

REVISED UG SYLLABUS UNDER CBCS

(Implemented from Academic year 2020-21)

PROGRAMME: FOUR YEAR BBA

Domain Subject: BBA

Skill Enhancement Courses (SECs) for Semester V, from 2022-23 (Syllabus with Learning Outcomes, References, Co-curricular Activities & Model Q.P. Pattern)

Structure of SECs for Semester - V

(To choose Four pairs from the Nine alternate pairs of SECs)

(For each SEC: Hours / Week: 05, Credits: 4, Max Mark: 100)

Pairs of Skills Enhancement Courses (Sec) under each series in BBA for Semester – V

| Course No. | Series -A: HRM | Course No. | Series-B: Marketing Management | Course No. | Series-C: Financial Management |
|-------------------|------------------------|-------------------|---------------------------------------|-------------------|---------------------------------------|
| | <i>Course Name</i> | | <i>Course Name</i> | | <i>Course Name</i> |
| 16 - A | Talent Management | 16 - B | Export and Import Management | 16 - C | Foreign Exchange Management |
| 17 - A | Leadership | 17 - B | Brand Management | 17 - C | E – Payment System |
| 18 - A | Stress Management | 18 - B | Digital Marketing | 18 - C | Income Tax Procedure & Practice |
| 19 - A | Performance Management | 19 - B | Retail Analytics | 19 - C | GST Procedure & Practice |
| 20 - A | HR Analytics | 20 - B | Sales Promotion & Practice | 20 - C | Stock Market |
| 21 - A | HR Audit & Accounting | 21 - B | B ₂ B Marketing | 21 - C | Stock Market Analysis |

Semester -wise revised syllabus under CBCS, 2020-2021

DOMAIN SUBJECT: BBA

course16-A TALENT MANAGEMENT

(Skill enhancement course (Elective) 4 credits)

I. COURSE LEARNING OUTCOMES:

- 1) Illustrates the connections between factors identified, the strategy of the company and the talent management system
- 2) Develops talent management strategy for the organization chosen
- 3) Defends the talent management strategic plan for the organization chosen
- 4) Identify and acquire talent that meet organizational needs by sourcing the right candidate for the right role
- 5) Enhance performance of talent within the organization for development, retention and succession planning
- 6) Coach leaders within the organization to nurture talent and uplift capability within their work teams.

II. Syllabus: Total 75 hrs (Teaching 60, Training 10, Others 05 including IE etc.)

UNIT-1 Introduction to Talent Management

Talent Management: Definition, Meaning of Talent Management, Objectives & Role of Talent Management in building sustainable competitive advantage to a firm, Key Processes of Talent Management, Consequences of Failure in Managing Talent, Benefits of Talent Management: How Your Business Can Benefit From it, Responsibilities of Talent Management Manager & Professionals.

UNIT-2 Talent Management Planning

Understanding the Needs and Mind set of Employee, Steps in Talent Management Process, Knowledge, Values, Beliefs and Skill Implications for Talent Management, Modeling Excellence.

UNIT-3 Talent Acquisition

Defining Talent Acquisition, develop high potential employee - High performance workforce, Importance of Talent Development Process, Steps in Developing Talent, Succession Planning, Difference between Talent Acquisition and Recruitment, Current Trends in Talent Acquisition.

UNIT-4 Talent Retention

"SMR Model" (Satisfy, Motivate and Reward) – The Formula to Win Your Employees & Retain Them, Employee Retention Programs, Career Planning & Development, Return on Investment (ROI) on Talent Management, Employee Engagement, Best Practices in Employee Retention.

UNIT-5 Opportunities and Challenges in Talent Management:

Talent Management Challenges, Strategies to Overcome the Challenges, Opportunities in Talent Management, Talent Management in the Digital Era, Current trends in Talent Management.

III. Reference Text Books:

1. A Framework for Human Resource Management, Dessler Gary, Pearson, Edition: 7th
2. Fundamentals of Human Resource Management, Varkkey Biju, Dessler Gary, Pearson, Edition: 14th
3. Talent Management Hand Book, Lance A Berger, Dorothy R Berger, McGraw-Hill, Edition: 13th
4. Talent management in India: Challenges and opportunities, Hasan, & Singh, Atlantic Publication.

IV.CO-CURRICULAR ACTIVITIES

A. Mandatory (student training by teacher in related real time field skills: total 10 hrs)

FOR TEACHERS

1. Laying foundation of critical thinking Cases+ Exercise Skills
2. Developing students to strategically Exercise+ Case formulates talent management tools.
3. Developing analysis of multiple Case/Workshop perspectives of Talent Management.

B.FOR STUDENTS

1. Developing an understanding of how Case to manage other people (i.e. their subordinates or peers) and themselves with regard to career-related issues.
2. Students in a group of 2-4 to study and submit spiral bound report on Talent Management Strategy in any organisation of their choice.

C. Suggested co -curricular activities

- Training of students by related experts
- Assignments on talent management techniques and tools
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

V: Suggested question paper pattern:

Max marks 75

Time: 3hrs.

SECTION-A (Total 25 marks)

ANSWER ANY FIVE QUESTIONS (5 X 5 MARKS)
OUT OF EIGHT COVERING ALL UNITS

SECTION: B (TOTAL 50 MARKS)

ANSWER ANY 5 QUESTIONS (5 X 10 MARKS)
OUT OF EIGHT COVERING ALL UNITS

Semester -wise revised syllabus under CBCS, 2020-2021

DOMAIN SUBJECT: BBA

course17-A: LEADERSHIP

(Skill enhancement course (Elective) 4 credits)

I. COURSE LEARNING OUTCOMES

- 1) Recognize the implications of leadership style and its impact on team and organization performance
- 2) Identify and critically assess assumptions that influence decisions and actions on management, leadership, teamwork and relationship building
- 3) Receive and integrate feedback on decision-making practices, conflict resolution skills, and teamwork behaviours with the support of a team-based coach.
- 4) Evaluate your leadership capacity using an action learning approach to development.
- 5) Have increased knowledge and skills to design and change work organisation, to contribute to working environments in which everyone is able to contribute to organisational learning and success.
- 6) Have strengthened his/her leadership skills, e.g., interpersonal skills, team development, conflict management, communication and change skills.

II. Syllabus: Total 75 hrs (Teaching 60, Training 10, Others 05 including IE etc.)

UNIT 1- Introduction

Introduction to Leadership: Importance of leadership, Roles of a Leader, Overview of Organizational Leadership Major Coursework and Issues in Organizational Leadership, Defining an Organization, Defining Leadership, Organizational Leadership, Differences between leadership and management in organizations.

UNIT-2 Leadership Theories

Theories of Leadership, Leadership Traits, Leadership Skills, Leadership Styles, Levels of Analysis of Leadership Theory – Leadership Traits and Ethics:

UNIT-3 Leadership Behavior and Motivation

Leadership Behavior and Styles, Process Theories: Reinforcement Theory, Contingency Leadership Theories and Models, normative leadership theory, and Leadership Substitute

UNIT-4 Leading with Effective Communication

Communication Process, Barriers to Effective Communication, Active Listening, Nonverbal and Body Language, Ethical Communication

UNIT-5 Leading High Performance Teams:

Difference Between “Group” and “Team”, Stages of Team Development, Leading, Empowering, Following. Resolving Conflict and Negotiation: Levels of Conflict, Conflict Resolution

III.REFERENCE TEXT BOOKS:

1. Bennis, W. (1994). On becoming a leader. (Rev. ed). Reading, MA: Perseus Books.
2. Bryman, A. (1996). Leadership in organizations. In Clegg S. R., Hardy, C. and Nord, W. R. (Eds). Handbook of Organization Studies, pp.276-292. London: Sage.
3. French, J. R. P. Jr. and Raven, B. (1962). The bases of social power. In D. Cartwright (Ed), Group Dynamics: Research and Theory (pp. 259-269). New York: Harper and Row.
4. Hersey, P. and Blanchard, P. (1969). The life cycle theory of leadership. Training and Development Journal, 23 (5), 26-34.
5. Katz, R. L. (1955). Skills of an effective administrator. Harvard Business review, 33 (1), 33-42.
6. Kirkpatrick, S. & Locke, E. (1991). Leadership: Do traits matter? Academy of Management Executive, May, 48-60.
7. Kotter, J. P.(1990). Force for change: How leadership differs from management. New York: The Free Press.
8. Likert, R. (1967). New patterns of management. New York: McGraw-Hill.
9. Mintzberg, H. (1973). The nature of managerial work. New York: Harper and Row.

IV. CO-CURRICULAR ACTIVITIES:

Mandatory (student training by teacher in related real time field skills: total 10 hrs)

A. FOR TEACHERS:

- Each class participant will be assigned to a leadership development group (LDG) with five other people to build his/her support team with values, principles and ethical boundaries.
- Ask the student to describe their leadership style to their group and solicit their feedback. Talk about the role of power in your leadership and how you deal with your power and the power of people you work with.
- What resources should he/she call upon in determining a course of action?

B. FOR STUDENTS:

- Each class participant will be assigned to a leadership development group (LDG) with five other people.
- Discuss with your LDG the people and the relationships that have been most
- Important to you.
- Describe for your group a specific situation you have faced where these
- Relationships were especially important for your leadership.
- To whom did you turn for counsel and advice?
- How did you use these relationships in this case?

