hours of Teaching</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Total Per Week</b>	<b>Credit Points</b>
<b>: 60</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>: 04</b>

Total Marks: 100		Theory: 60	Internal: 40
Syllabus Contents:			
Unit-I	<b>Introduction to Operations Management</b> Meaning, Definition, Significance of operations management in achieving organizational success, Alignment of operations with business strategies, Key functions of operations management		15 Hours
Unit-II	<b>Process Design and Analysis</b> Meaning, Analyzing processes using tools like flowcharts and process maps, various techniques for continuous improvement. Capacity planning, Strategies to balance capacity and demand effectively, Understanding process choices, layout decisions, and the importance of space utilization, flexibility, cost, safety, and comfort.		15 Hours
Unit-III	<b>Quality Management</b> Essential quality concepts, the principles of Total Quality Management (TQM), and the implementation of Six Sigma and Lean Manufacturing, Various tools and techniques to enhance quality, reduce defects, and improve operational efficiency, leading to higher customer satisfaction and competitive advantage.		15 Hours
Unit-IV	<b>Emerging Trends in Operations Management</b> New trends and technologies for sustainable operations, impact of technology, and complexities of global operations, importance of integrating sustainable practices, leveraging advanced technologies like AI and IoT, and managing operations in a global context.		15 Hours
<b>Suggested Field Work or Practical Work</b> 1. Visit a factory in your area and prepare a report based on Operation Management process of the selected product. 2. Visit to manufacturing unit in your area and enlist the functions performed by the factory manager in day today operations. 3. Visit to retail mall in your area; prepare a report based on the internal arrangement, layout of the mall. 4. Take 10 regular use products and prepare and present the quality measures of these products. 5. Visits to any hotel in your area and prepare the report based on quality of services provided,			

layout of the hotel etc.

6. In the same hotel, understand the raw materials, process of procurement of raw material, quality and quantity measurement of the said raw material.
7. Study the quality management policy and quality practices of local co-operative sugar factory / dairy / spinning mill or a private company.
8. Study standard purchase process used in local co-operative sugar factory / dairy / Spinning mill or a private company.
9. Collect the data relating to the current innovation in the field of Operations Management in the market. Present in front of class.
10. Analyse any case study related to Six Sigma

**Note:**

Each student should prepare report for any 5 practicals /Field work including detailed information as per guidelines and format of report given by subject teacher. Take photographs in your cell phone with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report wherever possible.

**References:**

**Textbooks :**

1. Operations Management by William J. Stevenson
2. Operations Management: Processes and Supply Chains by Lee J. Krajewski, Manoj K. Malhotra, and Larry P. Ritzman
3. The Goal: A Process of Ongoing Improvement by Eliyahu M. Goldratt and Jeff Cox
4. Introduction to Operations and Supply Chain Management by Cecil C. Bozarth and Robert B. Handfield

**Case Topics:**

1. Case study on Toyota's Production System: Exploring Lean Manufacturing.
2. Analysis of Amazon's supply chain operations for customer satisfaction and efficiency.
3. Case on Zara's fast fashion operations strategy and its global supply chain management.

**Reference Paper:**

Jaboob, A. S., Awain, A. M. B., & Ali, K. A. M. (2024). Introduction to Operation and Supply Chain Management for Entrepreneurship. In Applying Business Intelligence and Innovation to Entrepreneurship (pp. 52-80). IGI Global

**BBA-II-Sem-IV(NEP 2.0)**  
**FINANCIAL MANAGEMENT**  
**CC403**

<b>Course Description</b>	Financial Management is offered with intent to equip the students with the basic knowledge of finance theory and its application to develop relevant financial strategies pertinent to profit-seeking organizations. The theme of financial management is structured around three decision making financial areas: Investment- long and short term, Financing and Dividend policy. This imbibes students with analytical and decision-making skills in managing finance through application of theoretical questions and practical problems.					
<b>Course Objectives</b>	1.To apply the knowledge in taking finance decisions 2.To develop analytical skills to identify financial management problems and solve them. 3.To analyze the relationship among capital structure, cost of capital, dividend decisions, and value of the business. 4.To assess a firm’s requirement for long-term assets by applying capital budgeting techniques.					
<b>Course Outcomes</b>	After completion of course, students will be able : 1. To summarize the motives behind financial decision making. 2. To interpret the relevant theories and concepts of various practices of financial management and ethics in Finance. 3. To analyze the relationship among capital structure, cost of capital, dividend decisions, and value of the business. 4. To evaluate projects for profitability.					
<b>Total Hours of Teaching</b> <b>: 60</b>		<b>Lecture</b> <b>3</b>	<b>Tutorial</b> <b>1</b>	<b>Practical</b> <b>0</b>	<b>Total Per Week</b> <b>4</b>	<b>Credit Points</b> <b>: 04</b>
<b>Total Marks:100</b>		<b>Theory: 60</b>				<b>Internal : 40</b>
<b>Syllabus Contents:</b>						
<b>Unit: I</b>	<b>Introduction to Financial Management</b>  Meaning of Finance and Financial Management, Types of finance, Objective and Scope of financial management– profit maximization and wealth maximization – merits and criticisms- Financial decisions, Internal relation of financial decisions,					<b>15 Hours</b>

	Factors influencing financial decisions, Functional areas of financial management, Functions of a finance manager, Agency Cost, Definition of ethics and the importance of ethics in Finance, Sources of Finance: Ownership securities – Equity shares, Preference shares, Deferred shares, No par stock/shares, Shares with differential rights, Sweat Equity Creditorship securities – Debentures – Zero coupon bonds, Zero interest bonds, Callable bonds, Deep discount bonds Internal financing or ploughing back of profit – short term and long term sources. Startup finance-Bootstrapping, Series Funding.	
<b>Unit: II</b>	<b>Capitalization and Capital Structure</b> Meaning of capitalization – Theories of capitalization – cost theory and earnings theory. Over capitalization and under capitalization (Theory) – causes – effects and remedies, Watered stock, Over trading and under trading. Meaning of capital structure and financial structure, principles of capital structure, Optimum Capital Structure, Determinants of capital structure, capital gearing-Theories of Capital structure, Effect of capital structure on EPS, EBIT-EPS Analysis, Point of indifference-Practical Problems	15 Hours
<b>Unit: III</b>	<b>Cost of Capital, Leverages and Managing Working Capital</b> Meaning of cost of capital, significance, components– Computation of Cost of capital and Weighted Average Cost of Capital, CAPM-Practical Problems. Meaning of Leverage, Types of Leverages – operating, financial and combined leverage, risk and leverage – practical problems. Managing working Capital – Meaning, types of working capital, working capital cycle, adequate working capital, determinants of working capital, estimation of working capital-Practice problems. Management of cash. Management of inventory and debtors.	15 Hours
<b>Unit: IV</b>	<b>Capital Budgeting and Dividend Policy</b> Meaning of Capital Budgeting, Importance, Need, Time value of money-Present and Future Value (Simple Problems), Capital budgeting process, project appraisal by using traditional methods and modern methods, Practical problems on	15 Hours

