SHARDA SCHOOL OF BUSINESS STUDIES

Curriculum
and
Syllabi

BBA
&
BBA-IAF

Structure 2024-2027

Programme Structure

Sharda School of Business Studies

Vision of the University

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission of the University

T: Transformative educational experience.
E: Enrichment by educational initiatives that encourage global outlook.
D: Develop research, support disruptive innovations and accelerate entrepreneurship.
E: Seeking beyond boundaries.

Core Values
Integrity
Leadership
Diversity
Community

Sharda School of Business Studies, Sharda University

Vision

Vision of the Sharda School of Business Studies

Crafting a globally esteemed business school dedicated to delivering excellence in value-based education, fostering transformative leadership and nurturing entrepreneurial spirit to empower society.

.

Mission

M1: To nurture students to become competent, dynamic and accomplished business professionals by developing their entire personality.
M2: To offer cutting-edge expertise in all functional areas of management by developing global business leaders.
M3: To provide a world class environment to facilitate research and innovation.
M4: To provide a linkage between industry and academia for upliftment of the society.

Core Values

Excellence, Integrity, Innovation, Commitment, Inspirational leadership

1.3 Programme Educational Objectives (PEO)

The Programme Educational objective of the BBA of SSBS is:

PEO 1: To empower students with essential knowledge, skills, understanding, and a thirst for continuous learning and growth based on principles and ethical and human values.

PEO 2: To equip students with critical thinking skills and analytical insight for informed decision-making.

PEO 3: To instill social and cultural values in students to positively impact society and promote collective well-being.

PEO 4: To develop expertise in tech-driven management education with exposure to international financial management and audit practices for success in modern global business.

PEO 5: To enable students to embrace challenging roles and pursue entrepreneurial endeavors through comprehensive skill development.

PEO 6: To foster leadership, teamwork and diverse skills for optimal organizational performance and collaboration

1.3.2 Map PEOs with Mission Statements:

PEO Statements	School Mission1	School Mission2	School Mission3	School Mission4
PEO1	1	3	2	3
PEO2	1	2	3	1
PEO3	1	1	2	2
PEO4	1	2	3	2
PEO5	3	1	3	1
PEO6	3	1	2	3

Correlation levels 1, 2, or 3 as defined below:

1. Slight(Low) 2.Moderate(Medium) 3.Substantial(High)

1.3.3 Programme Outcomes (PO's)

PO1 – Business Knowledge
Acquire fundamental and advanced knowledge of management, finance, marketing, human resources, economics, and business operations.

PO2 – Critical Thinking
Analyze business situations critically and apply logical reasoning for effective managerial decision-making.

PO3 – Problem Solving
Identify organizational problems and develop innovative, practical, and sustainable business solutions.

PO4 – Communication Skills
Demonstrate effective oral, written, presentation, and interpersonal communication skills in professional environments.

PO5 – Leadership and Teamwork
Develop leadership qualities and work effectively in multicultural and multidisciplinary teams.

PO6 – Ethical and Social Responsibility
Apply ethical principles, corporate governance, and social responsibility in business practices and decision-making.

PO7 – Digital and Technological Competence
Use digital tools, business analytics, information systems, and emerging technologies in modern business operations.

PO8 – Entrepreneurial Mindset
Develop entrepreneurial skills, innovation capabilities, and business opportunity recognition for venture creation.

PO9 – Global Business Perspective
Understand national and international business environments, globalization, and cross-cultural management practices.

PO10 – Research and Analytical Skills
Apply quantitative and qualitative techniques for business research, data analysis, and interpretation.

PO11 – Professional Development
Demonstrate professionalism, adaptability, lifelong learning, and career readiness for corporate and entrepreneurial sectors.

1.3.4 Programme Specific Outcomes (PSO's)

On successful completion of the BBA program, students will be able to achieve the following program outcomes:

PSO1: Foundational Business Knowledge

Inculcate foundational understanding and application of core business functions, including Marketing Management, Financial Management, Human Resource Management, and Family Business Management.

PSO2: Managerial and Interpersonal Skills

Apply leadership, communication, and interpersonal skills to analyze and resolve complex business problems, fostering collaborative and result-oriented work environments.

PSO3: Business Planning and Operational Execution

Effectively plan, organize, and coordinate business processes to achieve operational goals and adapt to the dynamics of a rapidly changing business environment.

PO-PSO Mapping

PSO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
PSO1	2	–	1	2	–	–	–	3	2	1	2
PSO2	3	2	–	3	3	–	1	2	3	2	1
PSO3	3	–	2	2	3	2	2	3	3	2	_

Note:

3 = High Correlation (Strong and Direct Alignment)

2 = Medium Correlation (Moderate Contribution)

1 = Low Correlation (Indirect Support)

- = No Significant Correlation.

1.3.5 Mapping of Programme Outcome Vs Programme Educational Objectives

	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6
PO1	1	2	2	1	2	2
PO2	2	2	1	2	2	3
PO3	2	2	1	2	3	1
PO4	1	3	2	1	1	2
PO5	1	2	3	3	2	1
PO6	2	2	3	2	1	2
PO7	1	3	1	1	1	1
PO8	2	2	2	2	2	2
PO9	2	3	3	2	2	2
PO10	1	2	3	2	1	2
PO11	2	2	2	3	3	2

1. ***Slight (Low) 2. Moderate (Medium) 3. Substantial (High)***

1. Teaching Scheme and Definition of Credits

Every course maintains a teaching schedule for which weekly contact hours are decided for delivering lectures to make learning a course more effective. In the syllabi, the information regarding the number of course credits and contact hours per week is denoted as: (L – T – P) Credits; (3-1–0) 4 or (3-0-2) 4 or (0-0-2) 1 etc.

1 hour of theory session = 1 credit; 1 hour of tutorial session = 1 credit; 2 hour of lab session = 1 credit

Semester Wise Credit Distribution of BBA

BBA	CC	GEC	SEC/ VAC	PSC	OE	Total Credits	Year-Wise Cumulative Credit
Semester 1	18	-	5	**-**	1	**24**	**46**
Semester 2	17	-	4	**-**	1	**22**	
Semester 3	15	2	4	**-**	1	**22**	**89**
Semester 4	15	-	5	**-**	1	**21**	
Semester 5	6	2	3	12	1	**24**	**134**
Semester 6	5	-	3	12	1	**21**	
Total	**76**	**4**	**24**	**24**	**6**	**134**	

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2024-2025**

Semester 1

Course Code	Course	Teaching Load, Credits & Course						Evaluation			
		L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
BBCC101	Principles of Management	3	0	0	3	3	CC	25	25	50	100
BBCC102	Financial Accounting*	3	0	0	3	3	CC	25	25	50	100
BBCC103	Principles of Marketing Management	3	0	0	3	3	CC	25	25	50	100
BBCC104	Corporate and Business Law*	3	0	0	3	3	CC	25	25	50	100
BBCC105	Business Statistics	3	0	0	3	3	CC	25	25	50	100
BBCC106	Business & Technology*	3	0	0	3	3	CC	25	25	50	100
BBEG101	Communicative English – I	2	0	2	4	3	SEC	25	25	50	100
BGFR101	Foreign Language/SDG	1	0	0	1	1	SEC	10	20	20	50
Open Elective (Offered by Other Schools)											
--	**Open Elective**	1	0	0	1	1	OE	10	20	20	50
Practical/Viva-Voce/Jury											
BBVB101	**Community Connect Course 1** Community Development and Poverty Alleviation	0	0	2	2	1	SEC	25	--	25	50
		21	**0**	**4**	**26**	**24**					**850**

***Aligned with ACCA**

Signature of Program Director **Signature of Dean SSBS**

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2024-2025**

Semester 2

Course Code	Course	Teaching Load, Credits & Course						Evaluation			
		L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
BBCC201	Audit and Assurance*	3	0	0	3	3	CC	25	25	50	100
BBCC202	Management Accounting*	3	0	0	3	3	CC	25	25	50	100
BBCC203	Information Technology and E-Commerce	2	0	0	2	2	CC	25	25	50	100
BBCC204	Financial Reporting*	3	0	0	3	3	CC	25	25	50	100
BBCC205	Organizational Behaviour	3	0	0	3	3	CC	25	25	50	100
BBCC206	Managerial Economics	3	0	0	3	3	CC	25	25	50	100
BBEG201	Soft Skills & Behavioral Skills/Aptitude - I	1	0	2	3	2	SEC	10	20	20	50
BGFR201	Foreign Language/SDG	1	0	0	1	1	SEC	10	20	20	50
Open Elective (Offered by Other Schools)											
--	**Open Elective**	1	0	0	1	1	OE	10	20	20	50
Practical/Viva-Voce/Jury											
BBVB201	**Community Connect Course 2** Youth Empowerment and Leadership	0	0	2	2	1	SEC	25	--	25	50
		20	0	**4**	**24**	**22**					**800**

Note: 1) Industry Internship
The Industrial Internship will enable a student to have hands-on experience in in-depth working of organization and will try to come out with new ideas to make it flourish.

***Aligned with ACCA**

Signature of Program Director **Signature of Dean SSBS**

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2025-2026**

Semester 3

Course Code	Course	Teaching Load, Credits & Course						Evaluation			
		L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
BBCC301	Performance Management*	3	0	0	3	3	CC	25	25	50	100
BBCC302	Financial Management*	3	0	0	3	3	CC	25	25	50	100
BBCC303	Taxation*	3	0	0	3	3	CC	25	25	50	100
BBCC304	Sustainability Practices in Business	3	0	0	3	3	CC	25	25	50	100
	Elective (Generic) 1	2	0	0	2	2	GEC	25	25	50	100
BBEG301	Soft Skills & Behavioural Skills/Aptitude – II	1	0	2	3	2	CC	10	20	20	50
BGFR301	Foreign Language/SDG	1	0	0	1	1	SEC	10	20	20	50
Open Elective (Offered by Other Schools)											
--	**Open Elective**	1	0	0	1	1	OE	10	20	20	50
Practical/Viva-Voce/Jury											
BBSI301	Industry Internship Viva Voce	0	0	2	2	3	SEC	100	--	--	100
BBVB301	**Community Connect Course 3** Women Entrepreneurship Development	0	0	2	2	1	CC	25	--	25	50
		17	**0**	**6**	**23**	**22**					**800**

Aligned with ACCA

Signature of Program Director **Signature of Dean SSBS**

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2025-2026**

Semester 4

Course Code	Course	Teaching Load, Credits & Course						Evaluation			
		L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
BBCC401	Corporate Governance	2	0	2	4	3	CC	25	25	50	100
BBCC402	Research Methodology	3	0	0	3	3	CC	25	25	50	100
BBCC403	Entrepreneurship Development	3	0	0	3	3	CC	25	25	50	100
BBCC404	Human Resource Management	3	0	0	3	3	CC	25	25	50	100
BBCC405	Strategic Management and Business Policy	3	0	0	3	3	CC	25	25	50	100
	Elective (Skill Enhancement) 1	2	0	0	2	2	SEC	25	25	50	100
BBEG401	Soft Skills & Behavioural Skills/Aptitude – III	1	0	2	3	2	SEC	10	20	20	50
Open Elective (Offered by Other Schools)											
--	**Open Elective(Negotiation Skills)**	1	0	0	1	1	OE	10	20	20	50
Practical/Viva-Voce/Jury											
BBVB401	**Community Connect Course 4** Environment and Modern Agricultural Techniques	0	0	2	2	1	SEC	25	--	25	50
		18	**0**	**6**	**24**	**21**					**750**

Note: Summer Internship

The summer training will enable a student to have hands-on experience of the in depth working of organization and will try to come out with new ideas to make it flourish.