- Discuss these relationships with your development group, and solicit their feedback and insights about the role relationships play in your life.
- Then discuss the kind of support network you plan to establish in the future and discover your authentic leadership.

Discussion questions:

1. What can you learn from their experiences that will help you in thinking about your life story's influence on your leadership trajectory?
2. Identify any three effective and efficient leaders in Indian and Western business organizations? How well they build an integrated leadership in their organizations?
3. How did they optimize their leadership effectiveness? How well do they use their personal leadership? to empower others? In what ways do you want your leadership (assumed) to change to improve your effectiveness?

C. Suggested co-curricular activities

- Training of students by related experts
- Assignments on leadership management
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

V: Suggested question paper pattern:

Max marks 75

Time:3hrs.

SECTION-A (Total 25 marks)

ANSWER ANY FIVE QUESTIONS (5x5 MARKS)

OUT OF EIGHT COVERING ALL UNITS

SECTION: B (TOTAL 50 MARKS)

ANSWER ANY 5 QUESTIONS (5x10 MARKS)

OUT OF EIGHT COVERING ALL UNITS

Semester -wise revised syllabus under CBCS, 2020-2021

DOMAIN SUBJECT: BBA

Course: 18-A STRESS MANAGEMENT

(Skill enhancement course (Elective) 4 credits)

I. COURSE LEARNING OUTCOMES

- 1) Describe the relationship between stress, human health, behaviours, and perceptions
- 2) Recognize signs and symptoms of stress.
- 3) Summarize the physiological response to stress and how it impacts human health.
- 4) Identify stressors and possible root causes using health models.
- 5) Evaluate the effectiveness of stress management strategies and relaxation techniques on a personal level.

II. Syllabus: Total 75 hrs (Teaching 60, Training 10, Others 05 including IE etc.)

UNIT-I

Introduction to Stress: Nature, Meaning–Symptoms –Work Related Stress –Individual Stress –Reducing Stress –Sources of Stress –Consequence of Stress Burnout –Symptoms of Burnout –Stress Vs Burnout-Model of Stress-Strategies for Coping Stress (individual and Organizational strategies)

UNIT-II

Frustration, Meaning of Frustration, Causes of Frustration, Some General Frustration of Our Culture, Conflict, Meaning of Conflict, Types of Conflict, General Conflict of Our Society, Pressure, Meaning of Pressure, Causes of Pressure, General Pressure of Our Society.

UNIT -III

Stress Framework-Sources of Managerial Stress, Stress and Thought Processes - Learning, Stress and Personality - Behavioral and Situational Modifiers, Stress and Motivation, Managerial Implications of Stress-Leadership Styles in Stressful and Non-Stressful Situations, Decision Making under Stress.

UNIT-IV

Stress-related Disorders and Treatment Methods: Cardiovascular, Gastrointestinal and – Convulsion, Pain and hypochondriacs, Eating disorders–Anorexia nervosa, Bulimia Nervosa, obesity Substance use related disorder.

UNIT-V

Stress Management Techniques: Coping with Resources and Processes —Assertiveness Training, Stress and Social Support, Group Processes and Changing Values for Understanding and Coping with Stress, Behavioral techniques for stress control, Behavioral Assignments, Risk taking, Shame Attaching, Relaxation techniques, Techniques of Relaxation, Yoga, Vipasyana.

III. Reference Text Books:

1. Patel ,M.K. and Other Authors, (2006), 1stEd.“ Stress, Emotions, Coping and Health”, Saurashtra University, Rajkot .
2. Patel ,S.T.andOther Authors, (1992), 1stEd.“ Psychology and Effective Behaviour”,Liberty Publication , Ahmedabad.
3. Shah ,K.N.(2001), 1stEd.“ Psychology and Effective Behaviour”,University Book Production Bord, Ahmedabad.
4. Shah, D. R.and Other Authors, (2008 -9). 5thEd, “ Psychology and Effective Behaviour”, C. Jamnadas Co. Ahmedabad.
5. Jerrold Greenberg: Comprehensive Stress Management, McGraw-Hill
6. V. J. Sutherland & C. L. Cooper: Strategic Stress Management: An Organizational Approach, Macmillan Business.
7. Emma Short: Strategic Stress Management: An Organizational Approach, Emerald Group Publishing Limited.
8. Carol Turkington: Stress Management for Busy People: McGraw-Hill

IV. CURRICULAR ACTIVITIES

Mandatory (student training by teacher in related real time field skills: total 10 hrs)

A. FOR TEACHERS

- Ask students to visit different business organizations in their locality or region to identify the factors causing stress to employees/ workers.
- Ask students to analyze various coping mechanism practiced by different business organizations and develop innovative coping mechanisms.

B. FOR STUDENTS

- Students are formed into groups (6-8) to develop case study on stress management
- Mechanism followed in their region.
- Invite students to share their favorite stress management activities.
- List out any stress-relievers and discuss in the class.

C. Suggested co-curricular activities

- Training of students by related experts
- Assignments on stress management theories
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

V: Suggested question paper pattern:

Max marks 75

Time:3hrs.

SECTION-A (Total 25 marks)

ANSWER ANY FIVE QUESTIONS (5x5 MARKS)

OUT OF EIGHT COVERING ALL UNITS

SECTION: B (TOTAL 50 MARKS)

ANSWER ANY 5 QUESTIONS (5x10 MARKS)

OUT OF EIGHT COVERING ALL UNITS

Semester -wise revised syllabus under CBCS, 2020-2021

DOMAIN SUBJECT: BBA

course19-A; PERFORMANCE MANAGEMENT

(Skill enhancement course (Elective) 4 credits)

I. COURSE LEARNING OUTCOMES

- 1) Develop an understanding of the principles behind performance measurement and management. Develop a working knowledge of how to effectively apply performance assessment and
- 2) Management processes/techniques. Learn to improve program/project planning and accomplishment, facilitate effective decision

- 3) Making, assist budget formulation and justification, enhance transparency and accountability with stakeholders from goal-setting to performance reporting. Understand the different types of performance assessments and be able to select and
- 4) Implement the appropriate approach that best suits.
- 5) Apply techniques to improve performance of employees in business organisations.

II. Syllabus: Total 75 hrs (Teaching 60, Training 10, Others 05 including IE etc.)

UNIT- I Performance Management

Scope and Significance – Advantages of Performance Management – Organizational Structure – Impact of Organizational structure and Operational Problems Performance management process – Performance Planning – Performance Appraisal -Performance Mentoring – Performance Management Strategic Planning.

UNIT – II Planning performance:

Performance Appraisal – Employer and Employee perspective, performance appraisal versus performance management and merit rating. Identifying performance dimensions, KPA's and performance planning, Performance Appraisal process. Developing an effective appraisal program. Issues in appraisal design.

UNIT III Performance Management and Employee Development:

Performance Management Skills, performance Management Framework, Employee Assessment system, Role of HR Professionals in Performance management.

UNIT – IV Performance management:

Methods of Performance Appraisal, Pros and cons of 360 Degree Appraisal. Types of Appraisal Interviews and Conducting Appraisal Interviews. Barriers to effective appraisal and overcoming barriers to appraisal.

UNIT – V Improving performance:

Identifying sources of ineffective performance. Performance Diagnosis, factors that influence performance, legal issues in Performance Appraisal. Strategies to improve performance. Contemporary practices of PMT, Balanced Scorecard – HR Scorecard - Business Process Reengineering - McKinsey 7Sframework - Lean Management - Quality management systems, Six-sigma practices, Quick Response Manufacturing.

III. Reference Text Books:

1. Bhattacharyya, Dipak Kumar (2011). Performance Management, Systems and Strategies, 1/e; New Delhi: Pearson
2. SoumendranarianBagchi, Performance Management, 2e, Cengage Learning 2013.

3. Herman Aguinis, Performance management, 3e, Pearson, 2014.
4. David A Decenzo, Stephen P Robbins, “Fundamentals of Human Resource Management”, Wiley Publications.
5. Snell / Bohlander, “Human Resource Management”, Thomson.
6. Luis R. Gomez Mejia, David B Balkin, Robert L. Cardy, “Managing Human Resources, PHIPvt. Ltd.
7. John W Newstrom, “Organizational Behaviour”, Mc Graw Hill.
8. L.M. Prasad, “Principles and practices of Management”, Sultan Chand & Sons.

IV.CO-CURRICULAR ACTIVITIES

C. Mandatory (student training by teacher in related real time field skills: total 10 hrs)

A. FOR TEACHERS

1. Laying foundation of performance management Cases with examples.
2. Developing students to strategically Exercise performance management methods.
3. Developing analysis of multiple Case/Workshop perspectives of performance Management

B. FOR STUDENTS

- Students must prepare a performance management plan and trail it in the class.
- Students to collect information from any organization regarding performance management of an employee.
- Students have to prepare questionnaire for conducting performance management survey
- Solve various case studies.

D. Suggested co-curricular activities

- Training of students by related experts
- Assignments on talent management techniques and tools
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

V: suggested question paper pattern:

Max marks 75

Time:3hrs.