	Payback Period, Net Present Value, Profitability Index, IRR and MIRR methods, Dividend Policy-Meaning, Kinds, Theories of dividend decisions, determinants of dividend policy decisions, Companies Act, 2013 and SEBI Guidelines on Dividend Distribution.	
<b>Note:</b> Relevant case studies based on the above units should be discussed in the class.		
<b>Suggested Field Work or Practical Work</b> <ol style="list-style-type: none"> <li>1. Estimate financial needs of small and tiny business</li> <li>2. Assess financial feasibility of a business venture.</li> <li>3. Identify different financial institution that provides sources of finance.</li> <li>4. Differentiate between Equity share capital, preference share capital &amp; Debenture on basis of its feature.</li> <li>5. Discuss the types of financial decisions involved in business.</li> <li>6. Conduct Comparative analysis of different determinants of capital structure.</li> <li>7. Determine need for optimal rational capital structure.</li> <li>8. Analysis of Real life capital budgeting decisions-some case studies.</li> <li>9. Demonstrate the benefit of trading on equity in capital structure by EBIT- EPS analysis.</li> <li>10. Any other practical based on syllabus</li> </ol> <p><b>Note:</b> Each student should prepare report of every practical or field work including detailed information as per guidelines and structure/format given by subject teacher. The report should be hand- written. Produce the black and white print of photographs in your report.</p>		
<b>References Text Books (Latest Editions)</b> <ol style="list-style-type: none"> <li>1. Khan, M, Y, &amp; Jain, P, K . Financial Management. Tata Mc Graw Hill.</li> <li>2. Chandra, P. Financial Management. New Delhi, India. Tata McGraw Hill Book Co.</li> <li>3. Pandey, I.M. Financial Management. New Delhi, India. Vikas Publishing House.</li> <li>4. Kumar, A. Financial Management, Khanna Publishing House.</li> <li>5. Gupta, S, K., Sharma, R.K. &amp; Gupta, N . Financial Management. Kalyani Publishers.</li> <li>6. Brigham and Houston. Fundamentals of Financial Management, Cengage Learning.</li> </ol>		





<p align="center"><b>BBA-II-Sem-IV(NEP 2.0 )</b></p> <p align="center"><b>BUSINESS RESEARCH METHODOLOGY</b></p> <p align="center"><b>CC404</b></p>
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<b>Course Description</b>	Business Research Methodology provides an in-depth understanding of the fundamental concepts and applications of research methods in business. This course covers various research designs, data collection methods, statistical techniques, and the process of writing research reports. Through this curriculum, students will develop the skills required to design sound research, effectively collect and analyze data, and communicate research findings comprehensively.					
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To explain the fundamentals of research methodology and apply them in various research or project works.</li> <li>2. To identify and utilize appropriate research methods aligned with research objectives.</li> <li>3. To utilise the techniques of data collection, editing, and analysis to prepare for advanced studies and professional requirements.</li> <li>4. To develop the intricacies of interpreting data and writing comprehensive research reports.</li> </ol>					
<b>Course Outcomes</b>	<p>After completion of course, students will be able :</p> <ol style="list-style-type: none"> <li>1. To demonstrate a detailed research plan covering all essential aspects of a research project.</li> <li>2. To construct and administer effective research instruments like questionnaires.</li> <li>3. To execute data collection strategically to gather relevant information.</li> <li>4. To apply advanced statistical techniques for data interpretation.</li> <li>5. To design comprehensive research reports tailored to specific audience needs.</li> </ol>					
<b>Total Hours of Teaching:</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Total Per Week</b>	<b>Credit Points: 04</b>
<b>60</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	
<b>Total Marks:100</b>		<b>Theory: 60</b>				<b>Internal: 40</b>
<b>Syllabus Contents:</b>						

<b>Unit: I</b>	<b>Introduction to Research</b> Definition, history, evolution, and types of scientific inquiry and research. ,ethical considerations in research, the process of research, and the characteristics and components of good research work.	15 Hours
<b>Unit: II</b>	<b>Formulating the Research Problem</b> Identification and formulation research problems, conduct literature reviews, and develop research questions and objectives ,Process of creating effective research designs.	15 Hours
<b>Unit: III</b>	<b>Measurement and Data Collection</b> Measuring and scaling, discussing different types of data, sources of measurement error, and scale construction techniques,various data collection methods, including questionnaires, interviews, and observations.	15 Hours
<b>Unit: IV</b>	<b>Data Analysis and Interpretation</b> Sampling methods, data preparation (editing and coding), and hypothesis testing using parametric and non-parametric tests,tools and techniques for data visualization like charts, tables, and box plots.	15 Hours

**Note:** Relevant case studies based on the above units should be discussed in the class.

**Suggested Field Work or Practical Work:**

1. Study the application of core concepts of marketing in case of soft drinks and beverages
2. Identify businesses in your vicinity with B2C,B2G,B2B,C2C .Study their marketing practices.
3. Classify and compare different products on the basis of segmentation
4. Conduct interview of consumers of different age groups and analyse their buying decision process and factors impacting on consumer behaviour.
5. Visit any super market or big retail store in your area and study the 4 elements of marketing.
6. Identify any 5 products and assess branding of it.
7. Study any 5 products in market and analyse elements of packing and labelling used/mentioned.
8. Compare the pricing policy of big organizational retail stores and small, local un-organized stores.
9. Study and compare the Promotional tools used by leading Mobile phones
10. Identify practical issues related to application of Digital marketing tools.

**Note:**

Each student should prepare report for any 5 practicals /Field work including detailed information as per guidelines and format of report given by subject teacher. Take photographs in your cell phone with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report wherever possible.