Signature of Program Director **Signature of Dean SSBS**

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Semester 5

Course Code	Course	Teaching Load, Credits & Course						Evaluation			
		L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
NBBCC501	AI in Business Management(HR & Marketing)	3	0	0	3	3	CC	35	15	50	100
NBBCC502	Operations Research	3	0	0	3	3	CC	35	15	50	100
	Specialization 1 Course 1	3	0	0	3	3	PSC	35	15	50	100
	Specialization 1 Course 2	3	0	0	3	3	PSC	35	15	50	100
	Specialization 2 Course 1	3	0	0	3	3	PSC	35	15	50	100
	Specialization 2 Course 2	3	0	0	3	3	PSC	35	15	50	100
Open Elective (Offered by Other Schools)											
--	**Open Elective**	2	0	0	2	2	OE	10	20	20	50
Practical/Viva-Voce/Jury											
NBBSI501P	Summer Internship Viva Voce	0	0	6	6	3	SEC	70	--	30	100
NBBGE501A	VAPD	1	0	2	3	2	GEC	50	--	--	50
VACSB501	Tally Pro Basic to advanced level	0	0	0	0	0	VAC				
		21	**0**	**8**	**29**	**25**					**800**

Signature of Program Director **Signature of Dean SSBS**

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Semester 6

Course Code	Course	Teaching Load, Credits & Course						Evaluation			
		L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
NBBCC601	**AI in Business Management(Finance & Operations)**	3	0	0	3	3	CC	35	15	50	100
NBBCC602	**International Business Management**	2	0	0	2	2	CC	35	15	50	100
	Specialization 1 Course 3	3	0	0	3	3	PSC	35	15	50	100
	Specialization 1 Course 4	3	0	0	3	3	PSC	35	15	50	100
	Specialization 2 Course 3	3	0	0	3	3	PSC	35	15	50	100
	Specialization 2 Course 4	3	0	0	3	3	PSC	35	15	50	100
Open Elective (Offered by Other Schools)											
--	**Open Elective**	2	0	0	2	2	OE	10	20	20	50
Practical/Viva-Voce/Jury											
NBBCV601P	**Comprehensive Viva-Voce**	0	0	6	0	3	SEC	70	--	30	100
		19	**0**	**6**	**25**	**22**					**750**
		Total Credit				**136**		**Total Marks**			**4,750**

Signature of Program Director **Signature of Dean SSBS**

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2025-2026**

Generic Elective Courses (GEC)

Semester	Course Code	Course	Teaching Load, Credits & Course						Evaluation			
			L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
3rd	BBGE301	Logistics and Supply Chain Management	2	0	0	2	2	GEC	25	25	50	100
	BBGE302	Production Management	2	0	0	2	2	GEC	25	25	50	100
	BBGE303	Business Mathematics	2	0	0	2	2	GEC	25	25	50	100

Note: Students will opt for anyone out of the above three choice-based courses

Skill Enhancement Elective Courses (SEC)

Semester	Course Code	Course	Teaching Load, Credits & Course						Evaluation			
			L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
4th	BBSE401	Technical Analysis of Securities	2	0	0	2	2	GEC	25	25	50	100
	BBSE402	Office Automation Tools	2	0	0	2	2	GEC	25	25	50	100
	BBSE403	Enterprise Resource Planning (ERP)	2	0	0	2	2	GEC	25	25	50	100

Note: Students will opt for anyone out of the above three choice-based courses

Signature of Program Director **Signature of Dean SSBS**

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Program Specialisation Courses (PSC)

(Students will opt for any two out of the four choice-based specializations)

Specialisation 1: Marketing Management

Semester	Course Code	Course	Teaching Load, Credits & Course						Evaluation			
			L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
5th	NBBMM501	Advertising Management	3	0	0	3	3	PSC	35	15	50	100
	NBBMM502	Digital Marketing	3	0	0	3	3	PSC	35	15	50	100
	NBBMM503	Consumer Behaviour	3	0	0	3	3	PSC	35	15	50	100

Semester	Course Code	Course	Teaching Load, Credits & Course						Evaluation			
			L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
6th	NBBMM601	Sales and Distribution Management	3	0	0	3	3	PSC	35	15	50	100
	NBBMM602	Marketing of Services	3	0	0	3	3	PSC	35	15	50	100
	NBBMM603	Retail Marketing	3	0	0	3	3	PSC	35	15	50	100

Signature of Program Director **Signature of Dean SSBS**

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Program Specialisation Courses (PSC)

(Students will opt for any two out of the four choice-based specializations)

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Program Specialisation Courses (PSC)

(Students will opt for any two out of the four choice-based specializations)

Specialisation 2: Financial Management

Semester	Course Code	Course	Teaching Load, Credits & Course						Evaluation			
			L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
5th	NBBFM501	Cost Accounting	3	0	0	3	3	PSC	35	15	50	100
	NBBFM502	Security Analysis and Portfolio Management	3	0	0	3	3	PSC	35	15	50	100
	NBBFM503	Foreign Exchange & Risk Management	3	0	0	3	3	PSC	35	15	50	100

Semester	Course Code	Course	Teaching Load, Credits & Course						Evaluation			
			L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
6th	NBBFM601	Goods and Service Tax	3	0	0	3	3	PSC	35	15	50	100
	NBBFM602	Financial Institutions and Services	3	0	0	3	3	PSC	35	15	50	100
	NBBFM603	Banking and Insurance	3	0	0	3	3	PSC	35	15	50	100

Signature of Program Director **Signature of Dean SSBS**

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Program Specialisation Courses (PSC)

(Students will opt for any two out of the eight choice-based specializations)

Specialisation 3: Human Resource Management

Semester	Course Code	Course	Teaching Load, Credits & Course						Evaluation			
			L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
5th	NBBHR501	Team Building and Leadership	3	0	0	3	3	PSC	35	15	50	100
	NBBHR502	Industrial Relations & Labour Laws	3	0	0	3	3	PSC	35	15	50	100
	NBBHR503	International Human Resource Management	3	0	0	3	3	PSC	35	15	50	100

Semester	Course Code	Course	Teaching Load, Credits & Course						Evaluation			
			L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
6th	NBBHR601	Human Resource Analytics	3	0	0	3	3	PSC	35	15	50	100
	NBBHR602	Negotiation and Counselling	3	0	0	3	3	PSC	35	15	50	100
	NBBHR603	Talent Management	3	0	0	3	3	PSC	35	15	50	100

Signature of Program Director **Signature of Dean SSBS**

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Program Specialisation Courses (PSC)

(Students will opt for any two out of the eight choice-based specializations)

Specialisation 4: Family Business Management & Entrepreneurship

Semester	Course Code	Course	Teaching Load, Credits & Course						Evaluation			
			L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
5th	NBBFB501	Family Business Governance	3	0	0	3	3	PSC	35	15	50	100
	NBBFB502	Entrepreneurship in Family Businesses	3	0	0	3	3	PSC	35	15	50	100
	NBBFB503	Wealth Management & Succession Planning	3	0	0	3	3	PSC	35	15	50	100

Semester	Course Code	Course	Teaching Load, Credits & Course						Evaluation			
			L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
6th	NBBFB601	Legal and Ethical Issues in Family Businesses	3	0	0	3	3	PSC	35	15	50	100
	NBBFB602	Marketing and Branding of Family Businesses	3	0	0	3	3	PSC	35	15	50	100
	NBBFB603	Strategic Planning for Long-Term Success	3	0	0	3	3	PSC	35	15	50	100

Signature of Program Director **Signature of Dean SSBS**

BBA-ACCA

The subject with the mark * indicates the Exempted paper from ACCA Exams for those who will opt BBA with ACCA and they have to further qualify for the additional four papers which will start from the 4th Semester onwards and the exam of additional papers will be conducted by ACCA as per their norms and are as follows:

S. No.	Course Code	Subject Name
1		Strategic Business Leaders (SBL)
2		Strategic Business Reporting (SBR)
3		Advanced Financial Management (AFM)
4		Advanced Performance Management (APM)

Signature of Program Director **Signature of Dean SSBS**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024-27
Program:	BBA/BBA IAF	**Current Academic Year:**	2026–27
Branch:	Management	**Semester:**	5

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	AI in Business Management (HR & Marketing)
2.	**Course Code**	NBBCC501
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
4.1	**Teaching & Learning Scheme (hrs in semester)**	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 3
5.	**Course Type**	Theory
6.	**Course Objective**	The objective of this course is to introduce students to the basic concepts of Artificial Intelligence (AI) and its significance in modern business practices. The course aims to help students understand introductory AI applications in marketing, customer engagement, digital marketing, and consumer analytics. It also focuses on the role of AI in recruitment, employee management, learning, training, and employee engagement within organizations. Further, the course seeks to familiarize students with simple AI tools and their practical business applications across different functional areas.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* ***CO1: Understand*** fundamental concepts, types, and importance of Artificial Intelligence and its applications in modern business organizations. ***CO2: Explain*** the role of AI in marketing activities including customer relationship management, customer engagement, personalization, and recommendation systems. ***CO3: Apply*** the concepts of AI in digital marketing, social media analytics, consumer behaviour analysis, and sales forecasting for business decision-making. ***CO4: Analyse*** the use of AI in human resource management practices including recruitment, resume screening, talent acquisition, and HR analytics. ***CO5: Evaluate*** AI-based employee engagement, performance management, training, and learning systems used for workforce development and organizational effectiveness. ***CO6: Design*** basic business solutions using AI-enabled tools and applications for marketing, HR, and managerial decision-making processes.
8.	**Course Description**	This course introduces undergraduate BBA students to the fundamentals of Artificial Intelligence (AI) and its applications in business. The course focuses on practical and introductory AI applications in marketing and human resource management. Students will learn how businesses use AI for customer interaction, digital marketing, recruitment, employee engagement, and decision-making through simple examples and AI-enabled business tools.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to AI in Business (4-0-10-6 = 20 hrs)**		
Objective	To introduce students to the basic concepts of Artificial Intelligence and its applications in business organizations		
A	Meaning, concept, and evolution of Artificial Intelligence, Introduction to Generative AI Tools for Business	**CO1, CO1, CO2**	*PTs, Whiteboard, Case Discussions, HR Case Studies, Learning Videos*
B	Types and applications of AI in business, AI's Role in Business Intelligence and Decision-Making, AI vs Traditional Systems; Characteristics of AI-enabled organizations		
C	Benefits, limitations, Ethical issues in AI		
Unit 2:	**Introduction to AI in Marketing (6-0-12-6 = 24 hrs)**		
Objective	To help students understand the role of AI in customer engagement and relationship management		
A	Introduction to AI in Marketing, AI in Customer Relationship Management (CRM)	**CO2, CO3, CO3**	*PTTs, Whiteboard, Case Discussions, HR Case Studies, Learning Videos*
B	Customer Segmentation and Targeting using AI, Chatbots and Virtual Assistants		
C	Product Recommendations and Personalization		
Unit 3:	**AI in Digital Marketing (8-0-16-6 = 30 hrs)**		
Objective	To develop understanding of employee training, career development, and performance appraisal techniques for improving organizational effectiveness.		
A	Usage of AI in Social Media Marketing , Online Advertising and Email Marketing	**CO3, CO3, CO4,**	*PTTs, Whiteboard, Case Discussions, HR Case Studies, Learning Videos*
B	Consumer Behaviour Analysis using AI, Basics of Predictive Analytics and Sales Forecasting		
C	Chatbots, Virtual Assistants, and AI-driven Customer Engagement		
Unit 4:	**Introduction to AI in HRM (6-0-12-6 = 24 hrs)**		
Objective	To provide understanding of AI applications in recruitment, selection, and employee data management.		
A	Introduction to AI in Human Resource Management, Resume Screening and Candidate Shortlisting	**CO4, CO5, CO5**	*PTTs, Whiteboard, Case Discussions, HR Case Studies, Learning Videos*
B	AI-based Recruitment and Selection Tools, Online Interview and Assessment Tools		
C	AI based Employee Data Management		
Unit 5:	**AI for Employee development (6-0-10-6 = 22 hrs)**		
Objective	To familiarize students with AI applications in employee development and basic AI tools used in business		
A	AI in Employee Engagement and Feedback Systems, |	**CO4, CO5, CO6**	*Case Studies, Role playing , Learning Videos*
B	AI in Training and Learning Management Systems (LMS)		
C	AI in Performance Management		

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)	TW: Term work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.) SL: Self Learning, MOOCs, spoken tutorials, online educational resources etc.(If Provided in curriculum structure.) Example Self-Learning beyond Class Room : Analysis of AI tools used in customer engagement, recruitment, social media marketing, and employee management. Self-Learning from online content, AI demonstrations, articles, videos, and online educational resources

<table>
<tr><td></td><td>related to Artificial Intelligence and business applications.</td></tr>
<tr><td>Mode of Examination</td><td>Weightage Distribution:
<table>
<tr><th colspan="3">CA</th><th rowspan="2">Mid Term Assessment (MTA)</th><th rowspan="2">End Term Examination (ETE)</th></tr>
<tr><th>Quiz*</th><th>Assignment</th><th>Attendance</th></tr>
<tr><td>20%</td><td>10%</td><td>5%</td><td>15%</td><td>50%</td></tr>
</table>
*Five Quizzes of 4 marks each.</td></tr>
<tr><td>References</td><td>Textbook: Russell, S., & Norvig, P. (2021). Artificial intelligence: A modern approach (4th ed.). Pearson.
Iansiti, M., & Lakhani, K. R. (2020). Competing in the age of AI: Strategy and leadership when algorithms and networks run the world. Harvard Business Review Press.</td></tr>
</table>