SECTION-A (Total 25 marks)

ANSWER ANY FIVE QUESTIONS (5x5 MARKS)

OUT OF EIGHT COVERING ALL UNITS

SECTION: B (TOTAL 50 MARKS)

ANSWER ANY 5 QUESTIONS (5x10 MARKS)

OUT OF EIGHT COVERING ALL UNITS

Semester -wise revised syllabus under CBCS, 2020-2021

DOMAIN SUBJECT: BBA

Course20-A; HR ANALYTICS

(Skill enhancement course (Elective) 4 credits)

I. COURSE LEARNING OUTCOMES

- 1) Understand the role and use of human resource analytics in business organizations.
- 2) Apply different statistical tools for HR analytics.
- 3) Apply and examine issues related to diversity of human resources.
- 4) Identify and evaluate the best practices of HR analytics in business organizations.
- 5) Develop HR analytics to measure contribution.

II. Syllabus: Total 75 hrs (Teaching 60, Training 10, Others 05 including IE etc.)

UNIT I Introduction to Human Resource Analytics

Introduction to HR Analytics, People Analytics & Workforce Analytics, HR Analytics & the Organizational Structure, Types of Data, HR Analytics & HRBP, Understanding HR indicators, metrics and data, Frameworks for HR Analytics: LAMP Framework, Human Capital Management Framework.

Unit II Statistics for HRM

Statistical analysis for HR (regression analysis, measures of central tendency), Graphs, tables, spreadsheets, Excel Quantitative Techniques, Key Systems of Record for HR Data Software Tools Metrics, Benchmarks, and Other Indicators Using Excel for HR Analytics Excel Visualization Excel Analytic Techniques.

UNIT III Diversity Analysis

Equality, Diversity and Inclusion, Measuring Diversity and Inclusion, Testing the Impact of Diversity, Workforce Segmentation and Search for Critical Job Roles. Recruitment and Selection Analytics--Evaluating Reliability and Validity of Selection Models, Finding Out Selection bias. Predicting the Performance and Turnover. Performance Analysis-- Predicting Employee Performance, Training Requirements, Evaluating Training and Development.

Unit IV Benchmarking and best Practices

Staffing, supply and demand forecasting, Total compensation analyses, Performance Analytics, Attrition Analytics, Learning and Development Analytics, Diversity Analytics, Employee engagement analytics, Employee satisfaction analytics

Unit V Measuring HR Contribution

Developing HR Scorecard, Developing HR Analytics Unit: Analytics Culture, Analytics for decision making.

III. Reference Text Books:

1. Fitz-Enz, J., The New HR Analytics: Predicting the Economic Value of Your company's Human Capital Investments, American Management Association
2. Bassi, L., Carpenter, R., and McMurrer, D., HR Analytics Handbook, Reed Business
3. Prasad, B. V. S., and Sangeetha, K., HR Metrics: An Introduction, IUP
4. Becker, B.E., Huselid, M.A., Ulrich, D, The HR Scorecard: Linking People, Strategy and Performance, Harvard Business School Press

IV. CO-CURRICULAR ACTIVITIES

Mandatory (student training by teacher in related real time field skills: total 10 hrs)

A.FOR TEACHERS

- Ask students to solve case studies on HR ANALYTICS benefits into an organizational context.
- Visit organizations and find out the process of implementation of HR ANALYTICS at Workplace.
- Identify the important HR metrics used in manufacturing companies.
- Ask students to collect manpower data of your institute and prepare HR Dashboards.
- Collect the payroll detail from any Company and use HR Analytics Excel Visualization Excel.

B.FOR STUDENTS

- Group projects on the application of Analytics in selected areas of HR, Marketing and Finance domain
- Practice: HR Analytics for Cost Savings: Help Your Leadership Make a Decision
- Using Analytics to Find Relationships
- Excel Demonstration for Testing Linear Relationships
- Application of HR Analytics to Measure the Effectiveness of Training

C. Suggested co-curricular activities

- Training of students by related experts
- Assignments on performance management techniques and tools
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

V. Suggested question paper pattern:

Max marks 75

Time:3hrs.

SECTION-A (Total 25 marks)

ANSWER ANY FIVE QUESTIONS (5x5 MARKS)

OUT OF EIGHT COVERING ALL UNITS

SECTION: B (TOTAL 50 MARKS)

ANSWER ANY 5 QUESTIONS (5x10 MARKS)

OUT OF EIGHT COVERING ALL UNITS

Semester -wise revised syllabus under CBCS, 2020-2021

DOMAIN SUBJECT: BBA

Course21-A: HR AUDIT & ACCOUNTING

(Skill enhancement course (Elective) 4 credits)

I. COURSE LEARNING OUTCOMES

- 1) To understand the value of human resource in organisations
- 2) To understand the importance of Human Resource Accounting at National and international level
- 3) To familiarise with the Human Resource Accounting Practices in India
- 4) To familiarise the learners with the process and approaches of Human Resources Accounting and Audit
- 5) To understand the significance of Human Resource Auditing as a Tool of Human Resource Valuation

II. Syllabus: Total 75 hrs (Teaching 60, Training 10, Others 05 including IE etc.)

UNIT-I Human Resource Accounting:

An Overview of Human Resource Accounting – Meaning, need and Objectives of HR Accounting, Historical Development of Human Resource Accounting, Cost of Human Resource – Acquisition Cost, Training and Development Cost and Additional Cost, Benefits and Limitations of Human Resource Accounting, Reporting of Human Resource Accounting at National Levels, Disclosures at International Level

UNIT-II Methods and Human Resource Accounting Practices in India:

Methods of Human Resource Accounting: Cost of Production Approach – Concept Historical Cost Model – Meaning, Advantages and Limitations. Replacement Cost Model – Meaning, Advantages and Limitations. Opportunity Cost – Meaning, Advantages and Limitations Capitalized Earnings Approach – Concept Economic Value Model – Meaning, Advantages and Limitations. Capitalization of Salary – Meaning, Advantages and Limitations

UNIT-III Human Resource Audit: An Overview:

Human Resource Audit – Meaning, Features, Objectives -HR Audit, Benefits and Limitations of HR Audit, Need and Significance of HR Audit, Process of HR Audit, Approaches of HR Audit, Principles of Effective HR Auditing, Role of HR Auditor, Methods of Conducting HR Audit – Interview, Workshop, Observation, Questionnaire, Components of HR Audit, HR Audit and Workforce Issues: Workforce Communication and Employee Relations, Performance Management, Compensation System, Teambuilding System.

UNIT-IV HR Audit for Legal Compliance and Safe Business Practices:

Areas Covered by HR Audit – Pre-employment Requirements, Hiring Process, New-hire Orientation Process, Workplace Policies and Practices

UNIT-V HR Audit as Intervention:

Introduction, Effectiveness of Human Resource Development Audit as an Intervention● Human Resource Audit and Business Linkages● Human Resource Auditing as a Tool of Human Resource Valuation: Introduction, Rationale of Human Resource Valuation and Auditing, Valuation of Human Resources, Issues in Human Capital Measurement and Reporting.

III. Reference Text Books:

1. Caplan E. H. and Landekich, S., “Human Resource Accounting: Past, Present and Future”.
2. Personnel / Human Resource Management (Text, Cases and Games): P.Subbarao& V.S.P. Rao.
3. Personnel / Human Resource Management: A.R. Sharma.
4. Personnel / Human Resource Management: David A. Decenzo, StephenP. Robbins.
5. Theodore W. Schultz, “Investment in Human Capital”, The American Review, Vol. I
6. HUMAN RESOURCE ACCOUNTING: ADVANCE IN CONCEPTS, METHODS AND APPLICATIONS (Hardcover), “Eric G. Flamholtz”, Springer; 3 editions, ISBN: 0792382676
7. HUMAN RESOURCE ACCOUNTING: D. PrabakaraRoa. Inter India Publication.
8. HUMAN RESOURCE ACCOUNTING: M. Saeed, D. K. Kulshrestha, Anmol Publication

IV.CO-CURRICULAR ACTIVITIES

Mandatory (student training by teacher in related real time field skills: total 10 hrs.)

A.FOR TEACHERS

- Help students in preparation of balanced score card and discuss it in class with examples
- Observe and study HRIS Development Process of any organization
- Suggest various measures to improve the Human Resource Audit system followed in your organization

B.FOR STUDENTS

1. Assume that you are required to conduct a Human Resource Audit in your organization, to collect adequate information, prepare a suitable questionnaire covering all aspects of information.
2. Prepare a Checklist of key questions to be asked in regard to assessment of major Manpower concerns.
3. Prepare a draft report regarding the installation of Human Resource Accounting in your organization.

C. Suggested co -curricular activities

- Training of students by related experts
- Assignments on HR AUDIT techniques and tools
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

V: Suggested question paper pattern:

Max marks 75

Time:3hrs.

SECTION-A (Total 25 marks)

ANSWER ANY FIVE QUESTIONS (5x5 MARKS)

OUT OF EIGHT COVERING ALL UNITS

SECTION: B (TOTAL 50 MARKS)

ANSWER ANY 5 QUESTIONS (5x10 MARKS)

OUT OF EIGHT COVERING ALL UNITS

Semester -wise revised syllabus under CBCS, 2020-2021
DOMAIN SUBJECT: BBA
Course 16-B: EXPORT AND IMPORT MANAGEMENT
(Skill enhancement course (Elective) 4 credits

I. Learning Outcomes:

Upon successful completion of the course the student will be able to

1. Understand the significance of Export and Import Management and its role in Economy and as job careers
2. Acquire knowledge on Procedures of export and import
3. Involve in pre and post EXIM activities
4. Enhance their skills by practicing in foreign trade

II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)

UNIT 1: Introduction of EXIM policies and procedures

Objectives of EXIM policies- Role of export houses in the development of Economy- State Trading Corporations and SEZs - Flow of Procedure for export and import process.