**References****Suggested Case Topics:**

Using Market Research to Assess Willingness to Pay for Pricing Decisions by: Kamel Jedidi, Robert J. Morais (2023) - <https://hbsp.harvard.edu/product/CU378-PDF-ENG>

**Textbooks and (Latest Edition):**

- 1.Malhotra, N. K., Nunan, D., & Birks, D. F. , Marketing research. Pearson UK.
- 2.Research Methodology by Ranjit Kumar.
- 3.Research Methods for Business by Uma Sekaran.
- 4.Methodology of Research by C.R. Kothari.

BBA-II-Sem-IV(NEP 2.0)						
BUSINESS ENVIRONMENT AND PUBLIC POLICY						
VAC401-A						
Course Description	This course provides knowledge about various aspects of economic, social, political and cultural environment of India and also highlights on Problems and Challenges of Growth of Economy.					
Course Objectives	1. To give an orientation to the students with various aspects of economic, social, political and cultural environment of India. 2. To develop a deeper understanding of the environmental factors influencing Indian business organizations. 3. To explain public policies that will give students a grasp of the regulatory framework and government initiatives shaping the business landscape in India.					
Course Outcomes	After completion of course, students will be able: 1. To explain relationship between environment and business, different concepts & its implementation. 2. To analyse of business environment principles and strategies into domestic and international business. 3. To compare public policies and reforms since independence. 4. To apply the knowledge to assess the current situations and take prudent decisions.					
Total Hours of Teaching		Lecture	Tutorial	Practical	Total Per Week	Credit Points
: 30		2	0	0	2	: 02
Total Marks:50		Theory: 30				Internal : 20
Syllabus Contents:						
Unit: I	Theoretical Framework of Business Environment Concept, Significance and Nature of Business Environment. Micro and Macro Dimensions of Business Environment, Changing Dimensions of Business Environment. Problems and Challenges of Indian Business Environment.					8 Hours

<b>Unit: II</b>	<b>Global Framework</b> EPRG Framework, Liberalization, Privatization & Globalization concept & its impact on Indian Economy. Significance of FDI & FII, IMF & WTO, Regional Economic Integrations in the development of the Nations.	7 Hours
<b>Unit: III</b>	<b>Public Policies</b> Background, Meaning and Importance of Public Policy. Significance of Industrial Policy, Fiscal Policy, Monetary Policy, Foreign Trade Policy, FERA & FEMA. Structural Adjustment Programs and Banking Sector Reforms in India.	7Hours
<b>Unit: IV</b>	<b>Problems and Challenges of Growth of Economy</b> Unemployment, Poverty, Regional Imbalance. Social Injustice, Inflation, Parallel economy, Lack of technical knowledge and information. Remedies to solve these problems, Challenges & Opportunities of Indian Business Environment. Emerging Trends in Business: Concepts, Advantages and Limitations- Franchising, Aggregators, Business Process Outsourcing (BPO) & Knowledge Process Outsourcing (KPO); E-Commerce, Digital Economy. Technological Growth and MNC's.	8 Hours

#### **Suggested Field Work or Practical Work**

1. Visit manufacturing and or service organization to understand the impact of customers demand and competitors on business performance.
2. In the same manufacturing or service organization ,assess the impact of technology, social changes, economic policy changes (taxes, income of people) on the performance of their business.
3. Visit any local entrepreneurs in your area and ascertain from them the impact of international affaires on their business and industry.
4. Conduct interview of entrepreneurs in your area and analyze the impact of public policies on their businesses.
5. Study the challenges faced by entrepreneurs in your area due to inflation, unemployment or social injustice. Suggest possible solutions to overcome these issues.
6. Visit a local start-up and explore the role of innovation and technological advancements in its growth.
7. Visit any Exporter to identify practical issues related to Foreign Policies like FERA & FEMA.

8. Identify and interview women entrepreneurs in your area. Prepare a report on their journey, the challenges they faced, and how they overcame them.
9. Visit a local Educational Institute to understand the impact of their work on the community and the role of their institute in addressing social issues.
10. Analyze the impact of the Digital Economy and E- Commerce on super market or big retail store.

***Note:***

Each student should prepare report for any 5 practical's /Field work including detailed information as per guidelines and format of report given by subject teacher. Take photographs in your cell phone related to your topic with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report wherever possible.

**BBA-II-Sem-IV(NEP 2.0)**

**ENTERPRISE SYSTEM AND PLATFORMS**

**VAC401-B**



<b>Course Description</b>	This course provides knowledge about with various aspects of entrepreneurship and its types, Evaluating Business opportunity Building Blocks of starting ventures, Start-up Ecosystem.					
<b>Course Objectives</b>	<div><div>1.</div><div>To understand Entrepreneurship and its types</div></div> <div><div>2.</div><div>To understand that not all ideas can be turned into viable business models and guestimate business potential of an idea</div></div> <div><div>3.</div><div>To understand different type of finances available and financing methods</div></div> <div><div>4.</div><div>To be able to draft business plans on an identified idea</div></div> <div><div>5.</div><div>To understand the nuances of operating a startup – low budget marketing, stabilizing operations, build a team from scratch and scaling the business</div></div> <div><div>6.</div><div>To know what a Family Business is and how is it different from Entrepreneurship</div></div>					
<b>Course Outcomes</b>	<div>After successful completion of the course, students will be able,</div> <div><div>1.</div><div>To understand basic building blocks of creating a venture</div></div> <div><div>2.</div><div>To be able to identify a business opportunity and translate it into a viable business model</div></div> <div><div>3.</div><div>To identify the elements of the Indian entrepreneurship ecosystem and take relevant benefits from the constituents</div></div> <div><div>4.</div><div>To know the legacy of family businesses and key differentiations from entrepreneurship</div></div>					
<b>Total Hours of Teaching</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Total Per Week</b>	<b>Credit Points</b>
<b>: 30</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>: 02</b>
<b>Total Marks:50</b>		<b>Theory: 30</b>				<b>Internal : 20</b>
<b>Syllabus Contents:</b>						
<b>Unit: I</b>	<b>Introduction to Entrepreneurship &amp; Family Business</b> <div><div>▪</div><div>Definition and Concept of entrepreneurship</div></div> <div><div>▪</div><div>Entrepreneur Characteristics</div></div> <div><div>▪</div><div>Classification of Entrepreneurs</div></div>					<b>8 Hours</b>