Mapping Matrix

Note: *Row averages are computed over non-zero entries only. PO and PSO mappings are assigned based on the relevance and contribution of each Course Outcome (CO) to the respective Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). Lower mappings in certain areas are intentionally maintained to ensure realistic and meaningful alignment without artificial inflation..*

6. Course-to-SDG Matrix

This course aligns with 7 of 17 UN

CO / PO	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership & Teamwork	Ethical & Social Responsibility	Digital & Technological Competence	Entrepreneurial Mindset	Global Business Perspective	Research & Analytical Skills	Professional Development	Foundational Business Knowledge	Managerial & Interpersonal Skills	Business Planning & Operational Execution
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	2	1	–	–	1	2	–	–	1	2	3	1	–
CO2	3	2	2	1	1	1	2	–	–	1	2	3	2	1
CO3	3	3	3	1	1	1	3	1	1	2	2	3	2	2
CO4	3	3	2	1	1	1	3	–	–	2	2	3	3	2
CO5	2	3	2	1	2	2	3	–	–	2	3	2	3	2
CO6	2	3	3	2	2	1	3	2	1	3	3	3	3	3
Avg	2.67	2.67	2.17	1.2	1.4	1.17	2.67	1.5	1	1.83	2.33	2.83	2.33	2

Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	The course strengthens students' understanding of Artificial Intelligence and its applications in business while improving digital literacy, analytical abilities, critical thinking, and managerial decision-making skills.
SDG 8: Decent Work & Economic Growth	**3**	The course promotes awareness of AI-driven business practices, workforce efficiency, digital transformation, and modern organizational processes that contribute to sustainable economic growth and productive employment.
SDG 9: Industry, Innovation & Infrastructure	3	The course encourages innovation and the adoption of AI technologies, automation, and digital business tools across marketing and human resource management functions.
SDG 5: Gender Equality	2	The course creates awareness about ethical and unbiased AI practices in recruitment, employee evaluation, and workplace decision-making to support inclusivity and equal opportunities.
SDG 12: Responsible Consumption & Production	**2**	The course introduces AI-enabled business practices that help organizations improve efficiency, optimize resource utilization, and support sustainable operational processes
SDG 10: Reduced Inequalities	**1**	The course sensitizes students to the importance of fair and transparent AI-based organizational practices that help reduce bias and discrimination in decision-making.

SDG 16: *Peace, Justice & Strong Institutions*	**1**	The course emphasizes responsible AI usage, ethical business conduct, transparency, and accountability in organizational and managerial practices.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

5. Lecture Plan Outline

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY		**UNIT-1**	**4**
DD/MM/YY			
DD/MM/YY			
DD/MM/YY			
DD/MM/YY		**UNIT-2**	**6**
DD/MM/YY			
DD/MM/YY			
DD/MM/YY			
DD/MM/YY			
DD/MM/YY			
DD/MM/YY		**UNIT-3**	**8**
DD/MM/YY			
DD/MM/YY			
DD/MM/YY			
DD/MM/YY			
DD/MM/YY			
DD/MM/YY			
DD/MM/YY			
DD/MM/YY		**UNIT-4**	**6**
DD/MM/YY			
DD/MM/YY			
DD/MM/YY			
DD/MM/YY			
DD/MM/YY			
DD/MM/YY		**UNIT-5**	**6**
DD/MM/YY			

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA/BBA(IAF)	**Current Academic Year:**	2026–27
Branch:	BBA	**Semester:**	5

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Operations Research
2.	**Course Code**	NBBCC502
3.	**Credits**	03
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00 hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 3
5.	**Course Type**	Theory (Core)
6.	**Course Objective**	To provide students with a comprehensive understanding of Operations Research techniques and decision-making models used in business and industry. The course aims to develop analytical and problem-solving skills through mathematical models and optimization techniques for effective managerial decision-making.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* ***CO1:*** *Understand the fundamentals, scope, and applications of Operations Research and decision-making techniques.* ***CO2:*** *Formulate and solve Linear Programming Problems (LPP) using graphical and simplex methods.* ***CO3:*** *Analyze and solve transportation problems using various optimization methods.* ***CO4:*** *Analyze and solve assignment problems and optimize resource allocation using assignment techniques.* ***CO5:*** *Analyze and solve sequencing problems and optimize processing schedules using sequencing techniques and Johnson's Rule.* ***CO6:*** *Develop analytical, logical, and quantitative decision-making abilities using OR tools and techniques.*
8.	**Course Description**	This course introduces students to the fundamentals of Operations Research and its role in managerial decision-making. It covers optimization techniques including Linear Programming, Transportation Models, and Assignment Problems. Students will learn mathematical modeling and analytical approaches for solving business problems related to allocation, scheduling, transportation, and resource optimization. The course emphasizes practical applications and decision-making through numerical problem-solving and case-based learning.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to Operations Research and Decision Making (9-0-0-9 = 18 hrs)**		
Objective	To understand the fundamentals, scope, importance, and applications of Operations Research in managerial decision-making.		
A	Introduction to Operations Research: Meaning, nature, scope, objectives, limitations, and applications of OR	**CO 1, CO 6**	*Smart Board, Industry Examples, Case Discussions*
B	Decision Making Concepts: Types of decision-making environments, Decision Tree		
C	OR Models and Business Applications: Models, phases of OR study, role of OR in business and industry		
Unit 2:	**Linear Programming Problem (9-0-0-9 = 18 hrs)**		
Objective	To formulate and solve Linear Programming Problems using graphical and simplex methods.		
A	Introduction to LPP: Formulation of Linear Programming Models, assumptions and applications	**CO 2, CO 6**	*Smart Board, Numerical Problems*
B	Solution of LPP using Graphical Method: Feasible region, optimal solution, multiple solutions, infeasible and unbounded solutions		
C	Solution using Simplex Method: Maximization and minimization problems, slack and surplus variables		
Unit 3:	**Transportation Problems(9-0-0-9= 18 hrs)**		
Objective	To understand and solve transportation problems using optimization techniques.		
A	Transportation Model: Structure, assumptions, formulation, balanced and unbalanced transportation problems	**CO 3, CO 6**	*Smart Board, Numerical Problems*
B	Initial Basic Feasible Solutions: North-West Corner Method, Least Cost Method, Vogel's Approximation Method		
C	Optimal Solution Method: MODI Method and Practical Applications of Transportation Problems in business and industry		
Unit 4:	**Assignment Problems (9-0-0-9= 18 hrs)**		
Objective	To solve assignment problems for optimal allocation of resources and tasks.		
A	Introduction to Assignment Problems: Concept, assumptions, formulation, balanced and unbalanced assignment problems	**CO 4, CO 6**	*Smart Board, Numerical Problems, Case Discussions*
B	Hungarian Method: Minimization and maximization assignment problems		
C	Practical Applications of Assignment Problems in business and industry		
Unit 5:	**Sequencing Models (9-0-0-9= 18 hrs)**		
Objective	To understand sequencing techniques for optimal scheduling and minimizing processing time in operations.		
A	Introduction to Sequencing Problems.	**CO 5, CO 6**	*Smart Board, Numerical Problems, Case Discussions*
B	Concept, assumptions, objectives.		
C	Applications of sequencing models.		

4. Course Evaluation& References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)	**Team Work and Self-Learning** • Solving numerical case studies related to LPP, transportation, and assignment problems. • Industry-based mini projects and presentations. • Self-learning through online learning platforms, research articles, case studies, and business applications. • Practice using Microsoft Excel Solver, TORA, and other OR software tutorials for solving Linear Programming, Transportation, Assignment, and Sequencing problems using computational tools.

Mode of Examination	**Weightage Distribution:** CA: Quiz* 20% | Assignment 10% | Attendance 5% | Mid Term Assessment (MTA) 15% | End Term Examination (ETE) 50% *Five Quizzes of 4 marks each.
References	**Textbooks:** **1.**Sharma, J.K. – Operations Research: Theory and Applications, Macmillan Publishers India Ltd. **2.**Taha, H.A. – Operations Research: An Introduction, Pearson Education **3.**Vohra, N.D. – Quantitative Techniques in Management, Tata McGraw Hill Education. **Other References:** **1.** Gupta, P.K. & Hira, D.S. – Operations Research, S. Chand Publications. **2.**Hillier, F.S. & Lieberman, G.J. – Introduction to Operations Research, McGraw Hill Education. **3.**Anderson, D.R., Sweeney, D.J. & Williams, T.A. – Quantitative Methods for Business, Cengage Learning.

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership and Teamwork	Ethical and Social Responsibility	Digital and Technological Competence	Entrepreneurial Mindset	Global Business Perspective	Research and Analytical Skills	Professional Development	Foundational Business Knowledge	Managerial and Interpersonal Skills	Business Planning and Operational Execution
	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO7**	**PO 8**	**PO9**	**PO 10**	**PO 11**	**PS O1**	**PS O2**	**PS O3**
CO 1	3	2	2	-	-	-	2	-	-	2	1	3		2
CO 2	2	3	3	-	-	-	2	-	-	3	1	2	1	3
CO 3	2	3	3	-	-	-	2	-	-	3	1	2	1	3
CO 4	2	3	3	-	-	-	2	-	-	3	1	2	1	3
CO 5	2	3	3	-	-	-	2	-	-	3	1	2	1	3
CO 6	2	3	3	-	1	1	2	1	1	3	2	2	2	3
Ave	**2.17**	**2.83**	**2.83**	**0.00**	**0.17**	**0.17**	**2.00**	**0.17**	**0.17**	**2.83**	**1.17**	**2.17**	**0.83**	**2.83**

6. Course-to-SDG Matrix

This course aligns with 4 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal& Description	Mapping	Justification
SDG 4 – Quality Education	3	The course develops analytical, quantitative, and problem-solving skills through Operations Research techniques, enhancing quality management education and practical learning.
SDG 9 – Industry, Innovation and Infrastructure	3	The course promotes optimization models, decision-making tools, and innovative approaches for industrial planning, logistics, and operational improvements.
SDG 12 – Responsible Consumption and Production	2	Optimization techniques help minimize wastage, improve scheduling efficiency, and ensure effective utilization of organizational resources.
SDG 13 – Climate Action	1	Efficient transportation and operational planning indirectly reduce fuel consumption, operational waste, and environmental impact.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

7. Lecture Plan Outline -Operations Research- NBBCC502

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY	**Introduction to Operations Research: Meaning, Nature and Scope**	**UNIT-1**	**1**
DD/MM/YY	**Objectives, Characteristics and Limitations of OR**	**UNIT-1**	**2**
DD/MM/YY	**Applications of OR in Business and Industry**	**UNIT-1**	**3**
DD/MM/YY	**Decision Making: Concepts and Importance**	**UNIT-1**	**4**
DD/MM/YY	**Types of Decision-Making Environments**	**UNIT-1**	**5**
DD/MM/YY	**Decision Tree: Concept and Construction**	**UNIT-1**	**6**
DD/MM/YY	**OR Models: Types and Characteristics**	**UNIT-1**	**7**
DD/MM/YY	**Phases of Operations Research Study**	**UNIT-1**	**8**
DD/MM/YY	**Role of OR in Business with Case Discussion(Quiz 1)**	**UNIT-1**	**9**
DD/MM/YY	**Introduction to Linear Programming Problem (LPP)**	**UNIT-2**	**1**
DD/MM/YY	**Formulation of LPP Models**	**UNIT-2**	**2**
DD/MM/YY	**Assumptions and Applications of LPP**	**UNIT-2**	**3**
DD/MM/YY	**Graphical Method: Feasible Region**	**UNIT-2**	**4**