UNIT 2: Product planning and for import and export

Export Promotion Councils in India and Commodities Board of India - Its functions and their role - Registration cum Membership Certificate (RCMC) and registration of Export Credit and Guarantee Corporation of India (ECGC)

UNIT 3: Documentation at the time of EXIM goods

Commercial documents- Principal and Auxiliary documents - Regulatory documents (relating to Goods, Shipment, Payment, Inspection, Payment, Excisable and FERA)

UNIT 4: Payment Procedures in foreign trade

Factors determine for Payment and methods of receiving Amount -Payment in advance
Documentary Bills- Documentary credit under Letter of Credit- Different types of Letters of
Credit - Open account with periodical settlement.

UNIT 5: Insurance and Shipment of Goods

Cargo Insurance (Marine)- Types of Marine insurance policies- Kinds of losses - Shipment of
goods - Clearing and forwarding agents- its role and significance-Classification of services
Essential and Optional services-clearance procedures for export of goods.

III. Reference Text Books

1. Rama Gopal.C; Export and Import Procedure- New Age International Publishers
2. Neelam Arora, Export and Import Procedure and documentation- Himalaya Publishing House
3. Dr.SwapnaPilai, Export and Import Procedure & documentation- Sahityabhawan Publications
4. Sudhir kochhar, Export and Import Procedure- Aggarwal Book house

IV Co-Curricular Activities:

A. Mandatory (Student training by teacher in the related field skills:10 hrs):

1. For Teachers:

Training of students by teacher (using actual field material) in classroom and field for not less than 10 hours on techniques of foreign trade by involving students in making observations, preparation of documents, identification of exportable goods and recording experiences of exporters.

2. For Students:

Students shall visit export import houses or related centers and observe processes of identification of exportable goods, registration of RCMC, logistic support and insurance procedures. They shall submit their observations as an individual handwritten Fieldwork/Project work Report in the given format and submit to teacher.

3. Max marks for Fieldwork/Project work Report: 05

4. Suggested Format for Fieldwork/Project work (not more than 10 pages):

Title page, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.

5. Unit tests (IE).

B. Suggested Co-Curricular Activities

1. Training of students by a related field expert.

2. Assignments (including technical assignments like identifying sources of exportable and Excisable goods, Case Studies of export procedures and the success stories and getting practical experiences by exporting Agricultural and local products including DWACRA

3. Seminars, Conferences, discussions by inviting concerned institutions

4. Visits to exporting units. SEZs and Export houses

5. Invited lectures and presentations on related topics by field experts.

V. Suggested Question Paper Pattern:

Max. Marks 75

Time: 3 hrs

SECTION - A (Total 25 marks)

Answer any FIVE Questions (5×5 Marks)

OUT OF EIGHT COVERING ALL UNITS

SECTION - B (Total 50 marks)

Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT COVERING ALL UNITS

Semester -wise revised syllabus under CBCS, 2020-2021

DOMAIN SUBJECT: BBA

Course17-B: BRAND MANAGEMENT

(Skill enhancement course (Elective) 4 credits

I. Learning Outcomes:

1. Understand the nuances of product and product concepts, and understand key principles of branding
3. Explain branding concepts and ideas in their own words
4. Understand and conduct the measurement of brand equity and brand performance
5. Formulate effective brand strategies for consumer and business goods and services.
6. Demonstrate the ability to conduct a critical brand audit, including recommendations for changes and improvement in brand management.

II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)

UNIT-I Introduction:

Brand: Meaning, Definition, Evolution of Brands, Different Types of Brands, Functions of Brand to Consumer – Role of Brand – Advantages of Brand – Product Vs Brand – Brand Life Cycle – Branding: Meaning, Creation of Brands – Branding Decisions.

UNIT – II Brand Management:

Meaning and Definition – Strategic Brand Management Process: Meaning, Steps in Brand Management Process – Concept of Brand Equity: Customer Based Brand Equity, and Models of CBBE – Brand Building and its Implications – Brand Value Chain.

UNIT-III Branding Strategies:

Multiple Branding, Brand Extension, Co-branding Strategies, Brand Personality, Brand Image Building, Brand Repositioning, Brand Leveraging – Branding Impact on Buyers and Competitors – Methods for Measuring Brand Equity – Methods for Measuring Brand Performance – Brand Audit.

UNIT-IV Designing & Implementing Branding Strategies:

Brand Architecture: Meaning of Brand Architecture, The Brand-Product Matrix, Breadth of a Branding Strategy, Depth of a Branding Strategy. Brand Hierarchy: Meaning of Brand Hierarchy, Building Equity at Different Hierarchy Levels

UNIT-V Brand Rejuvenation and Re-launch strategies.

Brand Rejuvenation and Re-launch – Brand Development through Acquisition, Takes over and Merger – Brand Licensing and Franchising – Role of Packaging and Labeling. Brand Success Strategies – Brand Loyalty Programs – Building Global Brands – Branding Failures.

III. References

1. Kevin Lane Keller, Strategic brand Management, Person Education, New Delhi.
2. Jean Noel, Kapferer, Strategic brand Management, The Free Press, New York.
3. Paul Tmeporal, Branding in Asia, John Wiley & sons (P) Ltd., New York,
4. S.Ramesh Kumar, Managing Indian Brands, Vikas publishing House (P) Ltd., New Delhi.
5. Richard Elliott & Larry Perclu, Strategic Brand Management, Oxford Press.
6. Chernatony, Creating powerful brands, Elsevier Publication.

IV Co-Curricular Activities:

A. Mandatory (Student training by teacher in the related field skills:10 hrs):

1. For Teachers:

- Ask Students to choose any consumer durable products or FMCGs and identify their elements of positioning.
- Guide Students to do a mini project on product mix decisions of FMCG/Consumer durables/automobile companies in India.
- Discuss about PLCS of any consumer durable or FMCG product in class.
- Direct Students go to a supermarket and find the brand elements in various brands of soaps,
- Mobiles, consumer durables and other products.

2. For Students:

Students can pick a multiproduct company and as completely as possible analyze its brand portfolio and brand extensions?

- a. Consider some groups like Tata's, Birla's, Infosys etc – what is their branding strategy

- b. Students are supposed to assess the product life cycle and appraise alternative approaches to
- c. Students can select any two popular brands and identify and examine the criteria for success in the luxury brand industry.
- d. Students form brand management teams and conduct a brand audit. Every team must study

C. Suggested co-curricular activities

- Training of students by related experts
- Assignments on brand equity techniques and tools
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

V. Suggested Question Paper Pattern:

Max. Marks 75

Time: 3 hrs

SECTION - A (Total 25 marks)

Answer any FIVE Questions (5×5 Marks)
OUT OF EIGHT COVERING ALL UNITS

SECTION - B (Total 50 marks)

Answer any FIVE Questions (5×10 Marks)
OUT OF EIGHT COVERING ALL UNITS

Semester -wise revised syllabus under CBCS, 2020-2021

DOMAIN SUBJECT: BBA

Course18-B: DIGITAL MARKETING

(Skill enhancement course (Elective) 4 credits

I. Learning Outcomes

Upon successful completion of the course students will be able to;

1. Analyze online Micro and Macro Environment
2. Design and create website
3. Discuss search engine marketing
4. Create blogs, videos, and share
- 5.

II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)

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UNIT-I Introduction to Digital marketing:

Meaning – importance – traditional online marketing vs digital marketing –online market place analysis Micro Environment – Online Macro Environment - trends in digital marketing – competitive analysis.

UNIT - II Website Planning and Creation:

Web Site: meaning – objectives – components of website - website creation – incorporation of design and– adding content, installing and activating plugins.

UNIT-III Search Engine Optimization (SEO)

SEO: Meaning – History and growth of SEO –Importance of Search Engine - On page Optimization – off page optimization – Role of Search Engine Operation- Google Ad words – Search Engine Marketing: Campaign Creation – Ad Creation, Approval and Extensions.

UNIT -IV Social Media Marketing:

Meaning of social media and Social Media Marketing – social Management tools-strategy and planning – social media network – Social Networking – video creation and sharing – use of different social media platforms - Content creation - Blogging – Guest Blogging.

UNIT-V Email marketing:

Meaning – Evolution of email – importance of email marketing – Development and Advancements in e mail marketing - email marketing platforms – creating and Tracking e-mailers–create forms – create opt-in lists – mapping industry trends and eliminating spam messages.

III. Reference Text Books:

1. Digital Marketing for Dummies by Ryan Deiss& Russ Henneberry, publisher John Wiley first edition 2020.
2. Youtility by JayBaer, Published by Gilda MediaL C Portfolio 2013,
3. Epic Content Marketing by Joe Pulizzi, McGraw-Hill Education, 2013
4. New Rules of Marketing and PR byDavidMeermanScott.Wiley, 2017
5. Social Media Marketing All-in-one Dummies by JanZimmerman, DeborahNg, John Wiley &Sons.
6. Digital Marketing 2020 by Danny Star, Independently Published, 2019
7. Web sources suggested by the concerned teacher and college librarian including reading material.