	<ul style="list-style-type: none"> <li>▪ Role of Entrepreneurship in Economic Development –Start-ups</li> <li>▪ Knowing the characteristics of Family business with discussion on few Indian cases of Family Business like Murugappa, Dabur, Wadia, Godrej, Kirloskar etc.</li> </ul>	
<b>Unit: II</b>	<b>Evaluating Business opportunity</b> <ul style="list-style-type: none"> <li>▪ Sources of business ideas and opportunity recognition</li> <li>▪ Guesstimating the market potential of a business idea</li> <li>▪ Feasibility analysis of the idea</li> <li>▪ Industry, competition and environment analysis</li> </ul>	7 Hours
<b>Unit: III</b>	<b>Building Blocks of starting ventures</b> <ul style="list-style-type: none"> <li>▪ Low cost Marketing using digital technologies</li> <li>▪ Team building from scratch</li> <li>▪ Venture Funding</li> <li>▪ Establishing the value-chain and managing operations</li> <li>▪ Legal aspects like IPR and compliances</li> </ul>	7 Hours
<b>Unit: IV</b>	<b>Start-up Ecosystem</b> <ul style="list-style-type: none"> <li>▪ Know the components of the start-up ecosystem including Incubators, Accelerators, Venture Capital Funds, Angel Investors etc.</li> <li>▪ Know various govt. schemes like Start-up India, Digital India, MSME etc.</li> <li>▪ Sources of Venture Funding available in India</li> <li>▪ Source of Technology, Intellectual Property management</li> </ul>	8 Hours
<b>Suggested Field Work or Practical Work</b> <ol style="list-style-type: none"> <li>1. Analyse Indian family businesses like Murugappa, Dabur, Wadia, Godrej, and Kirloskar. Identify and prepare report on their entrepreneurial strategies and challenges.</li> <li>2. Conduct interviews with local family business owners to understand their entrepreneurial journey.</li> <li>3. Select and discuss idea with your faculty guide each student submits at least one original idea with a brief description.</li> <li>4. Conduct surveys to assess market potential for a proposed business idea.</li> </ol>		

5. Prepare a business model canvas for a selected idea to explore its feasibility.
6. Design a low-cost digital marketing campaign for a hypothetical product or service.
7. Create and present a funding pitch for their startup ideas.
8. Visits to local incubators or accelerators to observe the startup ecosystem in action.
9. Research and map the local startup ecosystem, identifying key players like accelerators, angel investors, and government schemes.
10. Prepare reports on the benefits and challenges of schemes like Startup India, Digital India, and MSME.

**Note:**

Each student should prepare report for any 5 practical's /Field work including detailed information as per guidelines and format of report given by subject teacher. Take photographs in your cell phone related to your topic with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report wherever possible.

**References:**

Text Books (Latest Edition):

1. Startup India Leaning Program by Start Up India available at [www.startupindia.gov.in](http://www.startupindia.gov.in)
2. Entrepreneurship, Rajeev Roy, Oxford University Press
3. Entrepreneurship: Successfully Launching New Ventures by R. Duane Ireland Bruce R. Barringer, Pearson Publishing
4. Family Business Management by Rajiv Agarwal, Sage Publishing
5. Anish Tiwari , "Mapping the Startup Ecosystem in India", Economic & Political Weekly
6. Ramachandran, K, Indian Family Businesses: Their survival beyond three generations, ISB Working Paper Series

BBA-II-Sem-IV (NEP 2.0)						
GEO-POLITICS AND IMPACT ON BUSINESS						
VAC401-C						
Course Description	Geopolitics is the study of how a country's geography (location, terrain, land size, climate, soil and raw materials) affect its foreign, economic, military policy and strategy .This course will help students explain geopolitical concepts and explore how they function in the contemporary world. Students will learn impact of geopolitics on the International political economic variables in international business.					
Course Objectives	1. To understand the role and significance of geopolitics and global dimensions of international business. 2. To examine the changing nature of global geopolitics and its potential effects of global and persistent geopolitical conflicts on political economy					
Course Outcomes	After completion of course, students will be able : 1.To demonstrate a comprehensive understanding of global events and their implications on geopolitics 2.To identify the role and impact of geopolitics on the International political economic variables in international business 3.To analyse and evaluate the application of knowledge of Global trade and monetary systems to develop competitive strategies in regional, and global markets 4. To assess and predict how emerging trends in geopolitics impact strategic decisions of international business					
Total Hours of Teaching : 30		Lecture	Tutorial	Practical	Total Per Week	Credit Points : 02
		2	0	0	2	
Total Marks:50		Theory : 30				Internal : 20
Syllabus Contents:						
Unit: I	Introduction to Geopolitics Definition, Nature and Scope of Geopolitics, Theories of Geopolitics- Mackinder’s Heartland Theory, Sea Power (Alfred Thayer Mahan), Rimland Theory (Nicholas J Spykman), Robert D Kaplan.					8 Hours

	Contemporary Issues in Geopolitics- Global Environmental Issues, Geopolitics of Energy and Natural Resources, Geoeconomics, Geopolitics of Technology, Globalization and geopolitics, Border Disputes, Popular Culture and Geopolitics, Geopolitics and Risk Analysis. Rise of Protectionism, and Geopolitical Tensions	
<b>Unit: II</b>	<b>Globalization and International Political Economy in geopolitical scenario</b> Post-War International Economic Order- IMF, World Bank, WTO; New International Economic Order- BRICS, North-South, South-South Cooperation; Globalization, National Differences in Political Economy.	7 Hours
<b>Unit: III</b>	<b>Global Trade and Monetary Systems</b> Foreign Direct Investment, Foreign Exchange Market, Global Capital Market, International Monetary System, Supply Chain Disruptions and Management. Case studies on the Suez Canal, COVID Pandemic, US-China trade war, Russia- Ukraine, Israel-Palestine and China-Taiwan conflict.	8 Hours
<b>Unit: IV</b>	<b>Emerging Trends and Issues in Geopolitics and Business</b> Ethics and Culture in International Business, Differences and Challenges in International Business trade wars, unfair trade practices by developed and developing economies, anti-dumping, Tariff wars, MNCs and their lobbying and influence in domestic politics, Cyber Warfare and Cyber Attacks and anti-piracy law, Global and Sustainable Trade Practices and its impact on national economies, Issues in Brexit, World Recession, Inflationary Trends	7 Hours

**Note:** Relevant case studies based on the above units should be discussed in the class.

**Suggested Field Work or Practical Work :**

1. Study the relation of geo politics & businesses in your area.
2. Identify businesses in your area facing global environmental issues.
3. Identify businesses in your area having impact of popular culture & geo politics.
4. Study the relation among businesses & political economy.
5. Find out the impact of globalisation on businesses in your area.
6. Study Supply Chain Disruptions and Management of any one business.
7. Find out the change in businesses after covid pandemic time.