DD/MM/YY	Graphical Method: Optimal Solution	UNIT-2	5
DD/MM/YY	Multiple, Infeasible and Unbounded Solutions	UNIT-2	6
DD/MM/YY	Simplex Method: Introduction and Procedure	UNIT-2	7
DD/MM/YY	Simplex Method for Maximization Problems	UNIT-2	8
DD/MM/YY	Simplex Method for Minimization Problems using Slack and Surplus Variables (Quiz 2)	UNIT-2	9
DD/MM/YY	Introduction to Transportation Problems	UNIT-3	1
DD/MM/YY	Structure, Assumptions and Formulation	UNIT-3	2
DD/MM/YY	Balanced and Unbalanced Transportation Problems	UNIT-3	3
DD/MM/YY	North-West Corner Method	UNIT-3	4
DD/MM/YY	Least Cost Method	UNIT-3	5
DD/MM/YY	Vogel's Approximation Method (VAM)	UNIT-3	6
DD/MM/YY	MODI Method: Optimality Test	UNIT-3	7
DD/MM/YY	Transportation Model Numerical Problems	UNIT-3	8
DD/MM/YY	Business Applications and Case Discussion (Quiz 3)	UNIT-3	9
DD/MM/YY	Introduction to Assignment Problems	UNIT-4	1
DD/MM/YY	Assumptions and Formulation	UNIT-4	2
DD/MM/YY	Balanced and Unbalanced Assignment Problems	UNIT-4	3
DD/MM/YY	Hungarian Method for Minimization Problems	UNIT-4	4
DD/MM/YY	Hungarian Method for Maximization Problems	UNIT-4	5
DD/MM/YY	Restricted and Special Assignment Cases	UNIT-4	6
DD/MM/YY	Numerical Problems on Assignment Model	UNIT-4	7
DD/MM/YY	Business Applications of Assignment Problems	UNIT-4	8
DD/MM/YY	Case Study and Practice Problems (Quiz 4)	UNIT-4	9
DD/MM/YY	Introduction to Sequencing Problems	UNIT-5	1
DD/MM/YY	Concept, Objectives and Assumptions	UNIT-5	2
DD/MM/YY	Sequencing of n Jobs on Two Machines	UNIT-5	3
DD/MM/YY	Sequencing of n Jobs on Three Machines	UNIT-5	4
DD/MM/YY	Johnson's Rule and Solution Procedure	UNIT-5	5
DD/MM/YY	Numerical Problems on Sequencing Models	UNIT-5	6
DD/MM/YY	Applications of Sequencing Models in Production and Services	UNIT-5	7

DD/MM/YY	**Case Discussion on Sequencing Problems**	**UNIT-5**	**8**
DD/MM/YY	**Practice Problems (Quiz 5)**	**UNIT-5**	**9**

COURSE PLAN

1. Course Identification

School:	Sharda School of Business Studies	**Batch:**	2024-27
Program:	BBA	**Current Academic Year:**	2026-27
Branch:	BBA	**Semester:**	V

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Summer Internship & Viva Voce
2.	**Course Code**	NBBSI 501
3.	**Credits**	3
4.	**Contact Hours per Week (L-T-P)**	0-0-6
4.1	**Teaching & Learning Scheme (hrs in semester)**	Classroom Instruction (L) + Tutorial (T) + Field Work / Internship (P) + Self Learning (SL) L: 00 hrs | T: 00 hrs | P: 90 hrs | SL: 90 hrs | Total: 180 hrs | Credits: 3
5.	**Course Type**	Applied Learning / Internship-Based
6.	**Course Objective**	To assess the student's ability to practically apply theoretical knowledge gained during the BBA programme in a real-world organizational setting. Students undertake a minimum 4–6 week summer internship in a recognized business or organization, maintain a structured logbook, produce a comprehensive internship report, and defend their learning through a viva voce examination — developing professional competence, analytical ability, and communication skills.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* **CO1: Recall** and list core theoretical business concepts, classroom learnings, and foundational organizational framework components required before entering a real-world corporate environment. **CO2: Explain** the organizational structure, diverse business functions, corporate workflows, and industry culture observed first hand during the 4 to 6 weeks internship duration.

8.	**Course Description**	**CO3: Analyze** corporate challenges, department-specific processes, and the company's market standing by applying analytical frameworks such as a SWOT analysis. **CO4: Develop** and maintain a systematic daily diary/logbook of tasks, and systematically construct a comprehensive internship report adhering to institutional presentation guidelines. **CO5: Evaluate** the overall internship experience, critically assessing how successfully academic knowledge was applied to practical problem-solving and interpreting key observations/learnings. **CO6: Design** a professional-grade final project presentation (PPT) and articulate strategic recommendations or conclusions aimed at solving specific operational challenges discovered within the host business. This Applied Learning course requires students to undertake a structured summer internship of minimum 4–6 weeks duration in a recognized business organization after the 4th semester. Students observe and participate in real organizational functions, maintain a daily logbook of tasks and reflections, and produce a comprehensive internship report covering the company profile, departmental study, project/task undertaken, key learnings, SWOT analysis, and recommendations. The course culminates in a viva voce examination conducted by internal and external examiners, evaluating the student's report quality, presentation, practical knowledge, and ability to relate experience to academic learning.

3. Course Outline

Units	Outline Syllabus	CO Mapping	Tools / Methods
Unit 1:	**Internship Orientation & Organizational Study**		
Objective	To enable students to identify and join an appropriate internship organization, understand its structure, products/services, and industry environment, and systematically observe organizational functions through a structured daily logbook.		
A	Internship placement and approval; understanding the organization's profile, history, industry segment, and key offerings	CO1	Company websites, Orientation sessions, Annual reports, Faculty mentoring
B	Organizational hierarchy and departmental structure; attending induction and understanding workplace norms and culture	CO1	
C	Maintaining a daily logbook/diary of tasks, observations, interactions, and reflections; mapping academic concepts to workplace practices	CO1, CO2	

Unit 2:	**Departmental Study & Project / Task Engagement**		
Objective	To engage students in real departmental work and industry tasks, enabling them to observe business functions, collect relevant data, and apply coursework concepts to practical organizational scenarios.		
A	Departmental rotation or attachment (Finance, Marketing, HR, Operations, etc.); observing key workflows, processes, and decision-making practices	CO2, CO2	Departmental visits, Workflow maps, Supervisor interactions, Logbook
B	Active participation in assigned project or task (e.g., market survey, financial analysis, HR support, data entry, operations planning); recording daily progress and insights	CO3, CO3	
C	Primary and secondary data collection related to the assigned project; data organization, classification, and preliminary analysis using charts, ratios, or Excel	CO2	
Unit 3:	**Analysis, Learnings Documentation & SWOT**		
Objective	To enable students to systematically analyze their internship experience, document key learnings and observations, prepare a SWOT analysis, and draw meaningful conclusions linking practical exposure to theoretical knowledge.		
A	Data analysis using appropriate tools: tables, charts, percentage analysis, trend analysis, ratio analysis, or SWOT framework; interpretation in context of research/project objectives	CO3, CO6	Excel, SWOT templates, Chart tools, Word processor
B	Documentation of key learnings, challenges faced, and significant observations; linking internship experience to concepts from accounting, finance, management, and technology courses	CO3, CO4	
C	SWOT analysis of the organization (if applicable); writing conclusions and actionable recommendations based on study and observations	CO2	
Unit 4:	**Report Writing, Presentation & Viva Voce**		
Objective	To enable students to produce a well-structured internship report conforming to academic standards, deliver an effective presentation of their experience, and confidently defend their learning and findings before an examiner panel in the viva voce examination.		
A	Full internship report writing: Title Page, Certificate from Organization, Acknowledgement, Table of Contents, Company Profile, Objectives, Departmental Study, Project Details, Key Learnings, SWOT, Conclusions, Bibliography,	CO4, CO5	MS Word, PowerPoint / Canva, Faculty review, Peer mock viva

	Annexures; review and finalization incorporating faculty feedback		
B	Preparation of 10–12 slide PowerPoint covering company profile, internship objectives, departmental study, project/task, key learnings, SWOT, and conclusions; delivery practice within 5–7 minutes	CO4, CO5, CO6	
C	Viva Voce examination by internal + external examiners (10–15 min per student): evaluation on report quality, presentation, practical knowledge, and relevance to course curriculum; final submission of bound report (hard copy + soft copy)	CO4, CO5	

4. Course Evaluation & References

Self-Learning (SL: 45 hrs)	**1. Daily Logbook / Diary Maintenance** Maintain a structured daily log of tasks, observations, and reflections throughout the internship × 15 hrs | Evaluation: Logbook completeness & quality **2. Literature Review & Concept Mapping** Review relevant textbook chapters, industry reports, and published material linked to the internship domain; map to course concepts × 15 hrs | Evaluation: Depth of analysis in report **3. Report Drafting, Revision & Viva Preparation** Prepare complete internship report draft, incorporate feedback, finalize; prepare 3–5 min summary speech and practice Q&A with peers × 15 hrs | Evaluation: Report quality & viva performance
Mode of Examination	**Weightage Distribution (Total: 50 Marks):** **Component** — **Marks** Internship Report — 10 Presentation (PPT) — 10 Viva Voce / Q&A — 20 Attendance & Logbook — 10 **Total** — **50** *CA (Continuous Assessment): 70% | ETE (Viva Voce / Final Examination): 30%*
Internship Duration & Requirements	• Minimum 4 to 6 weeks of internship/training during summer break after 4th Semester. • Internship must be in a recognized business, organization, or institution. • Students must maintain a daily diary/logbook of tasks, observations, and reflections throughout. • An internship completion certificate from the organization is mandatory for report submission. • Faculty mentor to be assigned; at least one mid-internship check-in is required.
References	**Textbooks & Reference Material:** 1. Kothari, C.R. — Research Methodology: Methods and Techniques 2. Sekaran, U. & Bougie, R. — Research Methods for Business 3. Lesikar, R.V. — Business Communication: Making Connections in a Digital

	World 4. Relevant ICAI / ACCA study material; NASSCOM / CII industry reports; company annual reports

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PS O3
CO 1	3	2	1	1	1	1	1	2	1	1	2	2	1	1
CO 2	3	3	1	1	1	2	1	3	1	2	2	3	1	1
CO 3	3	3	1	1	1	2	2	3	1	2	2	3	1	2
CO 4	3	3	1	2	1	2	1	3	1	2	2	3	2	1
CO 5	2	3	1	2	1	2	1	3	1	2	2	3	2	1
CO 6	3	3	1	2	1	2	1	3	1	3	3	3	2	1
Avg	2.8	2.8	1.0	1.5	1.0	1.8	1.2	2.8	1.0	2.0	2.2	2.8	1.5	1.2

Note: Row averages are computed over non-zero entries only. Scale: 1 = Low 2 = Moderate 3 = High

6. Course-to-SDG Matrix

This course aligns with the following UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	Bridges classroom learning with real-world industry experience, developing analytical, communication, and professional skills through supervised internship and structured viva assessment.
SDG 8: Decent Work & Economic Growth	**3**	Builds industry readiness and professional competence by immersing students in live organizational environments, preparing them for careers across finance, commerce, and business management.
SDG 9: Industry, Innovation & Infrastructure	**2**	Exposes students to organizational practices, technology adoption, and business operations in diverse industry settings, fostering an innovation and problem-solving mindset.

SDG 17: Partnerships for the Goals	**2**	Develop structured collaboration between educational institutions and industry/business organizations through mentored internship placements and field-based learning.
SDG 16: Peace, Justice & Strong Institutions	**1**	Encourages understanding of professional ethics, organizational governance, and workplace norms, promoting responsible and accountable conduct in business environments.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

7. Internship Milestone Plan & Viva Schedule

Instructions: Students must complete each milestone within the indicated timeframe. All data collection, analysis, and report content must be original. Plagiarism will result in disqualification. A daily logbook must be maintained throughout the internship period.