IV. Co-Curricular Activities:

A. Mandatory (Student training by teacher in field related skills: 10 hrs.):

1. For Teachers:

Teacher shall train students (using actual field material) in classroom/field for not less than 10 hours in the skills in digital marketing viz., SEO, SEM, social media Marketing, content writing, e-mail marketing, web designing and development, Blogging, Google ad words.

2. Students:

Students shall individually undertake an online study on any aspect such as Analysis of local online Micro and Macro Environment and make a trend analysis of digital marketing, build a

blog on any topic or subject of their interest, Develop website to market for (real/imaginary) product or service, Create video with product or service description to evoke customer attention.

2. Each student has to submit his/her observations as a handwritten Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

3. Max marks for Fieldwork/Project work Report: 05.

4. Suggested Format for Fieldwork/Project work (not more than 10 pages): Title page, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.

5. **Unit tests (IE).**

B. Suggested Co-Curricular Activities

1. Organize short term training on Digital Marketing in collaboration with local or online skill providers.
2. Seminars/Conference/ Workshops on significant and emerging areas in Digital Marketing
3. Real time work experience with Digital marketing service providers.
4. Arrange for Interaction with Area Specific Experts.

V. Suggested Question Paper Pattern:

Max. Marks 75

Time: 3 hrs

SECTION - A (Total 25 marks)

Answer any FIVE Questions (5×5 Marks)

OUT OF EIGHT. COVER ALL UNITS

SECTION - B (Total 50 marks)

Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT. COVER ALL UNITS

Semester -wise revised syllabus under CBCS, 2020-2021

DOMAIN SUBJECT: BBA

Course: 19-B. RETAIL ANALYTICS

(Skill enhancement course (Elective) 4 credits

I. Learning Objectives

By the end of this course, students will be able to:

1. Understand the basic functions involved in running a retail business, and the concepts and principles necessary for decision-making in a retail firm.
2. Analyse historical and current trends affecting retailing sector.
3. Understand the determinants and characteristics of consumer-level and market-level demand, and of pricing.
4. To learn the role of analytics in retail functions.
5. To apply descriptive, predictive and perspective analytics in retailing.
6. To endow students with computing skills in statistics, machine learning, and spatial analysis required to perform each topic.

II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)

UNIT-I Introduction to Retailing:

Introduction to retailing: Definition and Scope, Evolution of retailing, Benefits of retailing, retailing environment – Growing importance of retailing – Types of retail – Retail Channel and Formats –Trends in retailing industry,

UNIT-II Retail Management process:

Functions and Activities of Retailing – Strategic retail management process – Stores Location – Steps in choosing a retail location – Merchandise category its uses and Functionality in retail environment – Retail Assortment basics – Retail promotions and Pricing.

UNIT-III Retail Service and operations:

Services & Quality in Retailing – Factors constituting retailing the service – classification of service and quality – Implementation of service management – Elements & Components of Retail Operation –Managing Inventory & Display.

UNIT-IV Introduction to Retail Analytics:

Definition, importance, functions, types of analytics, Role and applications of analytics in retailing – In-store Analytics – Inventory and product assortment analytics – Customer analytics.

UNIT V Descriptive and Predictive Retail Analytics:

Descriptive analytics in understanding retail consumer behavior – Predictive analytics in understanding retail consumer purchase decision making – Diagnostic and Prescriptive analytics in service quality and service recovery.

III. References Text Books:

1. Analytics at Work by Thomas H. Davenport, Jeanne G.Harris and Robert Morison,Harvard Business Press, 2010.
2. Getting Started with Business Analytics: Insightful Decision – Making by DavidHardoon, GalitShmueli, Chapman & Hall/CRC, 2013.

3. Business Intelligence: A Managerial Approach by Efraim Turban, Ramesh Sharda, Dursun Delen and Daid King, Pearson Publication, 2012.
4. Business Intelligence Making Decision through Data Analytics, Jerzy Surma, BusinessExpert Press, 2011.
5. Successful Business Intelligence: Secrets to Making BI a Killer App by Cindi Howson, Tata McGraw Hill Edition 2012.
6. R for Everyone: Advanced Analytics and Graphics, Jared Lander, Addison Wesley.

IV. Co-Curricular Activities:

A. Mandatory (Student training by teacher in field related skills: 10 hrs.):

For teachers:

Discuss the following in the class room with industry examples

- Analysing Sales Patterns v Customer Data
- Market Basket Analysis:
- Channel Attribution Modeling
- RFM Modeling:
- Sentiment Analysis
- Customer Lifetime Value (CLV) Analysis
- Suggest students to review of any products Trend Identification to Drive the Pricing & Promotion Plan

For students:

Develop a written market entry retail plan for a new boutique that will open in a recently revitalized urban neighborhood:

Your plan should be based on the seven stages of the Strategic Retail Management Process:

1. Outline the retail mission
2. Conduct a SWOT analysis
3. Find the strategic opportunities in the marketplace
4. Assess the strategic opportunities in the marketplace
5. Create strategic objectives and assign resources
6. Create a retail mix to execute the strategic objectives
7. Assess the strategy's performance and course-correct as necessary.

C. Suggested co-curricular activities

- Training of students by related experts
- Assignments retail analytics techniques and tools
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

V. Suggested Question Paper Pattern:

Max. Marks 75

Time: 3 hrs

SECTION - A (Total 25 marks)

Answer any FIVE Questions (5×5 Marks)

OUT OF EIGHT COVERING ALL UNITS

SECTION - B (Total 50 marks)

Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT COVERING ALL UNITS

Semester -wise revised syllabus under CBCS, 2020-2021

DOMAIN SUBJECT: BBA

Course:20- B. SALES PROMOTION AND PRACTICE

(Skill enhancement course (Elective) 4 credits

I: Learning Outcomes:

By the end of the course students are able to:

1. Analyze various sales promotion activities
2. Get exposed to new trends in sales Promotion
3. Understand the concepts of creativity in sales promotion
4. Enhance skills to motivate the salesperson to reach their targets
5. Develop the skills of designing of sales promotion events

II: SYLLABUS: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)

UNIT-I

Introduction to Sales Promotion: Nature and Scope of Sales Promotion- Influencing Factors - Sales Promotion and Control - Strengths and Limitations of Sales Promotion – Sales Organization - Setting-up of Sales Organization - Types of Sales Organization.

UNIT-II

Sales Promotion and Product Life Cycle: Types of Sales Promotion – Consumer Oriented - Trade Oriented - Sales Oriented - Various Aspects -Sales Promotion methods in Different Product Life Cycle – Cross Promotion - Sales Executive Functions- Theories of Personal Selling - Surrogate Selling.

UNIT-III

Strategies and Promotion Campaign: Tools of Sales Promotion - Displays, Demonstration, Fashion Shows, Conventions - Conferences, Competitions –Steps in designingof Sales Promotion Campaign – Involvement of Salesmen and Dealers – Promotional Strategies - Ethical and Legal issues in Sales Promotion.

UNIT-IV

Salesmanship and Sales Operations: Types of Salesmen - Prospecting - Pre-approachand Approach - Selling Sequence - Sales budget, Sales territories, Sales Quota's - Point of Sale – Sales Contests - Coupons and Discounts - Free Offers - Showrooms and Exhibitions – Sales Manager Qualities and functions.

UNIT-V

Sales force Management and Designing: Recruitment and Selection - Training -Induction - Motivation of sales personnel - Compensation and Evaluation of Sales Personnel -Designing of Events for Enhancing Sales Promotion

III: Reference Text Books:

1. Don.E. Schultz - Sales Promotion Essentials- Mc Graw hill India
2. S.H.H Kazmi & Satish K Batra, Advertising and Sales Promotion- Excel Books
3. Jeth Waney Jaishri& Jain Shruti - Advertising Management - Oxford university Press
4. Dr.ShailaBootwalaDr.M.D. Lawrence and Sanjay R.Mali -Advertising and Sales Promotion- NiraliPrakashan
5. Advertising and Sales Promotion Paperback – S. H. H. Kazmi & Satish Batra

IV. Co-Curricular Activities:

A. Mandatory (Student training by teacher in field related skills: 10 hrs.):

1. For teachers

Training of students by the teacher (using actual field material) for 10 hours in the classroom and field for not less than 10 hours on techniques in areas such as;

- Design special tools and techniques for sales promotion
- Planning of sales promotion and strategic planning for given product
- Report Writing on Success Stories of Sales promotion agencies
- Preparation of report on legal issues in sales promotion techniques.

2. For Student:

Students have to get individually training in the field the functional aspects of sales promotion, advertisement, strategic planning, sales promotion agencies and related legal issues, Students have to involve the sales promotion activities as practical training. Take up survey on sales promotional activities of existing products. Each student has to record his/her observations and prepare a handwritten Fieldwork/Project work Report, not exceeding 10 pages, and submit to teacher in the given format.

3) Max marks for Fieldwork/Project work Report: 10

4) Suggested Format for Fieldwork/Project work Report (not more than 10 pages): Title page, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.

5. Unit tests (IE).

Suggested Co-Curricular Activities

Assignments, Class seminars, Case studies, Compilation of paper cuttings, Group Discussions, Debates, Quiz, Class exhibitions, Preparation of related videos, Invited lectures etc.