8. Study ethical practices followed by any 2 businesses.
9. Find out the impact of MNC's on local businesses in your area.
10. Study global trade practices used by businesses.

**Note:**

*Each student should prepare report any 5 practical or field work including detailed information as per guidelines and structure/format given by subject teacher. The report should be hand – written. Take photographs in your cell phone with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report.*

**References:**

**Text Books (Latest Edition):**

- 1.Kline, J. Ethics for International Business: Decision-making in a global political economy. London: Routledge.
- 2.Dodds, Klaus, Geopolitics in a Changing World, Prentice Hall: Essex, England.
- 3.Mearsheimer, J. J. The tragedy of great power politics. W. W. Norton & Company.
- 4.Kaplan, R. D. The revenge of geography: What the map tells us about coming conflicts and the battle against fate. Random House.
- 5.Black, J. ,Geopolitics and the Quest for Dominance. Bloomington: Indiana University Press.
- 6.Ikenberry, G. J. The Illusion of Geopolitics. Foreign Affairs, 93(3), 80.
- 7.Cavusgil, S.T., Knight, G., & Riesenberger, J.R., International Business: The New Realities, Prentice Hall.

**Articles**

1. Navigating Troubled Waters: Impact to Global Trade of Disruption of Shipping Routes in the Red Sea, Black Sea and Panama Canal. (2024). In UNCTAD Policy Brief. <https://doi.org/10.18356/27082822-114a>.
2. O'Sullivan, M., Overland, I., & Sandalow, D. (2017). The Geopolitics of Renewable Energy. Social Science Research Network. <https://doi.org/10.2139/ssrn.2998305>.
3. Doz, Y., & Prahalad, C. K. (1980). How MNCs Cope with Host Government Intervention. Harvard Business Review.
4. Schwarzenberg, A. B. (2018b). U.S. Trade Debates: Select Disputes and Actions. [https://digital.library.unt.edu/ark:/67531/metadc1311958/m2/1/high\\_res\\_d/I\\_F10958\\_2018Aug28.pdf](https://digital.library.unt.edu/ark:/67531/metadc1311958/m2/1/high_res_d/I_F10958_2018Aug28.pdf)
5. Abbott, Kenneth and Snidal, Duncan, (1998), 'Why States Act Through Formal International Organizations', Journal of Conflict Resolution.

**References Case Study**

- 1.Universal Pictures: Film Cut Dilemma Amid Geopolitical Conflict by Harvinder Singh; Rakesh Gupta,  
Harvard Business Publishing
- 2.Ukraine: On the Border of Europe and Eurasia by Rawi Abdelal; Rafael Di Tella; Sogomon Tarontsi,  
Harvard Business Publishing

**BBA-II-Sem-IV (NEP 2.0)**  
**PUBLIC HEALTH AND MANAGEMENT**  
**VAC401-D**

BBA-II-Sem-IV (NEP 2.0)						
PUBLIC HEALTH AND MANAGEMENT						
VAC401-D						
Course Description	This course provides fundamentals of public health and health system in India. It focuses on contemporary issues of Indian public health and also practices of management & health planning, Application of health system frameworks					
Course Objectives	1. To create a basic understanding of fundamentals of public health. 2. To know the health system of India along with public health planning and implication of policy making. 3. To provide an overall exposure to contemporary issues of Indian Public Health and know the recent policy initiatives to address those challenges.					
Course Outcomes	After completing this course, students would be able: 1. To explain the fundamental concepts, approaches, frameworks and key measures related to population health. 2. To demonstrate patterns of key population health indicators and respective policy efforts made by the Indian Government. 3. To assess the process of developing evidence-based public health planning and nuances of policymaking.					
Total Hours of Teaching : 30		Lecture 2	Tutorial 0	Practical 0	Total Per Week 2	Credit Points : 02
Total Marks:50		Theory: 30			Internal: 20	
Syllabus Contents:						
Unit: I	Public Health - Key concepts, approaches, frameworks & measures Concept of Public Health and its role in society, Evolution of Public Health, Global Health Framework - Understanding health and disease, Health equity and social determinants of Health					8 Hours
Unit: II	Health systems in India History of public health in India,Organization of health systems in India,Health system in India : Key Issues, Major Contemporary Health Schemes and					8 Hours



	Programmes as case studies - National Health Mission, Integrated Child Development Services (ICDS), Janani Suraksha Yojana, Ayushman Bharat Scheme, POSHAN Abhiyan etc.	
<b>Unit: III</b>	<b>Concepts and practices of management &amp; health planning</b> Basic concepts of planning - macro to micro, Tool for planning, Health management in a district	7 Hours
<b>Unit: IV</b>	<b>Monitoring &amp; Evaluation</b> Introduction to Monitoring & Evaluation, Health system frameworks, Application of health system frameworks	7 Hours

**Note:** Relevant case studies based on the above units should be discussed in the class.

**Suggested Field Work or Practical Work :**

Subject Teacher should assign any 5 practical work based on syllabus and evaluate student performance.

(e.g. Individual or Group Presentation, Visit, Assignment, Group activity, Role Play, Group Discussion, etc.)

**References**

**Text Books / References:**

1. Goldsteen RL, Goldsteen K, Dwelle TL Introduction to Public Health: Promises and Practices, Springer Publishing Company
2. Sen A , “Health in Development”, Bulletin of the World Health Organization, Vol. 77(8)
3. Balarajan Y, Selvaraj S, Subramanian SV, “Health care and equity in India”, The Lancet, Vol. 377(9764)
4. R N Batta , (“Public health management in India: Concerns and optionsJ”, urnal of Public Administration and Policy Research, Vol. 7(3)
5. National Health Policy 2017, Ministry of Health and Family Welfare, Govt. of India Cases