Timeline	Milestone / Session	Activity / Deliverable	CO
Pre-Internship (Week 0)	**Milestone 1**	Internship Placement & Approval: Identify and confirm internship organization (recognized business/company/MSME/startup); obtain faculty and institutional approval; establish contact with industry mentor; understand internship terms, timings, and reporting structure.	CO1
Week 1	**Milestone 2**	Organizational Orientation: Attend induction/orientation session; study the company profile, history, products/services, and industry segment; map the organizational hierarchy and departmental structure; begin daily logbook/diary.	CO1
Week 2	**Milestone 3**	Departmental Study & Task Allocation: Rotate across or attach to a specific department (Finance, Marketing, HR, Operations, etc.); observe key workflows, processes, and business functions; record daily observations and tasks assigned.	CO2
Week 3	**Milestone 4**	Primary Engagement & Project/Task Work: Actively participate in assigned project or task (e.g., data entry, market survey, financial analysis, HR recruitment support); interact with supervisors; document learnings in logbook.	CO2, CO3
Week 4	**Milestone 5**	Data Collection & Analysis: Collect relevant data (primary/secondary) related to assigned project or study area; organize, classify, and analyze using appropriate tools (Excel, charts, ratios, SWOT); draw interim observations.	CO2, CO3
Week 5	**Milestone 6**	Key Learnings Documentation & SWOT: Summarize key learnings, observations, and challenges faced; prepare a SWOT analysis of the organization (if applicable); link practical experience to theoretical concepts from coursework.	CO3, CO4
Week 6	**Milestone 7**	Report Drafting – Full Draft: Write the complete internship report covering: Title Page, Certificate from Organization, Acknowledgement, Table of Contents, Company/Industry Profile, Objectives of Internship, Departmental Study, Project/Task Details, Key Learnings, SWOT Analysis, Conclusions & Recommendations, Annexures.	CO4
Post-Internship (Week 7)	**Milestone 8**	Report Review & Finalization: Submit draft report to faculty guide for review; incorporate feedback; improve structure, language, referencing, and completeness; obtain internship completion certificate from organization; finalize and bind the report.	CO4, CO5

Week 8	**Milestone 9**	Presentation Preparation: Prepare a 10–12 slide PowerPoint covering: company profile, internship objectives, departmental study, project/task undertaken, key learnings, SWOT, and conclusions; practice delivery within 5–7 minutes; prepare for Q&A.	CO4, CO5
Week 8	**Milestone 10**	Mock Viva & Final Submission: Conduct mock viva with peers and faculty mentor; practice responses on organizational structure, project work, challenges, key learnings, and curriculum relevance; submit final hard copy and soft copy of internship report.	CO4, CO5
Viva Voce (Exam Week)	**Final Assessment**	Viva Voce Examination: Conducted by internal + external examiner panel; 10–15 minutes per student; Evaluation on: Internship Report (10 marks), Presentation/PPT (10 marks), Viva Voce/Q&A (20 marks), Attendance & Logbook (10 marks) = Total 50 marks.	CO2, CO4, CO6

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA/BBA IAF	**Current Academic Year:**	2026–27
Branch:	BBA	**Semester:**	V

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Verbal Ability and Personality Development-I
2.	**Course Code**	----------
3.	**Credits**	2
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	1-0-2-2

	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 30 hrs | T: 00 hrs | P: 00 hrs | SL: 30 hrs | Total: 60 hrs |Credits: 2
5.	**Course Type**	Theory
6.	**Course Objective**	To develop verbal ability, communication skills, personality traits, and professional readiness among students through practical learning activities, vocabulary enhancement, speaking practice, and workplace communication.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* **CO1:** Understand communication fundamentals and verbal communication skills. **CO2:** Apply grammar and sentence construction for effective communication. **CO3:** Develop vocabulary, comprehension, and verbal reasoning abilities. **CO4:** Demonstrate confidence in speaking, presentations, and group discussions. **CO5:** Evaluate professional behaviour, teamwork, and workplace etiquette. **CO6:** Create professional communication documents and career readiness skills.
8.	**Course Description**	This course is designed to enhance students' verbal communication, language proficiency, and personality development skills required for academic, professional, and workplace success. The course focuses on improving grammar, vocabulary, speaking confidence, interpersonal communication, public speaking, professional etiquette, teamwork, leadership, and career readiness through practical and activity-based learning. Students will develop confidence, effective communication abilities, and professional behaviour through presentations, discussions, role plays, and self-learning activities.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Fundamentals of Communication (6-0-0-6 = 12 hrs)**		
Objective	Students will understand the basics of communication and improve confidence in interaction.		
A	Meaning and process of communication, Types of communication	**CO1, CO4**	*Speechify,ChatGPT.*
B	Verbal and Non-verbal communication, Barriers to communication		
C	Effective communication skills and listening skills		
Unit 2:	**Grammar and Sentence Building (6-0-0-6 = 12 hrs)**		
Objective	Students will develop accuracy in spoken and written English.		
A	Parts of speech, Tenses	**CO2, CO3**	*Grammarly, Duolingo, Quizizz*
B	Subject–Verb Agreement, Articles and Prepositions		
C	Sentence structure, Common grammatical errors		
Unit 3:	**Verbal Ability and Language Skills (6-0-0-6 = 12 hrs)**		
Objective	Students will strengthen vocabulary and verbal reasoning skills.		
A	Vocabulary enhancement, Synonyms and Antonyms	**CO2, CO3, CO4**	*Vocabulary.com, Google Forms, EF SET: English test.*
B	Idioms and Phrases, Error Detection		
C	Reading Comprehension, Para Jumbles		
Unit 4:	**Personality Development and Speaking Skills (6-0-0-6 = 12 hrs)**		
Objective	Students will develop confidence, communication skills, and professional behaviour.		
A	Self-Introduction, Confidence Building	**CO4, CO5, CO6**	*Canva AI, Eisenhower Matrix Worksheets,*
B	Public Speaking Basics, Body Language and Grooming		
C	Positive Attitude, Time Management, Goal Setting		
Unit 5:	**Professional Readiness (6-0-0-6 = 12 hrs)**		

Objective	Students will develop workplace communication and career readiness skills.		
A	Resume Writing, Email Writing	**CO4, CO5, CO6**	*Mock Interview Activities, LinkedIn Learning, Canva AI*
B	Interview Etiquette, Group Discussion Techniques		
C	Workplace Manners, Teamwork and Leadership		

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)

TW: Term work (Group Discussion Activity, Team Presentation, Case Study Analysis, Role Play Activity, Problem-Solving Challenge.)

Self-Learning (SL: 30 Hours)

- TED Talks – Communication and Personal Growth — 4 hrs
- How to Speak So That People Want to Listen – Julian Treasure - 3 hrs
- The Skill of Self Confidence – Dr. Ivan Joseph — 2 hrs
- Your Body Language May Shape Who You Are – Amy Cuddy 2 hrs
- Word Power Made Easy Learning Resources — 3 hrs
- Duolingo English Practice — 3 hrs
- Grammarly Writing Assistant — 2 hrs
- Vocabulary.com Learning Activities — 2 hrs
- Business Etiquette Basics — 2 hrs
- Toastmasters Public Speaking Tips — 2 hrs
- Resume Writing and Interview Skills — 2 hrs
- Time Management Skills – MindTools — 3 hrs

Mode of Examination

Weightage Distribution:

CA			Mid Term Assessment (MTA)	End Term Examination (ETE)
Quiz*	Assignment*	Attendance		
10%	20%	5%	15%	50%

*Two Quizzes of 5 marks each.
* Assignment- 1.Group Presentation (10 Marks) 2. Demo Interview + Interview Documents = 10 Marks

References

Textbooks

1. Business Communication by Meenakshi Raman and Prakash Singh
2. Word Power Made Easy by Norman Lewis
3. High School English Grammar and Composition by Wren & Martin
4. How to Win Friends and Influence People by Dale Carnegie
5. The 7 Habits of Highly Effective People by Stephen R. Covey
6. You Can Win by Shiv Khera
7. Communication Skills Training by Ian Tuhovsky
8. Atomic Habits by James Clear

CO / PO	Business Environment and Domain	Critical Thinking	Global Exposure and Cross-Cultural	Social Responsiveness	Effective Communication	Life Long Learning	Enhancing Decision Making	Trained Informed	Digital and Technological	Research & Analytical Skills	Teamwork and Leadership Skills	Demonstrate knowledge of various advanced	Possess adequate knowledge skills on modern tools	Familiarize the students with regard to
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	POS3
CO1	1	2	–	–	3	2	1	1	1	–	1	–	2	–
CO2	1	2	–	1	2	2	2	1	1	–	1	–	2	–
CO3	–	2	–	1	3	2	1	2	1	–	3	–	3	–
CO4	–	3	–	2	2	2	3	1	–	1	1	–	2	–
CO5	–	2	1	3	3	2	2	1	1	–	2	–	2	–
CO6	1	2	–	1	2	3	3	2	1	–	3	–	2	–
Avg	1.00	2.17	1.00	1.60	2.50	2.17	2.00	1.33	1.00	1.00	1.83	–	2.17	–

Note: Strength Scale:
3 = High 2 = Moderate 1 = Low – = Not Applicable

6. Course-to-SDG Matrix

This course aligns with 4 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	3	Develops personality, communication, interpersonal, leadership, and professional skills essential for personal growth, lifelong learning, and workplace effectiveness through practical and activity-based learning.
SDG 8: Decent Work & Economic Growth	3	Enhances employability, teamwork, leadership, professional etiquette, and time management skills required for career readiness and professional success.
SDG 17: Partnerships for Goals	3	Promotes teamwork, interpersonal relationships, communication, and collaborative learning to strengthen professional interaction and cooperative work culture.
SDG 3: Good Health and Well-being	2	Encourages positive attitude, self-motivation, emotional balance, confidence, and rational thinking for personal well-being and professional effectiveness.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

5. Lecture Plan Outline

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY	Introduction to Communication and Importance of Communication	**UNIT-1**	**6**
DD/MM/YY	Process and Types of Communication		
DD/MM/YY	Verbal and Non-Verbal Communication		
DD/MM/YY	Written and Visual Communication		
DD/MM/YY	Barriers to Communication		
DD/MM/YY	Effective Communication Skills and Listening Skills		
DD/MM/YY	Parts of Speech	**UNIT-2**	**6**
DD/MM/YY	Tenses and Sentence Formation		
DD/MM/YY	Subject–Verb Agreement		
DD/MM/YY	Articles and Prepositions		
DD/MM/YY	Sentence Structure and Sentence Correction		
DD/MM/YY	Common Grammatical Errors		
DD/MM/YY	Vocabulary Enhancement	**UNIT-3**	**6**
DD/MM/YY	Synonyms, Antonyms, Idioms and Phrases		
DD/MM/YY	Error Detection		
DD/MM/YY	Reading Comprehension		
DD/MM/YY	Para Jumbles and Verbal Reasoning		
DD/MM/YY	Business Vocabulary and Terminology		
DD/MM/YY	Self-Introduction and Confidence Building	**UNIT-4**	**6**
DD/MM/YY	Public Speaking Basics		
DD/MM/YY	Body Language and Grooming		
DD/MM/YY	Johari Window Model and Positive Attitude		
DD/MM/YY	Time Management and Goal Setting		
DD/MM/YY	Presentation and Speaking Activities		
DD/MM/YY	Workplace Manners and Teamwork	**UNIT-5**	**6**
DD/MM/YY	Resume Writing Basics		
DD/MM/YY	Email Writing and Professional Communication		
DD/MM/YY	Interview Etiquette		

DD/MM/YY	Group Discussion Techniques		
DD/MM/YY	Mock Interview and Presentation Feedback		

6TH SEMESTER

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024-27
Program:	BBA	**Current Academic Year:**	2027–28
Branch:	Management	**Semester:**	VI