V. Suggested Question Paper

Max. Marks 75

Time: 3 hrs

SECTION - A (Total 25 marks)

Answer any FIVE Questions (5×5 Marks)

OUT OF EIGHT COVERING ALL UNITS

SECTION - B (Total 50 marks)

Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT COVERING ALL UNITS

Semester -wise revised syllabus under CBCS, 2020-2021

DOMAIN SUBJECT: BBA

Course21- B: E-BUSINESS

(Skill enhancement course (Elective) 4 credits

I. Learning Outcomes:

By the completion of the course, the students are able to

1. Understand the mechanism of ecommerce
2. Equip specialization in website designing for e commerce
3. Enhance their skills in operational services of e commerce
4. Involve in activities of e commerce
5. Able to create awareness among the public one commerce activities

II. Syllabus Total 75hrs (Teaching 60, Training10 and others 05 including IE etc.)

UNIT-I

Introduction, Nature and Scope Introduction- Definition –importance- Nature and scope of e commerce-Advantages and limitations-Types of ecommerce – B2B, B2C, C2B, C2C,B2A,C2A- Framework e commerce

UNIT -II

Environmental and Technical support Aspects Technical Components- Internet and its component structure-Internet Vs Intranet, Vs Extranet and their differences-Website design-its structure-designing, developing and deploying the System

UNIT-III

Security and Legal Aspects Security environment –its preliminaries and precautions-protecting Web server with Firewalls Importance of Digital Signature –its components – Cyber Law-Relevant Provisions of IT Act2000.

UNIT-IV

Operational Services of e Commerce E retailing –features- E Services-Banking, Insurance, Travel, Auctions, Learning, Publication and Entertainment-Payment of utilities (Gas, Current Bill, Petrol Products)- On Line Shopping(Amazon, Flip kart, Snap deal etc.)

UNIT-V

E Payment System Types of e payment system- its features-Digital payments (Debit Card/Credit Cards, Internet Banking, Mobile wallets- Digital Apps (unified Payment Services-Phone Pay, Google Pay, HIM Etc.) Unstructured Supplementary Services Data (Bank Prepaid Card, Mobile banking)-

III. Reference Text Books:

1. Bharat Bhaskar, Electronic Commerce Framework, Technology and Application.McGraw Hill Education.
2. Bajaj, D.Nag,E Commerce, Tata McGraw Hill Publication
3. Whitely David, E-Commerce, McGraw Hill
4. TN Chhabra, E Commerce, Dhanapat Rai & Co
5. Dave Chaffey, E Business and E Commerce Management, Pearson Publication
6. Dr.Pratikumar Prajapati, Dr.M.Patel, E Commerce , Redshine Publication
7. Web resources suggested by the Teacher concerned and the College Librarian including reading material

IV Co-Curricular Activities (teacher participation: total 15 hours):

A. Mandatory

1. For Teachers:

Training of students by the teacher (using actual field material) in class room and field for a total of not less than 10 hours on the skills of listing out the local institutions who are involved in e commerce activities, Identifying the institutions and their experience in operational activities of e commerce, Case studies are to be analyzed of various problems raised at the time of e payment and operational activities of e commerce

2. For Students:

Students shall individually undertake field study by contact websitedesigners and studying various procedures adopted by the merchants and individuals andtheir experiences. Each student has to record and submit his/her observations in ahandwritten Fieldwork/Project work Report not exceeding 10 pages to teacher in the givenformat.

3. Max marks for Fieldwork/Project work Report: 05.

4. Suggested Format for Fieldwork/Project work Report (not more than 10 pages): Titlepage, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.

5. Unit tests (IE).

B. Suggested Co-Curricular Activities

- 1 Training of students by a related field expert.
2. Assignments (including technical assignments like volume of business operated through e-commerce, Case Studies of problems raised at the time of e commerce
3. Seminars, Conferences, discussions by inviting concerned institutions
4. Conduct surveys on pros and cons of ecommerce
5. Invited lectures and presentations on related topics by field experts.

V. Suggested Question Paper Pattern:

Max. Marks 75

Time: 3 hrs

SECTION - A (Total 25 marks)

Answer any FIVE Questions (5×5 Marks)

OUT OF EIGHT COVER ALL UNITS

SECTION - B (Total 50 marks)

Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT COVERING ALL UNITS

Semester -wise revised syllabus under CBCS, 2020-2021
DOMAIN SUBJECT: BBA
Course16-C: FOREIGN EXCHANGE MANAGEMENT
(Skill enhancement course (Elective) 4 credits)

I. Learning Outcomes

The student will be able to:

- 1) Identify foreign exchange risk management and the techniques available to small business operators for risk exposure containment;
- 2) Analyze alternative currency translation methods for settlement of goods;
- 3) Examine the organization of the Foreign Exchange Market, the Spot Market, and the Forward Market, and how the information driven in these markets can be used by small business operators in controlling and managing foreign exchange;
- 4) Be able to identify operational difficulties in financing, and settling in foreign currency, and currency forecasting;
- 5) Evaluate the intercompany funds-flow mechanisms, cost and benefits, pertaining to all foreign sales and settlements;
- 6) Explain foreign exchange units in financial intermediaries;
- 7) Describe operational benefits of Electronic Data Interchange (EDI), Letters of Credit (LC) and other exchange mechanisms, in settling foreign accounts.

II. Syllabus Total 75hrs (Teaching 60, Training10 and others 05 including IE etc.)

UNIT-I: Nature and scope of forex management:

Objectives, significance and scope of forex management, relationship between forex management and financial management, forex management and global environment.

UNIT-II: International financial markets and instruments:

An overview of international capital and money markets, arbitrage opportunities, integration of markets, international capital and money market instruments – GDRs, DRs, Euro Bonds, dual currency bonds, euro equity, euro deposits.

UNIT-III: Foreign Exchange Market:

Functions, characteristics, organization, and participants, arbitrage in foreign exchange market, mechanics of making foreign payments, cost associated with international payments.

UNIT-IV: Foreign exchange rates and its determinations:

Exchange rate, spot, forward and cross exchange rates, Forex trading and financing of international trade.

UNIT-V: Foreign Exchange Risk Hedging techniques:

Swaps, Options, offshore banking, payment terms, i.e., Commercial Invoice, Letter of credit, Bill of exchange, documents and financing techniques.

III. Reference Text books:

- 1) Jeevanandan, C, Foreign Exchange and risk Management, Sultan Chand and sons, New Delhi
- 2) Chatterjee, Principles of Foreign Exchange, Himalaya, Bombay.
- 3) Ian Giddy, Global Financial Markets, AIYBS, New Delhi.
- 4) R Exchange Risk and corporate International Financial, Aliber
- 5) International Financial Management, Bhalla VK, Himalya Publishers
- 6) WH Trading in Currency Options, Sulaton Chand Publishers

IV.CO-CURRICULAR ACTIVITIES

A.Mandatory (student training by teacher in related real time field skills: total 10 hrs)

FOR TEACHERS:

- 1) Outline the differences between a 'market and a 'financial "market
- 2) Give examples on derivative instruments
- 3) Discuss about balance of payments.

B.FOR STUDENTS

1. Students shall individually undertake field study of any country and shall submit the report on: Inflation rate, Terms of Trade, Public debt., Political stability and "economic performance"
2. Suppose you sell a three4month forward contract at \$35. One month later, new forward contracts are selling for \$30. The risk-free rate is 10 percent. What is the value of your contract?
3. Hockey skates sell in Canada for 105 Canadian dollars. Currently, 1 Canadian dollar equals 0.71 us dollars. If purchasing power parity (PPP) holds, what is the price of hockey skates in the United States?

C. Suggested co -curricular activities

- Training of students by related experts
- Assignments on FEMA
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

V: Suggested question paper pattern:

Max marks 75

Time:3hrs.

SECTION-A (Total 25 marks)

ANSWER ANY FIVE QUESTIONS (5x5 MARKS)

OUT OF EIGHT COVERING ALL UNITS

SECTION: B (TOTAL 50 MARKS)

ANSWER ANY 5 QUESTIONS (5x10 MARKS)

OUT OF EIGHT COVERING ALL UNITS

Semester -wise revised syllabus under CBCS, 2020-2021
DOMAIN SUBJECT: BBA
Course17-C: E-PAYMENT SYSTEM
(Skill enhancement course (Elective) 4 credits

I. Learning Outcomes:

1. Define key components and key players in the payment industry;
2. Describe, at a high level, the various payment channels, networks, and systems;
3. Describe the risks, mediations, and controls related to various payment types, payment channels, and systems;
4. Identify key principles based on exam guidelines;
5. Conduct risk-focused payment system exam.

UNIT-I:

E-Cash and Virtual Money: Electronic Data Interchange (EDI) -NEFT/RTGS/Electronic Payment modes - Foundations of e-Cash and Issues; Security, Anonymity, Untrace ability, Virtual currencies, Bitcoin.

UNIT-II:

Automated Clearing and Settlement: Process of Real Time Gross Settlement System -Net Settlement -ATM Networks - Fedwire, CHIPS and SWIFT.

UNIT-III:

E-Payment Security and Digital Signature: Cryptographic Methods - Hash functions - Public/Private Key methods: RSA - Digital Signatures - Certification Process - Digital identity Documents and Remote Authentication.

UNIT-IV:

Mobile Payments: Wireless payments, Digital Wallets, Google Wallet – Obopay -Security Challenges.