**BBA-II-Sem-IV (NEP 2.0)**  
**INTERNATIONAL BUSINESS**  
**CC405**

<b>Course Description</b>	The term international business refers to any business that operates across international borders. This course will provide students with the knowledge, skills, and abilities to understand the global economic, political, cultural and social environment within which firms operate. It will examine the strategies and structures of international business and assess the special roles of an international business's various functions. It will also prepare students to formulate and execute strategies, plans, and tactics to succeed in international business ventures.					
<b>Course Objectives</b>	1. To understand the evolution and significance of international trade in contemporary business environment . 2.To examine various economic integration by analyzing the emerging trends in International Business.					
<b>Course Outcomes</b>	After completion of course, students will be able : 1.To demonstrate and interpret the fundamental theories of international business and trade. 2. To develop an understanding of the concept of Foreign Direct Investment and its impact on various world economy 3. To analyse the significance of economic Integration in International Business 4. To appraise and develop a comprehensive understanding of global emerging trends and stakeholder engagement					
<b>Total Hours of Teaching</b> <b>: 30</b>		<b>Lecture</b> <b>2</b>	<b>Tutorial</b> <b>0</b>	<b>Practical</b> <b>0</b>	<b>Total Per Week</b> <b>2</b>	<b>Credit Points</b> <b>: 02</b>
<b>Total Marks:50</b>		<b>Theory : 30</b>				<b>Internal : 20</b>
<b>Syllabus Contents:</b>						
<b>Unit: I</b>	<b>Introduction to International Business</b> Introduction to International Business Stages of Internationalization – EPRG Framework - International Trade Theories: Theories of International Trade Mercantilists, Absolute Cost and Comparative Advantage, Factor Proportions, Neo-factor Proportions Theories, Country Similarity Theory, Intra-industry Trade, Tariff and Non-Tariff Barriers in Global Businesses					8 Hours

<b>Unit: II</b>	<b>Introduction of Foreign Direct Investment</b> Introduction Foreign Direct Investment in the World Economy, Trends in FDI Theories of Foreign Direct Investment, Greenfield and Brownfield FDI, Benefits and Costs of FDI, International Institutions and the Liberalization of FDI, CAGE Model.	7 Hours
<b>Unit: III</b>	<b>Economic Integration</b> Economic indicators and their impact on international business decisions, Regional Economic Integration and Trade Blocs, Basic Principles of Multilateral Trade Negotiations, Instruments of Trade Regulation, FDA, custom union, common market economic union, Emerging Markets and Developing Economies.	7 Hours
<b>Unit: IV</b>	<b>Emerging Trends in International Business</b> International Entrepreneurship and Born Global Firms, Ethical Considerations - CSR Frameworks and Approaches and ethical considerations, ESG investing and reporting standards, corporate responses to climate change and social justice issues, Implications of Brexit on international business laws, the rise of digital platforms, and e-commerce. Re-shoring and Nearshoring Trend, Impact of pandemic on International Business.	8 Hours
<b>Note:</b> Relevant case studies based on the above units should be discussed in the class.		
<b>Suggested Field Work or Practical Work :</b> <ol style="list-style-type: none"> <li>1. Visit an organization engaged in the international operations &amp; prepares report on it.</li> <li>2. Compare two products in different countries. Collect information such as labour costs, raw material costs, transportation costs, and technological capabilities etc.</li> <li>3. Prepare report on trade policy issues related to absolute differences in costs and comparative advantage.</li> <li>4. Study decision-making processes within international institutions.</li> <li>5. Study the impact of FDI on businesses &amp; economy.</li> <li>6. Study CSR activities done by any organisation.</li> <li>7. Study one organization having international operation. Study procedure to raise capital and documents required for loan proposal.</li> <li>8. Make a report on importance of digital platform for any one business.</li> </ol>		

9. Arrange interviews with experts working in or affiliated with international institutions.
10. Prepare report on impact of pandemic on international business.

**Note:**

Each student should prepare report any 5 practical or field work including detailed information as per guidelines and structure/format given by subject teacher. The report should be hand-written. Take photographs in your cell phone with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report.

**References**

**Text Books (Latest Edition):**

1. International Business: Competing in the Global Marketplace" by Charles W. L. Hill.
2. International Business: Concept, Environment and Strategy, 3e by Vuytatesh Sharan Pearson Education
3. International Business: The Challenges of Globalization by John J. Wild and Kenneth L. Wild.
4. Rakesh, M. J. International Business, New Delhi, Oxford University Press.
5. Aswathappa, A. . International Business, 2e. Tata McGraw-Hill Education.

**References Research articles**

1. Cuervo-Cazurra, A. (2006). Who cares about corruption? Journal of international business studies, 37, 807-822.
2. Hofstede, G. (2006). What did GLOBE really measure? Researchers' minds versus respondents' minds. Journal of international business studies, 37, 882-896.
3. Sharma, P., Leung, T. Y., Kingshott, R. P., Davcik, N. S., & Cardinali, S. (2020). Managing uncertainty during a global pandemic: An international business perspective. Journal of business research, 116, 188-192.
4. Bahoo, S., Alon, I., & Paltrinieri, A. (2020). Corruption in international business: A review and research agenda. International Business Review, 29(4), 101660.
5. Shams, R., Vrontis, D., Belyaeva, Z., Ferraris, A., & Czinkota, M. R. (2021). Strategic agility in international business: A conceptual framework for "agile" multinationals. Journal of International Management, 27(1), 100737.
6. Krueger, A. O. (1990), "Trends in Trade Policies of Developing Countries" in C. S. Pearson and James Riedel (eds.), The Direction of Trade Policy (Cambridge, MA.: Basil Blackwell).

**Case Study**

- 1.The Battle in Seattle and the Anti-Globalization Movement Pg 82 International Business, Managing Globalization, John S. Hill
- 2.Making the Apple iPhone International Business, Eleventh Edition (McGraw Hill 2019), by Charles W.L. Hill, G. tomas M. Hult, Rohit Mehtani
- 3.Case Study: Pharameasy Expansion Dilemma amidst Regulatory Uncertainties Ivey Publishing 2020
- 4.Case Study: Unilever's Lifebuoy in India: Implementing the sustainable plan Harvard Business School Case study 2017