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	AI in Business (Finance and Operation)
2.	**Course Code**	BBA
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
4.1	**Teaching & Learning Scheme (hrs in semester)**	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 3
5.	**Course Type**	Theory
6.	**Course Objective**	The objective of this course is to introduce students to the concepts and applications of Artificial Intelligence (AI) in finance and operations management. The course aims to help students understand how AI is used in banking, financial services, investment management, risk assessment, supply chain management, logistics, and process automation. It also focuses on AI-driven analytics, forecasting, optimization, and decision-making systems that enhance organizational efficiency and business performance. Further, the course seeks to familiarize students with emerging AI tools and technologies used across finance and operations functions
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* ***CO1: Understand*** the fundamental concepts, types, and importance of Artificial Intelligence in finance and operations. ***CO2: Explain*** AI applications in banking, financial services, and customer relationship management. ***CO3: Apply*** AI concepts in investment management, financial forecasting, fraud detection, and risk assessment. ***CO4: Analyse the use of AI in operations management, process automation, and supply chain management.***. ***CO5: Evaluate*** AI-based forecasting, optimization, and decision-support systems used in finance and operations. ***CO6: Design*** basic business solutions using AI-enabled tools and applications for managerial decision-making.
8.	**Course Description**	This course introduces undergraduate BBA students to the fundamentals of Artificial Intelligence (AI) and its applications in finance and operations management. The course focuses on practical AI applications in banking, customer relationship management, investment management, financial forecasting, fraud detection, supply chain management, inventory optimization, logistics, and process automation. Students will learn how organizations leverage AI technologies to improve decision-making, operational efficiency, customer service, and business performance. The course also provides exposure to AI-enabled business tools, predictive analytics, and emerging trends shaping the future of finance and operation.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**AI in Finance: Banking and Financial Services (4-0-10-6 = 20 hrs)**		
Objective	To introduce students to the applications of Artificial Intelligence in banking and financial services.		
A	Introduction to AI in Finance, Evolution of AI in Financial Services, AI in Banking Operations	**CO1, CO1, CO2**	*PTs, Whiteboard, Case Discussions, HR Case Studies, Learning Videos*
B	AI in Customer Relationship Management (CRM), Chatbots and Virtual Financial Assistants		
C	Personalized Banking Services, Credit Scoring and Loan Evaluation using AI		
Unit 2:	**AI in Investment and Financial Analytics (6-0-12-6 = 24 hrs)**		
Objective	To help students understand the role of AI in investment management, risk assessment, and financial forecasting.		
A	Introduction to AI in Investment Management, Portfolio Analysis and Optimization	**CO2, CO3, CO3**	*PTTs, Whiteboard, Case Discussions, HR Case Studies, Learning Videos*
B	Robo-Advisors, Algorithmic Trading, Wealth Management Applications		
C	Financial Forecasting, Predictive Analytics, Fraud Detection and Risk Assessment using AI		
Unit 3:	**AI in Operations Management (8-0-16-6 = 30 hrs)**		
Objective	To develop understanding of AI applications in business operations and process automation.		
A	Introduction to AI in Operations Management, AI-driven Process Automation	**CO4, CO5**	*Whiteboard, Case Discussions, Operations Case Studies, Learning Videos*
B	AI in Production Planning, Scheduling and Resource Allocation		
C	Smart Manufacturing Systems, Operational Analytics and Performance Monitoring		
Unit 4:	**AI in Supply Chain and Logistics Management (6-0-12-6 = 24 hrs)**		
Objective	To provide understanding of AI applications in supply chain management, inventory control, and logistics operations.		
A	Demand Forecasting using AI, Inventory Planning and Optimization	**CO4, CO5, CO5**	*Whiteboard, Case Discussions, Supply Chain Case Studies, Learning Videos*
B	AI in Procurement, Supplier Relationship Management and Supply Chain Analytics		
C	Warehouse Automation, Logistics Optimization, Predictive Maintenance and Quality Control		
Unit 5:	**AI Tools and Future Business Applications (6-0-10-6 = 22 hrs)**		
Objective	To familiarize students with AI-enabled business tools and emerging applications in finance and operations.		
A	Introduction to Generative AI Tools for Business, AI-powered Productivity Tools	**CO5, CO6**	*Case Studies, Role playing , Learning Videos*
B	Business Intelligence, Predictive Analytics and Decision Support Systems using AI		
C	Future Trends in AI, Responsible AI, Ethical Issues and Business Applications of Generative AI		

4. Course Evaluation & References

Team Work	TW: Term work (includes assignments, seminars, micro projects, industrial visits,

<table>
<tr><td>and Self-Learning (in Hours) (SL: 30 hrs)</td><td>any other student activities etc.)
SL: Self Learning, MOOCs, spoken tutorials, online educational resources etc.(If Provided in curriculum structure.)
Example
Self-Learning beyond Class Room :Analysis of AI tools used in customer engagement, recruitment, social media marketing, and employee management.
Self-Learning from online content, AI demonstrations, articles, videos, and online educational resources related to Artificial Intelligence and business applications.</td></tr>
<tr><td>Mode of Examination</td><td>Weightage Distribution:
<table>
<tr><th colspan="3">CA</th><th rowspan="2">Mid Term Assessment (MTA)</th><th rowspan="2">End Term Examination (ETE)</th></tr>
<tr><th>Quiz*</th><th>Assignment</th><th>Attendance</th></tr>
<tr><td>20%</td><td>10%</td><td>5%</td><td>15%</td><td>50%</td></tr>
</table>
*Five Quizzes of 4 marks each.</td></tr>
<tr><td>References</td><td>Textbook: Russell, S., & Norvig, P. (2021). Artificial intelligence: A modern approach (4th ed.). Pearson.
Iansiti, M., & Lakhani, K. R. (2020). Competing in the age of AI: Strategy and leadership when algorithms and networks run the world. Harvard Business Review Press.</td></tr>
</table>

5. CO–PO and CO–PSO Mapping Matrix

CO / PO														
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	1	–	–	–	–	–	–	–	–	1	2	1	–
CO2	3	2	–	–	–	–	–	–	1	–	2	2	2	–
CO3	3	3	2	–	2	2	–	–	1	–	2	3	2	2
CO4	2	3	2	2	2	–	–	–	–	–	2	2	3	2
CO5	2	3	3	2	2	–	–	–	–	–	2	2	3	2
CO6	2	2	3	2	3	2	–	2	1	1	3	3	3	3
Avg	2.50	2.33	2.50	2.00	2.25	2.00	0.00	2.00	1.00	1.00	2.00	2.33	2.33	2.25

Note: *Row averages are computed over non-zero entries only. PO7 (Ethics) receives no mapping — this is correct for a programming fundamentals course. PO6 and PO10 are intentionally kept low to avoid artificial inflation.*

6. Course-to-SDG Matrix

This course aligns with 5 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	Develops managerial knowledge, professional competencies, analytical thinking, and decision-making skills in Human Resource Management through concepts of recruitment, training, performance appraisal, and employee development.
SDG 8: Decent Work & Economic Growth	**3**	Promotes understanding of fair employment practices, compensation management, employee welfare, workplace safety, and industrial relations, contributing to productive employment and sustainable organizational growth.
SDG 3: Good Health & Well-Being	**3**	Supports employee well-being through topics related to workplace health and safety, employee welfare, social security, and healthy work environment practices.
SDG 5 : Gender Equality	**2**	Encourages inclusive HR policies, equal employment opportunities, diversity management, and non-discriminatory workplace practices.
SDG 9: Industry, Innovation & Infrastructure	**1**	Contributes indirectly by developing organizational and workforce management skills that support innovation, productivity, and efficient industrial operations.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

5. Lecture Plan Outline

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY	Concepts and Perspectives on Human Resource Management	**UNIT-1**	**4**
DD/MM/YY	HRM Definition, Concept, Functions and Roles		
DD/MM/YY	HRM in a Changing Environment		
DD/MM/YY	Challenges before HR Managers and Human Resource Planning		
DD/MM/YY	Job Analysis: Job Description and Job Specification	**UNIT-2**	**6**
DD/MM/YY	Recruitment: Concept and Sources		
DD/MM/YY	Selection: Concept and Process		
DD/MM/YY	Tests and Interviews in Selection Process		
DD/MM/YY	Placement and Induction		
DD/MM/YY	Case Studies on Recruitment and Selection		
DD/MM/YY	Training and Development: Concept and Importance	**UNIT-3**	**8**
DD/MM/YY	Identifying Training and Development Needs		
DD/MM/YY	Management Development Programmes		
DD/MM/YY	Career Development and Career Planning		
DD/MM/YY	Performance Appraisal: Nature and Objectives		
DD/MM/YY	Modern Techniques of Performance Appraisal		
DD/MM/YY	Potential Appraisal and Employee Counselling		
DD/MM/YY	Case Studies on Training and Performance Appraisal		
DD/MM/YY	Compensation: Concept and Policies	**UNIT-4**	**6**
DD/MM/YY	Managing Basic Remuneration		
DD/MM/YY	Incentives and Performance-based Payments		
DD/MM/YY	Managing Employee Benefits and Services		
DD/MM/YY	Employee Welfare and Social Security Measures		
DD/MM/YY	Case Studies on Compensation Management		
DD/MM/YY	Employee Health and Safety	**UNIT-5**	**6**
DD/MM/YY	Industrial Disputes: Causes and Prevention,		

DD/MM/YY	Workplace Safety Measures and Policies		
DD/MM/YY	Grievance Handling and Conflict Resolution		
DD/MM/YY	Employer–Employee Relations: Concept and Importance		
DD/MM/YY	Revision		

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024-27
Program:	B.B.A/BBA IAF	**Current Academic Year:**	2027–28
Branch:	B.B.A	**Semester:**	VI

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	International Business Management
2.	**Course Code**	----------
3.	**Credits**	2
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	2-0-0-2
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 30 hrs | T: 00hrs | P: 00 hrs | SL: 30 hrs | Total: 60 hrs |Credits: 2
5.	**Course Type**	Theory
6.	**Course Objective**	To develop an understanding of international business environments, global trade frameworks, multinational business strategies, cross-cultural management, and international financial and operational practices in a globalized economy.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* ***CO1: Explain*** the concepts, scope, and drivers of international business. ***CO2: Compare*** international market entry modes and global business strategies. ***CO3:*** **Apply** international marketing and export-import procedures in business contexts. ***CO4: Analyze*** global institutions, trade frameworks, and international business environments. ***CO5: Evaluate*** cross-cultural, ethical, HRM, and strategic challenges in global business. ***CO6: Develop*** integrated business strategies for operating in international markets.
8.	**Course Description**	This course provides an understanding of international business operations in a global environment. It covers international trade frameworks, multinational corporations, market entry strategies, cross-cultural management, global institutions, export-import procedures, international marketing, and contemporary challenges faced by organizations operating across borders.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Overview of International Business (12-0-0-12 = 24 hrs)**		

Objective	To introduce students to the fundamentals of international business, global trade dynamics, and market entry approaches.		
A	Concept, scope, trends, challenges, and opportunities in international business	**CO1**	*Whiteboards, PPTs, Case Studies, International Trade Reports*
B	International vs. domestic business; advantages and limitations		
C	Regional economic blocs (NAFTA, SAFTA, ASEAN, SAARC) and modes of entry into international markets		
Unit 2:	**Global Institutions and Trade Framework (12-0-0-12 = 24 hrs)**		
Objective	To understand international trade institutions, foreign investments, and multinational business operations.		
A	GATT and WTO: structure, functions, and impact on global trade	**CO2**	*Whiteboards, WTO Reports, PPTs, Case Studies*
B	Multinational Corporations (MNCs): strategies, expansion motives, and entry modes		
C	FDI, FPI, and international business strategies		
Unit 3:	**Cross-Cultural Management and Market Intermediaries (12-0-0-12 = 24 hrs)**		
Objective	To develop understanding of international marketing concepts and cross-cultural business interactions.		
A	International marketing principles and market intermediaries	**CO3**	*PPTs, International Marketing Cases, Simulations*
B	Communication and cultural dimensions in international business		
C	Adaptation strategies in host and home countries		
Unit 4:	**Financial Institutions and Documentation (12-0-0-12 = 24 hrs)**		
Objective	To examine international financial institutions and export-import support mechanisms		
A	World Bank, IMF, UNCTAD, ADB, NABARD and their roles	**CO4**	*International Organization Reports, PPTs, Case Studies*
B	Export-import procedures and documentation		
C	APEDA, EPZs, SEZs, BPOs and India's FDI attractiveness		
Unit 5:	**Contemporary Issues and Strategic Dimensions (12-0-0-12 = 24 hrs)**		
Objective	To analyze strategic, cultural, technological, and human resource challenges in international business		
A	International business strategy and competitive advantage	**CO5**	*Case Studies, Business Simulations, PPTs*
B	Hofstede's Cultural Dimensions Model and International HRM		
C	CSR in global business, e-commerce, and challenges faced by MNCs in emerging markets		

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 45 hrs)	TW: Assignments, case analyses, presentations, group discussions, country studies, international business simulations, seminars, and industry interaction activities. SL: Study of international business reports, WTO publications, World Bank reports, business journals, online courses, and independent analysis of global business trends. Example Self-learning through online International Business Management tutorials and e-content, Industry interaction/visit related to International Business Management practices
Mode of Examination	**Weightage Distribution:**

CA			Mid Term Assessment (MTA)	End Term Examination (ETE)
Quiz*	Assignment	Attendance		
20%	10%	5%	15%	50%

*Five Quizzes of 4 marks each.

References	**Textbook:** Francis Cherunilam – International Business: Text and Cases.