UNIT-V:

Electronic Invoice and Payment System: Electronic Statement Delivery – EIPP providers - Biller service providers - Customer service providers - Reconciliation through Bank -Invoice Paper elimination - Scan-based trading (SBT).

Reference Text Books:

1. Domonique Rambure and Alec Nacamuli, “Payment Systems: From the Salt Mines to the BoardRoom”, Palgrave MacMillan.
2. WeidongKou, “Payment Technologies for E-Commerce”. Springer, Germany.
3. DonalO’Mahony, Michael Peirce and Hitesh Tewari, “Electronic Payment Systems”, Artech House, Inc.
4. M. H. Sherif, Protocols for Secure Electronic Commerce, Boca Raton, Fla, CRC Press.

IV.CO-CURRICULAR ACTIVITIES

A.Mandatory (student training by teacher in related real time field skills: total 10 hrs)

FOR TEACHERS:

Guide the students to observe the following for any reputed bank.

- The Basic Checking Relationship and the Bank's Right to Pay Checks
- The Bank's Obligation to Pay Checks
- Collection of Checks
- Risk of Loss in the Checking System - The Basic Framework
- Risk of Loss in the Checking System - Special Rules

B.FOR STUDENTS

Students shall individually undertake field study of any corporate bank // company and shall submit the report on:

- The Credit Card System
- Error and Fraud in Credit-Card Transactions
- Debit Cards
- Automated Clearinghouse Payments
- The Wire-Transfer System
- Error in Wire-Transfer Transactions
- Fraud, System Failure, and International Issues in Wire-Transfer Transactions

C. Suggested co-curricular activities

- Training of students by related experts
- Assignments on E-payments system techniques and tools
- Seminars, conferences, discussions by inviting concerned institutions

V. Suggested Question Paper Pattern:

Max. Marks 75

Time: 3 hrs

SECTION - A (Total 25 marks)

Answer any FIVE Questions (5×5 Marks)

SECTION - B (Total 50 marks)

Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT COVERING ALL UNITS

Semester -wise revised syllabus under CBCS, 2020-2021
Domain Subject: BBA
Course-18-C. INCOME TAX ASSESSMENT PROCEDURES
AND PRACTICE
(Skill Enhancement Course (Elective), 4 Credits

I: Course Learning Outcomes

After successfully completing the course, the student shall be able to:

1. Understand the basic concepts in computation of tax liability under all heads of income of the individuals.
2. Analyze the clubbing provisions, aggregate income after set-off and carry forward of losses under the Income Tax Act.
3. Compute taxable income and tax liability of individuals and firms.
4. Acquire the ability to file online returns of income.
5. Acquire skills of TDS/TCS and online filing of Tax returns.

II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)

UNIT-I: Computation of Total Income and Tax Liability

Computation of Total Income and Tax Liability of Individuals- Firms and Companies - Procedure for Assessment including Problems in calculation of tax for firms& Companies

UNIT-II: Clubbing of Income-Set off of Losses

Meaning of clubbing of income– Different items come under the provisions of clubbing of Income Meaning of set-off of losses and carry-forward and set-off of losses – Types of set-off - Intra-setoff and Inter-set off

UNIT-III: Tax Payment- Penalties

Advance Payment of Tax - Persons liable to pay Advance Tax – Procedure for Computation of Advance Tax – Due Dates for the Payment of Advance Tax - Consequences of Non-payment of Advance Tax- Refund of tax, interest on refund – Appeals and Revisions

UNIT-IV: Returns Filing

Procedure for Assessment - Filing of Return – Prescribed Forms for filing of Returns – PAN &TAN - On-line filing of Returns- 26 AS - Traces.

UNIT-V: TDS &TCS and e-Filing

TDS-TCS- Provisions in brief relating to TDS/TCS- Schedule for deposit & Submission of Returns of TDS- Form-16 generation.

III: Reference Text Books:

1. Systematic Approach to Income Tax, Girish Ahuja & Ravi Gupta, Bharat Law House Pvt. Ltd, New Delhi.

2. Income Tax, Vinod K. Sinhanian & Monica Sinhanian, Taxmann Publications Pvt. Ltd, New Delhi.
3. Taxation Law & Practice, Mehtrotra & Goyal, Sahitya Bhavan Publications, Agra.
4. E.A. Srinivas, Corporate Tax Planning, Tata McGraw Hill.
5. Vinod K. Sinhanian, Taxman's Direct Taxes Planning and Management.
6. Bhagawati Prasad, Direct Taxes Laws Practice, Vishwa Prakashan.
7. <https://incometaxindia.gov.in>
8. Web resources suggested by the Teacher concerned and the College Librarian including reading material

IV. Co-Curricular Activities

A. Mandatory (Student training by teacher in field related skills: 10 hrs.):

1. For Teachers:

Training of students by the teacher (using actual field material) in classroom/field for not less than 10 hours on techniques in tax consultancy, Income Tax calculation and Tax filing. Tax filing in respect to individuals, firms and Corporate. Income Tax Portal for a selected Tax Payer. Each student has to be trained in using forms for filing of returns.

- a. Tax Calculation and preparation of Annexure w.r.t employees in the institutions and selected organizations (ref. unit-1)
- b. Working with Clubbing income and set of losses/carry forward losses for a given Company/organization (ref. unit-2)
- c. Working with CBDT website for Income Tax website for various provisions and Penalties (ref. unit-3)
- d. Working with Online tax portal for downloading different formats (ref. unit 4)
- e. Preparation of TDS and TCS reports and generating Form 16 from respective DDO (ref. unit.5)

1. For Students:

Students shall individually take up a field study and make observations on Tax Assessment and Submission of Tax Return to Income tax department, payment of tax and other formalities. They may also work with an Income Tax Practitioner and participate in the real time submissions of Tax.

2. Each student has to submit his/her observations as a handwritten Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.
3. Max marks for Fieldwork/Project work Report: 05
4. Suggested Format for Fieldwork/Project work (not more than 10 pages): Title page, student details, Contents, objective, step-wise work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

B. Suggested Co-Curricular Activities

1. Training of students by a related field expert.
2. Assignments including technical assignments like Working with Tax Consultancy for Observation of Tax Assessment and Return Filing Procedure.
3. Seminars, Conferences, discussions by inviting concerned institutions
4. Field Visit
5. Invited lectures and presentations on related topics

V. Suggested Question Paper Pattern:

Max. Marks 75

Time: 3 hrs

SECTION - A (Total 25 marks)

Answer any FIVE Questions (5×5 Marks)

SECTION - B (Total 50 marks)

Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT COVERING ALL UNITS

Semester-wise Revised Syllabus under CBCS, 2020-21 **Domain Subject: COMMERCE** **Course 19-C-GOODS AND SERVICES TAX WITH TALLY** **(Skill Enhancement Course (Elective), 4 Credits)**

I: Course Learning Outcomes

After completing the course, the student shall be able to:

1. Understand the concept of Liability and Payment of GST
2. Create a new company in Tally with GST components and establish environment for GST Voucher entry.
3. Comprehend the utilization of input tax credit, and the reverse charge mechanism in GST
4. Acquire Skills of preparation of GST Returns in accordance with GST Law and Tally
5. Acquire skill of online payment of GST through GST Portal.

II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)

UNIT 1: GST- Liability and Payment

Output tax liability - Input tax credit utilization-- Schedule for payment of GST- Interest/penalty for late/non-filing of return-Payment of GST- GST Network

UNIT-II: GST – Accounting Masters and Inventory Masters in Tally

Company Creation- General Ledgers & GST Ledgers Creation - Stock Groups, Stock Items and Unit of Measure - GST Rate Allocation to Stocks

UNIT-III: GST Voucher Entry

GST Vouchers - Customizing the Existing Voucher types with applicable GST Rates – Mapping of Input Tax Credit on Purchase Vouchers - Output Tax on Sales Vouchers- Purchase and Sales Voucher Entries with Single Rated GST and Multiple Rated GST Goods.

UNIT-IV: GST Returns

Regular Monthly returns and Annual Return- Returns for Composition Scheme- Generation of Returns - GSTR-1, GSTR-2, GSTR-3, GSTR-4, GSTR-9, GSTR-3B

UNIT-V: Payment of GST online

Payment of GST- Electronic Filing of GST Returns – Refunds – Penalties- Administrative structure of GST Officers- Powers- Jurisdiction.

III: Reference Text Books:

1. Ahuja, Girish, Gupta Ravi, GST & Customs Law.
2. Babbar, Sonal, Kaur, Rasleen and Khurana, Kritika. Goods and Service Tax (GST) and Customs Law. Scholar Tech Press.
3. Bansal, K. M., GST & Customs Law, Taxmann Publication.
4. Singhania, Vinod K. and Singhania Monica. Students' guide to Income Tax. University Edition. Taxmann Publications Pvt Ltd., New Delhi.
5. Sisodia Pushpendra, GST Law, Bharat Law House.
6. Web resources: <https://cbic-gst.gov.in>
7. Web resources suggested by the Teacher concerned and the College Librarian including reading material

IV. Co-Curricular Activities

A. Mandatory (Student training by teacher in field related skills: 10 hrs.):

1. For Teachers: Training of students by the teacher (using actual field material) in classroom/ field for not less than 10 hours on techniques in computation of and online submission of GST. On Tally ERP 9 for entering entries of a selected firm.