BBA-II-Sem-IV(NEP 2.0)						
DESIGN THINKING AND INNOVATION						
SEC401						
Course Description	This course is designed to introduce students to design-based thinking approach to solve problem and improve observations and assimilate unstructured information to well framed solvable problems.					
Course Objectives	1.To introduce students to design-based thinking approach to solve problems 2.To observe and assimilate unstructured information to well framed solvable problems 3.To introduce student to templates of ideation 4.To understand the importance of prototyping in the innovation journey 5.To implement innovation projects					
Course Outcomes	By the end of the course, students will be able – 1. To propose real-time innovative product designs and Choose appropriate frameworks, strategies, techniques during prototype development. 2. To know wicked problems and how to frame them in a consensus manner that is agreeable to all stakeholders using appropriate frameworks, strategies, techniques during prototype development. 3. To analyze emotional experience and inspect emotional expressions to better understand users while designing innovative products					
Total Hours of Teaching : 30		Lecture 1	Tutorial 1	Practical 0	Total Per Week 2	Credit Points : 02
Total Marks:50		Theory : 30			Internal : 20	
Syllabus Contents:						
Unit-I	Basics of Design Thinking 1. Understand the concept of innovation and its significance in business 2. Understanding creative thinking process and problem solving approaches 3. Know Design Thinking approach and its objective 4. Design Thinking and customer centricity – real world examples of customer challenges, use of Design Thinking to					8 Hours

	<p>Enhance Customer Experience, Parameters of Product experience, Alignment of Customer Expectations with Product.</p> <p>5. Discussion of a few global success stories like AirBnB, Apple, IDEO, Netflix etc.</p> <p>6. Explain the four stages of Design Thinking Process – Empathize, Define, Ideate, Prototype, Implement</p>	
<b>Unit-II</b>	<p><b>Learning to Empathize and Define the Problem</b></p> <p>1. Know the importance of empathy in innovation process – how can students develop empathy using design tools</p> <p>2. Observing and assimilating information</p> <p>3. Individual differences &amp; Uniqueness Group Discussion and Activities to encourage the understanding, acceptance and appreciation of individual differences.</p> <p>4. What are wicked problems</p> <p>5. Identifying wicked problems around us and the potential impact of their solutions</p>	8 Hours
<b>Unit-III</b>	<p><b>Ideate, Prototype and Implement</b></p> <p>1. Know the various templates of ideation like brainstorming, systems thinking</p> <p>2. Concept of brainstorming – how to reach consensus on wicked problems</p> <p>3. Mapping customer experience for ideation</p> <p>4. Know the methods of prototyping, purpose of rapid prototyping.</p> <p>5. Implementation</p>	7 Hours
<b>Unit-IV</b>	<p><b>Feedback, Re-Design &amp; Re-Create</b></p> <p>1. Feedback loop, focus on User Experience, address ergonomic challenges, user focused design</p> <p>2. Final concept testing</p> <p>3. Final Presentation – Solving Problems through innovative design concepts &amp; creative solution</p>	7 Hours
<p><b>Suggested Field Work or Practical Work :</b></p> <p>1. Visit a local business to observe and analyse customer challenges and how they align with the business's solutions.</p> <p>2. Study case studies like Airbnb or IDEO to understand how design thinking contributed to their success.</p>		



3. Conduct interviews with diverse individuals to understand their needs and create empathy maps for a product or service.
4. Observe public spaces to identify unaddressed challenges and document potential solutions.
5. Collaborate in groups to ideate solutions to problems using brainstorming techniques and templates.
6. Develop and test basic prototypes of solutions using readily available materials, documenting the process.
7. Collect user feedback on prototypes, analyse results, and iteratively redesign for improved outcomes with Design thinking approach .
8. Evaluate ergonomic designs in local workspaces and propose innovative improvements for better user experience.
9. Review the packaging and labelling of 5 products, highlighting innovative elements and suggesting enhancements.
10. Create and deliver a comprehensive presentation showcasing the design process, prototype, and solution outcomes

**Note:**

Each student should prepare report any 5 practical or field work including detailed information as per guidelines and structure/format given by subject teacher. The report should be hand-written. Take photographs in your cell phone with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report.

References:

**Text Books (Latest Edition):**

- 1.E Balaguruswamy , Developing Thinking Skills (The way to Success), Khanna Book Publishing Company
- 2.Tim Brown,“Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation”, Harvard Business Review
- 3.8 steps to Innovation by R T Krishnan & V Dabholkar, Collins Publishing

**Reference Book**

- 1.Design Thinking by Nigel Cross, Bloomsbury

**QUANTITATIVE SKILLS-I****AEC-401-A****Course  
Description**

Quantitative Aptitude course is designed to develop and enhance students' quantitative reasoning and problem-solving abilities. This course covers essential mathematical concepts and techniques necessary for solving complex

	problems typically encountered in competitive exams, entrance tests, and various professional assessments. Through a structured approach, students will build a solid foundation in quantitative aptitude, enabling them to tackle numerical and analytical challenges effectively.				
<b>Course Objectives</b>	1.To build a strong foundation in mathematical concepts, including number systems, algebra, geometry, and arithmetic. 2. To enhance problem-solving efficiency through systematic approaches to quantitative and logical reasoning problems. 3. To develop proficiency in interpreting and analyzing data through graphs, tables, and charts. 4. To foster the ability to apply mathematical and logical principles in exam-specific scenarios.				
<b>Course Outcomes</b>	After successful completion of the course, students will be able , 1. To state core mathematical concepts, including number systems. 2. To demonstrate a thorough understanding of basic arithmetic operations, algebra, geometry, and data interpretation. 3. To solve various problem-solving techniques and strategies to efficiently tackle quantitative problems, including algebraic equations, geometric calculations, and data analysis. 4. To examine and simplify data presented in different formats (e.g., tables, graphs, charts) and extract meaningful insights to solve problems. 5. To test quantitative skills to real-world problems and competitive exam scenarios, demonstrating the ability to approach and solve problems with confidence.				
<b>Total Hours of Teaching</b> <b>: 30</b>	<b>Lecture</b> <b>1</b>	<b>Tutorial</b> <b>1</b>	<b>Practical</b> <b>0</b>	<b>Total Per Week</b> <b>2</b>	<b>Credit Points</b> <b>: 02</b>
<b>Total Marks : 50</b>	<b>Theory: 30</b>				<b>Internal: 20</b>