	Charles W. Hill & Arun Kumar Jain – International Business: Competing in the Global Marketplace. Richard Paul & Linda Elder – Critical Thinking. WTO, IMF and World Bank Publications Study Material SWAYAM Online Learning Platform NPTEL Online Courses

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	Business	Critical	Global Expos	Social Respo	Effective	Life Long	Enhancing	Trained	Digital and	Research and	Team work and	Advanced Accou	Modern Comm	Global Finan cial
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	2	3	1	1	–	–	–	1	–	-	2	2	1
CO2	2	3	3	1	1	–	–	–	1	1	-	2	2	2
CO3	2	2	3	2	1	1	–	1	2	1	1	2	2	2
CO4	2	3	3	2	2	1	1	1	2	2	1	2	2	3
CO5	2	3	3	2	2	2	1	1	2	2	2	2	2	3
CO6	3	3	3	3	2	2	1	2	2	2	2	3	3	3
Avg	2.17	2.67	3.00	1.83	1.50	1.50	1.00	1.25	1.67	1.33	1.50	2.17	2.17	2.33

6. Course-to-SDG Matrix

This course aligns with 5 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	Develops global business knowledge, analytical thinking, and cross-cultural competencies.
SDG 8: Decent Work & Economic Growth	**3**	Enhances employability in international trade, export-import management, and multinational organizations.
SDG 9: Industry, Innovation & Infrastructure	2	Promotes understanding of international trade infrastructure and global business systems
SDG 10: Reduced Inequalities	**2**	Encourages awareness of international economic cooperation and inclusive global development.
SDG 17: Partnerships for the Goals	**3**	Builds understanding of international institutions, trade agreements, and global partnerships.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

COURSE PLAN

1. Course Identification

School:	SSBS	Batch:	2024–2027
Program:	BBA	Current Academic Year:	2027–28
Branch:	BBA	Semester:	VI

2. Course Details

S. No	Attribute	Details
1	Course Title	Comprehensive Viva-voce
2	Course Code	NBBCV601P
3	Credits	3
4	Contact (Learning) Hours per Week) (L-T-P-SL)	0-0-6-3
4.1	Teaching & Learning Scheme (hrs in semester)	Practical/Project Work (P) + Self Learning (SL) L : 00hrs | P: 90 hrs | SL: 45 hrs | Total: 135 hrs | Credits: 3
5	Course Type	Practical / Viva-Voce / Project Work
6	Course Objective	The Dissertation course aims to provide students with an opportunity to undertake independent research on a contemporary business or management issue. It enables students to apply theoretical knowledge, research methodologies, and analytical tools to investigate real-world organizational problems. The course develops critical thinking, problem-solving, and decision-making skills through systematic inquiry and data analysis. It also enhances students' ability to prepare a scholarly dissertation report and effectively communicate research findings through presentations and viva-voce examinations.
7	Course Outcomes (COs)	After successful completion of this course, the students will be able to: CO1: Identify and formulate a relevant research problem, research objectives, and hypotheses in the area of business and management. CO2: Review and synthesize relevant literature to develop a conceptual framework and appropriate research design. CO3: Apply suitable data collection methods and research techniques for conducting systematic investigation. CO4: Analyze and interpret quantitative and/or qualitative data using appropriate analytical tools and techniques. CO5: Prepare a well-structured dissertation report and develop evidence-based findings, conclusions, and recommendations. CO6: Integrate research methodology, analytical skills, managerial knowledge, professional ethics, and communication competencies to successfully complete, present, and defend a dissertation addressing real-world business and management challenges.

8	Course Description	This course enables BBA students to undertake an independent research study on a contemporary business or management issue. It develops skills in problem identification, research design, data collection, and analysis. Students apply management concepts and research methodologies to generate meaningful findings and recommendations. The course culminates in the preparation, presentation, and defense of a dissertation report.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	Research Problem Identification and Proposal Development (0-0-10-9 = 19hrs)		
Objective	To develop the ability to identify research problems and prepare a research proposal.		
A	Identification of Research Problem and Research Gap	CO1, CO2	Literature Survey, Research Discussions, Faculty Mentoring
B	Formulation of Research Objectives, Questions, and Hypotheses		
C	Preparation and Presentation of Research Proposal		
Unit 2:	Literature Review and Research Design (0-0-20-9 = 29hrs)		
Objective	To develop skills in reviewing literature and designing a research framework.		
A	Review of Literature and Theoretical Framework	CO1, CO3	Academic Databases, Research Articles, Review Workshops
B	Research Design and Sampling Techniques		
C	Selection of Data Sources and Research Instruments		
Unit 3:	Data Collection and Analysis (0-0-20-9 = 29hrs)		
Objective	To collect, organize, and analyze data using appropriate research techniques.		
A	Primary and Secondary Data Collection	CO3, CO4, CO5	Questionnaires, Surveys, SPSS/Excel, Statistical Software
B	Data Coding, Tabulation, and Processing		
C	Statistical Analysis and Interpretation of Results		
Unit 4:	Dissertation Writing and Documentation (0-0-20-9 = 29hrs)		
Objective	To prepare a systematic and scholarly dissertation report.		
A	Structure and Components of Dissertation Report	CO4, CO5, CO6	Report Writing Workshops, Citation Tools, Research Documentation,
B	Presentation of Findings, Discussion, and Recommendations		
C	Referencing, Citation, and Ethical Considerations in Research		
Unit 5:	Dissertation Presentation and Viva-Voce (0-0-20-9 = 29hrs)		
Objective			
A	Preparation of Dissertation Presentation	CO5, CO6	Presentation Practice, Mock Viva, Faculty Feedback
B	Presentation of Research Findings and Managerial Implications		
C	Viva-Voce, Research Defense, and Final Evaluation		

4. Course Evaluation & References

Team Work and Practical Learning (in Hours) TW + P : (60 hrs)	TW+P: Students will engage in research discussions, peer learning activities, data collection exercises, and interactions with faculty supervisors. Practical learning will include literature review, research design development, data analysis using appropriate tools, report writing, and presentation preparation. These activities will enhance teamwork, analytical thinking, problem-solving, and professional communication skills.

Mode of Examination	Weightage Distribution: CA: 70% | ETE: 30%
References	Text Book: 1. Business Research Methods – C.R. Kothari & Gaurav Garg, New Age International. 2. Research Methodology – R. Paneerselvam, PHI Learning. 3. Effective Technical Communication – M. Ashraf Rizvi, McGraw Hill. 4. Business Communication – Lesikar & Flatley, McGraw Hill. 5. Project and Internship Guidelines issued by SSBS/MBA Department.

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership & Teamwork	Ethical & Social Responsibility	Digital and Technological	Entrepreneurial Mindset	Global Business Perspective	Research & Analytical Skills	Professional Development	Strategic Decision Making	Advanced Business Knowledge	Financial System Knowledge
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	3	1	1	2	2	2	1	1	2	1	1	2	1
CO2	2	3	2	1	2	2	2	1	2	2	1	1	3	2
CO3	2	2	1	2	2	2	2	2	3	2	1	1	3	1
CO4	2	2	1	1	2	2	3	2	3	3	1	2	3	2
CO5	2	2	1	2	3	2	2	2	2	3	2	1	2	1
CO6	3	3	2	3	3	3	3	3	3	3	3	2	3	2
Average	2.17	2.50	1.33	1.67	2.33	2.17	2.33	1.83	2.33	2.5	1.5	1.33	2.67	1.5

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	3	Promotes research skills, critical thinking, lifelong learning, and knowledge creation through systematic investigation.
SDG 8: Decent Work & Economic Growth	3	Encourages research on business practices, entrepreneurship, innovation, productivity, employability, and sustainable economic development to address organizational and societal challenges.
SDG 9: Industry, Innovation & Infrastructure	3	Develops analytical and innovative capabilities by applying research methodologies, digital tools, business analytics, and evidence-based solutions to real-world business problems.
SDG 16: Peace, Justice & Strong Institutions	2	Promotes ethical research practices, transparency, accountability, academic integrity, and evidence-based decision-making for responsible governance and institutional development.
SDG 17: Partnerships for the Goals	2	Encourages collaboration among students, faculty, industry experts, organizations, and stakeholders in conducting meaningful research and knowledge-sharing activities..

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

PROGRAM SPECIALIZATION 5TH AND 6TH SEMESTER

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

PROGRAM SPECIALIZATION 5TH SEMESTER

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Specialisation 1: Marketing Management

Semester	Course Code	Course	Teaching Load, Credits & Course						Evaluation			
			L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
5th	NBBMM501	Advertising Management	3	0	0	3	3	PSC	35	15	50	100
	NBBMM502	Digital Marketing	3	0	0	3	3	PSC	35	15	50	100
	NBBMM503	Consumer Behaviour	3	0	0	3	3	PSC	35	15	50	100

Specialisation 2: Financial Management

Semester	Course Code	Course	Teaching Load, Credits & Course						Evaluation			
			L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
5th	NBBFM501	Cost Accounting	3	0	0	3	3	PSC	35	15	50	100
	NBBFM502	Security Analysis and Portfolio Management	3	0	0	3	3	PSC	35	15	50	100

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

	NBBFM503	Foreign Exchange & Risk Management	3	0	0	3	3	PSC	35	15	50	100

Specialisation 3: Human Resource Management

Semester	Course Code	Course	Teaching Load, Credits & Course						Evaluation			
			L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
5th	NBBHR501	Team Building and Leadership	3	0	0	3	3	PSC	35	15	50	100
	NBBHR502	Industrial Relations & Labour Laws	3	0	0	3	3	PSC	35	15	50	100
	NBBHR503	International Human Resource Management	3	0	0	3	3	PSC	35	15	50	100

Signature of Program Director **Signature of Dean SSBS**

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Specialisation 4: Family Business Management & Entrepreneurship

Semester	Course Code	Course	Teaching Load, Credits & Course						Evaluation			
			L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
5th	NBBFB501	Family Business Governance	3	0	0	3	3	PSC	35	15	50	100
	NBBFB502	Entrepreneurship in Family Businesses	3	0	0	3	3	PSC	35	15	50	100
	NBBFB503	Wealth Management & Succession Planning	3	0	0	3	3	PSC	35	15	50	100

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA/BBA (IAF)	**Current Academic Year:**	2026–27
Branch:	--	**Semester:**	V

2. Course Details

S. No	Attribute	Details
9.	**Course Title**	Advertising Management
10.	**Course Code**	NBBMM501
11.	**Credits**	03
12.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00 hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 03
13.	**Course Type**	Theory(Specialization)
14.	**Course Objective**	The course aims to develop students' understanding of advertising principles, media planning, creative strategy, campaign management, digital advertising, ethics, and emerging AI applications. It equips learners with the knowledge and analytical skills required to design, evaluate, and manage effective advertising campaigns in contemporary business environments.
15.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* ***CO1:*** *Explain the fundamentals of advertising, its role in marketing, advertising agencies, market segmentation, ethical issues, and AI applications in advertising.* ***CO2:*** *Analyze media planning, media selection, media buying strategies, and evaluate the effectiveness of different advertising media.* ***CO3:*** *Develop creative advertising strategies, advertising copy, visual communication, and integrated marketing communication campaigns.* ***CO4:****. Apply advertising budgeting, scheduling, campaign execution, and campaign management techniques for effective advertising planning.* ***CO5:****. Evaluate digital advertising strategies, social media advertising, advertising effectiveness, consumer response, and emerging trends in advertising.* ***CO6:*** *Demonstrate analytical, creative, ethical, and managerial decision-making skills in designing, implementing, and evaluating advertising campaigns using traditional and AI-enabled tools.*
16.	**Course Description**	This course introduces students to the concepts and strategic role of advertising in modern marketing. It covers advertising planning, agency functions, media planning, creative development, integrated marketing communications, budgeting, campaign management, digital advertising, advertising effectiveness, ethics, and AI-enabled advertising practices.