- a. Calculation of output tax liability and input Tax Credit through voucher entries (ref. unit-1)
- b. Creation of Company and working with Masters in Tally ERP9 (ref. unit-2)
- c. Voucher entry along with Input tax and output taxed entries (ref. unit-3)
- d. Preparation of GST Returns for regular dealer and composite dealer in tally (Ref. unit 4)
- e. Online Payment of GST using Tally (ref. unit.5)

2. For Students:

1. Students shall take up individual field study on Entry of GST Voucher, Calculation of Input Tax and Output Tax including single rated /multi rated GST with a selected organization. Submission of online GST Returns for a selected business firm.

2. Each student has to submit his/her observations as a handwritten Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.
3. Max marks for Fieldwork/Project work Report: 05.
4. Suggested Format for Fieldwork/Project work Report (not more than 10 pages): Title page, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

B. Suggested Co-Curricular Activities

1. Training of students by a related field expert.
2. Assignments including technical assignments like Working with Tally for Observation of real-time entries for transaction of accounting with inventory
3. Seminars, Conferences, discussions by inviting concerned institutions
4. Field Visit
5. Invited lectures and presentations on related topics.

V. Suggested Question Paper Pattern:

Max. Marks 75

Time: 3 hrs

SECTION - A (Total 25 marks)

Answer any FIVE Questions (5×5 Marks).
OUT OF EIGHT COVERING ALL UNITS

SECTION - B (Total 50 marks)

Answer any FIVE Questions (5×10 Marks)
OUT OF EIGHT COVERING ALL UNITS

Semester-wise Revised Syllabus under CBCS, 2020-21

Domain Subject: BBA

Course-20 C: STOCK MARKETS

(Skill Enhancement Course (Elective), 4 Credits

I. Learning Outcomes:

By the completion of the course, the students will be able to

1. Expose to theory and functions of the Share Market in Financial Sector as job careers
2. Study the functioning of capital markets and create awareness among the public
3. Acquire knowledge on operations of Share Market and Research skills
4. Involve in activities of Mutual Funds and stock market firms
5. Enhance their skills by practicing in preparation of accounting statements

II. Syllabus: (Total 75hrs (Teaching 60, Training 10, Others 05 including IE etc.)

UNIT 1 Introduction, Nature, Scope and basics of stock market

Introduction of Investments-Need of Investment-Short- and Long-Term investment- Money market Vs Capital Market-Primary Market-Secondary Market-Depositories-Buy Back Shares Forward Contract and Future Contract- Types of Investors- Speculators, Hedgers, Arbitraders.

UNIT 2 Capital Markets

Definition-Participants of Capital Market Participants-Primary Market issues of Equity Shares and Preference Shares and Debentures its types Mutual Funds –Secondary Market-/Stock Exchange-National Stock Exchange of India-Over the Counter Exchange of India – Qualified Individual/Institutional Buyers -Under writers.

UNIT 3 Financial Intermediaries

Depositories- -Buy Back of Shares-- Forward Contract and Future Contract- differences – Participants in Future Contract- Clearing of Mechanism.

UNIT 4 Stock Indices

Index and its types-SENSEX- Calculation Methodology-Types of Clearing Members.

UNIT 5 Regulatory Mechanism

Security and Exchange Board of India (SEBI)-Powers, functions, -Over the Counter Exchange(OTCE) of India-Functions and Mechanism.

III. Reference Text Books:

1. I.M.Pandey. ,Financial Management, Vikas Publishing House
2. Prasanna Chandra, Fincial Management TaTa Mc Graw Hill
3. Bhole.L.M. Financial Markets and Institutions, Tata McGraw Hill Publishing House
4. Khan MY,Jain PK, Financial Management, Tata McGraw Hill
5. Kishore Ravi.M., Financial Management, Taxman Publication
6. Web resources suggested by the Teacher concerned and the College Librarian including reading material

IV Co-Curricular Activities:

A. Mandatory (student training by teacher in real time field skills: 10 hours):

1. For Teachers:

Training of students by the teacher (using actual field material) in classroom and field for not less than 10 hours on techniques in valuation of shares of selected companies, preparation of documents, and identification of local individuals / institutions who are involved in share markets. Listing out Local Money Market institutions, identifying the investors and their experience in operational activities Analysis of various companies Financial Statements and interpretations

2. For Students:

Students shall individually study the work of stock market professionals and agencies and make observations. Their observations shall be written as the Fieldwork/Project work Report in the given format not exceeding 10 pages and submit to the teacher.

3. Max marks for Fieldwork/Project work Report: 05.

4. Suggested Format for Fieldwork/Project work (not more than 10 pages): Title page, student details, contents, objectives, step-wise work done, findings, conclusions and acknowledgements.

5. Unit tests (IE).

B. Suggested Co-Curricular Activities

1. Training of students by a related field expert.
2. Assignments (including technical assignments like identifying the investors and their activities in share markets)
3. Seminars, Conferences, discussions by inviting concerned institutions
4. Visits to local Investment Institutions, offices,
5. Invited lectures and presentations on related topics by field experts.

V. Suggested Question Paper Pattern:

Max. Marks 75

Time: 3 hrs

SECTION - A (Total 25 marks)

Answer any FIVE Questions (5×5 Marks)

Out of Eight covering All units

SECTION - B (Total 50 marks)

Answer any FIVE Questions (5×10 Marks)

Out of Eight covering All units

Semester-wise Revised Syllabus under CBCS, 2020-21

Domain Subject: BBA

Course 21 -C: STOCK MARKETS ANALYSIS

(Skill Enhancement Course (Elective) 4 credits

I. Learning Outcomes:

By the completion of the course, the students are able to

1. Expose to theory and functions of the monetary and Financial Sector as job careers
2. Study the functioning of local Capital markets and
3. Create awareness among the public by giving reporting after analysis
4. Acquire knowledge on operations of Share Market and Research skills
5. Enhance their skills by involving activities of Share Market analysis

II. Syllabus: Total 75hrs (Teaching 60, Training 10, Others 05 including IE etc.)

UNIT 1

Introduction, Nature, Scope and basics of stock market analysis, Introduction of Investments- Need of Security Analysis-Types of analysis-Fundamental Analysis, Technical Analysis, Quantity Analysis.

UNIT 2

Fundamental Analysis-Based on Company's Records and Performance-EPS Ratio Price to Sales Ratio-P/Earnings Ratio, P/Equity Ratio, ROI, D/P Ratio- Intrinsic Value

UNIT 3

Technical Analysis- Based on Share Price Movement and Market Trends-Bullish Pattern-Bearish pattern

UNIT 4

Quantity Analysis: Based on data for special Research purpose (Descriptive, Correlation, Comparative and Experimental) by preparing questionnaire, observation, focus groups and interviews – Dow Theory

UNIT 5

Mutual Funds--Importance and the role of Mutual Fund –Types of Mutual Funds-Variety schemes in India Growth Fund, Income Fund, Growth and Income Fund, Tax planning schemes, other categories, Asset Management Mutual Funds-its method of analysis's

III. Reference Text Books:

1. Khan.M.Y. Financial Management, Vikas Publishing House
2. Bhole.L.M. Financial Markets and Institutions, Tata McGraw Hill Publishing House
3. Prasanna Chandra,Investment Analysis and Portfolio Management, Tata McGraw Hill
4. DamodharanAswath, Valuation: Security Analysis for Investment and corporate Finance.,Johnwiely, Newyork
5. Francis.J.C., Investment Analysis and Management, Tata Mc Graw Hill
- 6 Web resources suggested by the Teacher concerned and the College Librarian including reading material

IV Co-Curricular Activities:

B. Mandatory: (student training by teacher in real time field skills: 10 hours)

1. For Teachers:

Training of students by the teacher (using actual field material) in classroom and field for not less than 10 hours on Security Markets analysis, preparation of documents and Analysis of Shares and debentures, Fundamental Analysis of various companies Financial Statements and interpretations, Technical Analysis of Various Financial Statements, Quantity Analysis of various companies Financial statements and interpretations, Analysis of Mutual fund

operations and their performances Case Studies of various companies' performances based on analysis of their securities and the success stories of investors.

2. For Students:

Students shall individually study the data of selected institutions and their performance by analyzing the statements learning from practical experiences from Chartered Accountants and Cost Accountants. They shall record their observations in a hand written Fieldwork/Project work report not exceeding 10 pages in the given format and submit to the teacher.

3. Max marks for Fieldwork/Project work Report: 05.

4. Suggested Format for Fieldwork/Project work Report (not more than 10 pages): Title page, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.

5. Unit tests (IE).

B. Suggested Co-Curricular Activities

1. Training of students by a related field expert.
2. Assignments (including technical assignments like identifying sources of local financial institutions,
3. Seminars, Conferences, discussions by inviting concerned institutions
4. Visits to local Financial Institutions like HDFC securities, ICICI Direct Securities Reliance Securities etc.
5. Invited lectures and presentations on related topics by field experts.

V. Suggested Question Paper Pattern:

Max. Marks 75

Time: 3 hrs

SECTION - A (Total 25 marks)

Answer any FIVE Questions (5×5 Marks)

OUT OF EIGHT COVERING ALL UNITS

SECTION - B (Total 50 marks)

Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT UNITS COVERING ALL UNITS