Syllabus Contents:		
Unit-I	<p><b>A. Number Systems and Arithmetic</b></p> <ul style="list-style-type: none"> <li>• Types of numbers: Natural numbers, integers, rational and irrational numbers, real numbers.</li> <li>• Basic arithmetic operations, powers, and roots (square roots, cube roots).</li> <li>• Estimation and approximation techniques.</li> <li>• Applications: Percentages, profit and loss, time and work, time-speed-distance.</li> </ul> <p><b>B. Algebraic Basics</b></p> <ul style="list-style-type: none"> <li>• Algebraic expressions: Simplification, addition, subtraction, multiplication, division.</li> <li>• Linear and quadratic equations: Techniques (factoring, completing the square, quadratic formula).</li> <li>• Polynomials and their properties.</li> </ul>	15 Hours
Unit-II	<p><b>A. Data Interpretation and Logical Reasoning</b></p> <ul style="list-style-type: none"> <li>• Data types: Qualitative vs. quantitative, discrete vs. continuous.</li> <li>• Graphical representation: Bar graphs, line graphs, pie charts.</li> <li>• Basic probability and combinatory: Addition and multiplication rules, simple probability problems.</li> <li>• Logical reasoning: Puzzles, syllogisms, series, and critical reasoning</li> </ul> <p><b>B. Geometry and Mensuration</b></p> <ul style="list-style-type: none"> <li>• Fundamental geometric properties and theorems.</li> <li>• 2D and 3D shapes: Area, perimeter, volume, and surface area, Coordinate geometry basics.</li> </ul>	15 Hours

**Suggested Field Work or Practical Work:**

1. Conduct a market survey (e.g., pricing trends, customer preferences) and analyze the collected data using graphs, charts, and descriptive statistics.
2. Collect data on sales or inventory from a local retail store and use data interpretation techniques like bar graphs, pie charts, and line graphs to analyze trends.
3. Visit a manufacturing unit or construction site and study real-life applications of time, work, and efficiency calculations.
4. Participate in mock competitive Test exams and analyze performance in the quantitative section. Identify areas of improvement and devise strategies to improve speed and accuracy.
5. Track daily temperatures or rainfall in your city for a week and calculate averages or variations.
6. Collect data on common bank saving schemes and calculate simple interest based on real-life examples.
7. Maintain a record of daily expenses and calculate weekly totals, averages, and percentages to understand spending patterns.
8. Solve basic arithmetic puzzles or Sudoku (Min.10) to enhance logical thinking and problem-solving speed.

**Note:**

Each student should prepare report any 5 practical or field work including detailed information as per guidelines and structure/format given by subject teacher. The report should be hand-written. Take photographs in your cell phone with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report.

**Reference Books**

- R.S. Aggarwal, Quantitative Aptitude for Competitive Examinations
- Arun Sharma ,How to Prepare for Quantitative Aptitude for CAT
- Abhijit Guha ,Quantitative Aptitude for Competitive Examinations
- P. V. S. S. Narayana, Quantitative Aptitude for Competitive Examinations
- Nishit Sinha ,Data Interpretation and Logical Reasoning for the CAT

**BBA-II-Sem-IV(NEP 2.0)**

**ACCOUNTING SKILLS-I**

**AEC401-B**

<b>Course Description</b>	This course is designed to give practical experience in managing real-world accounting challenges, How to analyze financial statements for strategic decision-making and brief about GST (Goods and Services Tax) & Accounting Software.					
<b>Course Objectives</b>	1.To emphasize skill-based learning and real-world application to help students understand and implement accounting concepts practically. 2.To make aware about GST (Goods and Services Tax) & Accounting Software					
<b>Course Outcomes</b>	After successful completion of the course, students will be able , 1.To explain accounting software and tools for digital accounting. 2.To analyze financial statements for strategic decision-making. 3.To evaluate real-world accounting challenges. 4. To interpret professional roles in accounting, auditing, and financial management.					
<b>Total Hours of Teaching</b> <b>: 30</b>		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Total Per Week</b>	<b>Credit Points</b> <b>: 02</b>
		<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	
<b>Total Marks:50</b>		<b>Theory : 30</b>				<b>Internal : 20</b>
<b>Syllabus Contents:</b>						
<b>Unit-I</b>	<b>Introduction to Accounting</b> •Definition, objectives, and functions of accounting •Accounting concepts, principles, and conventions •Types of accounts and accounting rules <b>Accounting Cycle</b> •Steps in the accounting process •Journal entries and ledger accounts •Trial balance and its importance					15 Hours
<b>Unit-II</b>	<b>Financial Statements</b> Preparation of income statement and balance sheet Adjustments (prepaid expenses, accrued income, depreciation, etc.) <b>Introduction to GST (Goods and Services Tax) &amp; Accounting Software</b> Overview of GST in accounting Recording GST in books of accounts Overview of Accounting Software (e.g., Tally, QuickBooks)					15 Hours

	Practical Application of Software for Recording and Reporting Transactions Basics of Spreadsheet Tools for Accounting	
<p><b>Suggested Field Work or Practical Work :</b></p> <ol style="list-style-type: none"> <li>1. Create journal entries for a hypothetical business scenario.</li> <li>2. Analyse a small business's financial records to understand the flow of transactions.</li> <li>3. Post entries to ledger accounts and prepare a trial balance.</li> <li>4. Maintain a daily cashbook for a simulated business over a week</li> <li>5. Develop income statements and balance sheets for a small business setup.</li> <li>6. Analyse financial statements of a real or simulated company</li> <li>7. Prepare financial statements for a mock retail business.</li> <li>8. Practice creating accounts, entering transactions, and generating reports using software like Tally or QuickBooks.</li> <li>9. Conduct mock GST calculations for business transactions.</li> <li>10. Write applications of accounting softwares</li> </ol> <p><b>Note:</b></p> <p>Each student should prepare report any 5 practical or field work including detailed information as per guidelines and structure/format given by subject teacher. The report should be hand-written. Take photographs in your cell phone with prior permission during the visit to business units and discussion with people. Produce the black and white print of photographs in your report.</p>		
<p><b>Reference Books</b></p> <ol style="list-style-type: none"> <li>1. Jain S.P., &amp; Narang K L., Basic Financial Accounting, Kalyani publishers.</li> <li>2. Kimmel, Financial Accounting, Wiley Publications</li> <li>3. Gupta, A. Financial Accounting for Management: An Analytical Perspective, Pearson Education.</li> <li>4. S.N. Maheshwari, and. S. K. Maheshwari. Financial Accounting. Vikas Publishing House, New Delhi.</li> <li>5. Ashish K Bhattacharya, Essentials of Financial Accounting for Business Managers, Six, PHL learning.</li> </ol>		



6. Warren/Jones/Taylor ,Financial and Managerial Accounting, Cengage Learning India Pvt.Ltd.
7. Warren/Jones/Taylor , Accounting, Cengage Learning India Pvt.Ltd.
8. GST-Concept and Application-Anil Kumar Swain and Gopal Prasad Agarwal,Himalaya Publication
9. GST -Law and Practice-RG Saha,SK Podder,Himalaya Publishing House