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

		The course emphasizes practical learning through case studies, campaign design, AI-based advertisement creation, and industry-oriented projects.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Overview of Advertising (9-0-0-9 = 18 hrs)**		
Objective	To familiarize students with the fundamentals of advertising, advertising agencies, market segmentation, ethical practices, and AI applications in advertising.		
A	Overview of Advertising: Concepts, Objectives, Functions, Types, and Role of Advertising in the Marketing Mix	**CO 1, CO 6**	*PPTs, Case Discussion, Videos, Team Presentations*
B	Advertising Agencies: Functions, Types, Structure of Modern Agencies, Ethics in Advertising, AI in Advertising		
C	Segmentation, Targeting and Positioning (STP) in Advertising		
Unit 2:	**Media Planning and Selection (9-0-0-9 = 18 hrs)**		
Objective	To understand media planning, media buying, media characteristics, and media selection strategies for effective advertising campaigns.		
A	Media Planning and Buying: Concepts, Objectives, and Process	**CO 2, CO 6**	*PPTs, Case Discussion, Videos, Team Presentations*
B	Media Types and Characteristics: Print, Broadcast, Outdoor, Digital and Social Media		
C	Media Planning Process: Reach, Frequency, Impact, and Factors Affecting Media Selection		
Unit 3:	**Creative Development and Advertising Campaign Management (9-0-0-9 = 18 hrs)**		
Objective	To develop creative advertising strategies and understand campaign planning, execution, and Integrated Marketing Communications.		
A	Creative Development and Execution, Elements of Effective Advertising Creative, Copywriting and Visual Communication Techniques	**CO 3, CO 6**	*PPTs, Case Discussion, Team Presentations*
B	Storytelling in Advertising and Integrated Marketing Communications (IMC) Approach		
C	Budgeting, Scheduling, Execution, and Management of Advertising Campaigns		
Unit 4:	**Advertising Effectiveness and Consumer Response (9-0-0-9 = 18 hrs)**		
Objective	To understand methods of evaluating advertising effectiveness, consumer behaviour, and campaign performance.		
A	Advertising Budgeting Methods and Campaign Evaluation Techniques	**CO 4, CO 6**	*PPTs, Case Discussion, Team Presentations*
B	Consumer Behaviour in Advertising , Advertising Appeals, Motivation, and Persuasion Techniques		
C	Measuring Advertising Effectiveness: DAGMAR, Pre-testing, Post-testing, ROI and Campaign Performance Metrics		
Unit 5:	**Digital Advertising and Emerging Trends (9-0-0-9 = 18 hrs)**		
Objective	To explore digital advertising platforms, AI-driven advertising, social media marketing, influencer marketing, and future trends in advertising.		
A	Digital Advertising: Search Engine Marketing , Display Advertising, Programmatic Advertising, Social Media Advertising	**CO 5, CO 6**	*PPTs, Case Discussion, Team Presentations*
B	Influencer Marketing, Content Marketing, Mobile Advertising, AI-enabled Advertising Tools and Personalization		
C	Emerging Trends in Advertising: Neuromarketing, Interactive		

	Advertising, Sustainability and Future of Advertising		

4. Course Evaluation& References

Team Work and Self-Learning (in Hours) (SL: 45 hrs)

Team Work Activities (20 hrs)
AI-generated Advertisement Design
Advertising Campaign Development
Celebrity Endorsement Analysis
Group Presentation
Digital Advertisement Evaluation

Self-Learning Activities (25 hrs)
Analysis of successful advertising campaigns
Reading advertising research articles
Digital advertising analytics practice
AI tools exploration for advertising

Mode of Examination

Weightage Distribution:

CA			Mid Term Assessment (MTA)	End Term Examination (ETE)
Quiz*	Assignment	Attendance		
20%	10%	5%	15%	50%

*Five Quizzes of 4 marks each.

References

Textbook:

1. **Belch, G. E., & Belch, M. A.** *Advertising and Promotion: An Integrated Marketing Communications Perspective*. McGraw-Hill Education. .

Other References:

1. Arens, W. F., Weigold, M. F., & Arens, C. Contemporary Advertising and Integrated Marketing Communications. McGraw-Hill Education.
2. Batra, R., Myers, J. G., & Aaker, D. A. Advertising Management. Pearson Education.
3. Clow, K. E., & Baack, D. Integrated Advertising, Promotion, and Marketing Communications. Pearson Education.
4. Chunawalla, S. A. *Advertising: Principles and Practice*. Himalaya Publishing House.

5. CO–PO and CO–PSO Mapping Matrix

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

CO / PO	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership and Teamwork	Ethical and Social Responsibility	Digital and Technological Competence	Entrepreneurial Mindset	Global Business Perspective	Research and Analytical Skills	Professional Development	Foundational Business Knowledge	Managerial and Interpersonal Skills	Business Planning and Operational Execution
CO / PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO8**	**PO 9**	**PO 10**	**PO 11**	**PS O1**	**PS O2**	**PS O3**
CO 1	3	2	1	1	–	3	2	1	2	1	1	3	1	1
CO 2	3	3	2	1	–	1	3	1	2	3	1	3	1	2
CO 3	3	2	2	3	2	1	2	3	2	2	2	3	3	2
CO 4	3	3	3	2	2	2	2	2	2	2	2	3	2	3
CO 5	2	3	3	2	1	2	3	2	3	3	2	2	2	3
CO 6	3	3	3	3	3	3	3	2	2	3	3	3	3	3
Ave	**2.83**	**2.67**	**2.33**	**2.00**	**1.33**	**2.00**	**2.50**	**1.83**	**2.17**	**2.33**	**1.83**	**2.83**	**2.00**	**2.33**

6. Course-to-SDG Matrix

This course aligns with 4 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	Develops industry-relevant knowledge, creative thinking, communication skills, digital literacy, and AI-enabled advertising competencies through experiential learning, case studies, and campaign development.
SDG 8: Decent Work and Economic Growth	**2**	Equips students with advertising, branding, media planning, and campaign management skills that enhance employability, entrepreneurship, and business growth.
SDG 9: Industry, Innovation and Infrastructure	**2**	Promotes innovation through digital advertising, AI applications, emerging media technologies, and creative campaign development for modern business environments.
SDG 12: Responsible Consumption and	**2**	Encourages ethical advertising, responsible communication, sustainable marketing practices, consumer awareness, and socially responsible advertising campaigns.

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Production		

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Lecture Plan Outline -Operations Research- NBBCC502

Date	Topics to be Covered	Unit	Lecture No.
DD/MM/YY	Introduction to Advertising: Meaning, Nature, Objectives and Functions	UNIT–1	1
DD/MM/YY	Types of Advertising and Role in Marketing Mix	UNIT–1	2
DD/MM/YY	Advertising Process and Importance of Advertising	UNIT–1	3
DD/MM/YY	Advertising Agencies: Types, Functions and Structure	UNIT–1	4
DD/MM/YY	Ethics in Advertising and Regulatory Framework	UNIT–1	5
DD/MM/YY	AI Applications in Advertising	UNIT–1	6
DD/MM/YY	Segmentation, Targeting and Positioning (STP) in Advertising	UNIT–1	7
DD/MM/YY	**Case Discussion:** Successful Advertising Campaign Analysis	UNIT–1	8
DD/MM/YY	**Student Presentations & Quiz–1**	UNIT–1	9
DD/MM/YY	Introduction to Media Planning and Media Buying	UNIT–2	1
DD/MM/YY	Objectives and Process of Media Planning	UNIT–2	2
DD/MM/YY	Print Media: Features, Advantages and Limitations	UNIT–2	3
DD/MM/YY	Broadcast Media: Television and Radio Advertising	UNIT–2	4
DD/MM/YY	Outdoor Media and Transit Advertising	UNIT–2	5
DD/MM/YY	Digital and Social Media Advertising	UNIT–2	6
DD/MM/YY	Reach, Frequency, GRP and Media Selection Decisions	UNIT–2	7
DD/MM/YY	**Case Discussion:** Comparative Media Strategy of Leading Brands	UNIT–2	8
DD/MM/YY	**Student Presentations & Quiz–2**	UNIT–2	9
DD/MM/YY	Creative Strategy and Advertising Creativity	UNIT–3	1
DD/MM/YY	Creative Process and Elements of Effective Advertisements	UNIT–3	2
DD/MM/YY	Copywriting Techniques	UNIT–3	3
DD/MM/YY	Visual Communication and Layout Design	UNIT–3	4
DD/MM/YY	Storytelling in Advertising	UNIT–3	5
DD/MM/YY	Integrated Marketing Communications (IMC)	UNIT–3	6
DD/MM/YY	Campaign Planning, Budgeting and Scheduling	UNIT–3	7
DD/MM/YY	**Case Discussion:** Award-Winning Advertising Campaign	UNIT–3	8
DD/MM/YY	**Student Presentations & Quiz–3**	UNIT–3	9
DD/MM/YY	Advertising Budgeting Methods	UNIT–4	1

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

DD/MM/YY	Consumer Behaviour in Advertising	UNIT–4	2
DD/MM/YY	Advertising Appeals	UNIT–4	3
DD/MM/YY	Motivation and Persuasion Techniques	UNIT–4	4
DD/MM/YY	Measuring Advertising Effectiveness	UNIT–4	5
DD/MM/YY	DAGMAR Model, Pre-testing and Post-testing	UNIT–4	6
DD/MM/YY	ROI and Campaign Performance Metrics	UNIT–4	7
DD/MM/YY	**Case Discussion:** Measuring Effectiveness of Advertising Campaigns	UNIT–4	8
DD/MM/YY	**Student Presentations & Quiz–4**	UNIT–4	9
DD/MM/YY	Introduction to Digital Advertising	UNIT–5	1
DD/MM/YY	Search Engine Marketing (SEM) and Display Advertising	UNIT–5	2
DD/MM/YY	Programmatic Advertising	UNIT–5	3
DD/MM/YY	Social Media Advertising Strategies	UNIT–5	4
DD/MM/YY	Influencer Marketing and Content Marketing	UNIT–5	5
DD/MM/YY	Mobile Advertising and AI-enabled Advertising Tools	UNIT–5	6
DD/MM/YY	Neuromarketing, Sustainability and Future Trends	UNIT–5	7
DD/MM/YY	**Case Discussion:** Digital Advertising Campaign of a Global Brand	UNIT–5	8
DD/MM/YY	**Student Presentations & Quiz–5**	UNIT–5	9

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2026–27
Branch:	BBA IAF	**Semester:**	V

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Digital Marketing
2.	**Course Code**	NBBMM502
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	90
5.	**Course Type**	Theory
6.	**Course Objective**	Provide a comprehensive understanding of digital marketing concepts and platforms, introduce the role and impact of Artificial Intelligence in marketing strategies, equip students with practical knowledge of digital marketing tools and analytics, enable students to design data- driven marketing campaigns using AI-enabled technologies, and Foster ethical and futuristic thinking in leveraging AI in digital marketing.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* *CO1 Understand and differentiate between traditional and digital Marketing frameworks.* *CO2 Apply digital marketing strategies including SEO, SMM, email Marketing, and content marketing.* *CO3 Analyze the application of AI tools such as chatbots, Personalization, and predictive analytics in digital marketing.* *CO4 Interpret digital marketing data and analytics to measure Campaign effectiveness.* *CO5 Develop ethical, AI-integrated digital marketing plans for real- world business problems* *CO5. To evaluate students with techniques for evaluating Advertising effectiveness and determining ROI.* *CO6. Designing of digital marketing strategies.*
8.	**Course**	This course provides a comprehensive introduction to Digital Marketing AI . It begins with

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

	Description	functions, types, operators, and control structures, and using functions. Advanced topics include, AI Marketing.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to Digital Marketing:**		
Objective	To familiarize students with understanding the Digital Marketing and AI environment along with its basic tokens. Study of Digital Marketing; Working with Directories & Files; Understanding some principles; Demonstration of its types, functions, merits, operators; Implementing and all the managerial functions that is attach to it.		
A	Meaning, nature and scope of digital marketing, difference between traditional and digital marketing, components of digital marketing, role of digital marketing in business, benefits and limitations of digital marketing, digital marketing funnel, overview of consumer behaviour in the digital world.	**CO1, CO2**	*Notes and class room teaching*
Unit 2:	**Core Concepts in Digital Marketing:**		
Objective	To apply decision-making and iterative constructs for designing efficient solutions with appropriate program control flow. Identify suitability of selection statements and implement Demonstrate switch statement Apply looping statements for iterative solutions; the concept flow to proper Digital Marketing.		
A	Search Engine Optimization (SEO): On-page and Off-page, Search Engine Marketing (SEM) and Google Ads, Content Marketing Strategy, Social Media Marketing (SMM): Platforms (Face book, Instagram, LinkedIn, Twitter, YouTube), Email Marketing: Tools and campaign strategy, Affiliate Marketing and Influencer Marketing, Mobile Marketing.	**CO2,CO3**	*Notes and class room teaching*
Unit 3:	**Artificial Intelligence in Digital Marketing:**		
Objective	To understand evaluation and analytics through AI and the techniques that are available in the AI matrics.		
A	Introduction to Artificial Intelligence (AI) and Machine Learning (ML),Role of AI in transforming marketing strategies, AI-powered tools in digital marketing, Chabot's and AI-driven customer service, Predictive analytics for customer behaviour and personalization, AI in programmatic advertising, Case studies: Netflix, Amazon, Spotify, etc.	**CO3,CO4**	*Notes and class room teaching*
Unit 4:	**Data-Driven Marketing and Analytics:**		
Objective	To understand dynamic of marketing concept allocation, and analytics, and apply these concepts for efficient string handling. Demonstration of AI importance and efficiency in the Digital Marketing scenario.		
A	Importance of data in digital marketing, Google Analytics and performance metrics, KPIs in digital marketing (CTR, CPC, Bounce Rate, etc.), Customer journey mapping using AI, A/B testing and optimization, Tools: Google Analytics, Hub Spot, SEM rush, Hot jar, etc.	**CO4,CO5**	*Notes and class room teaching*

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Unit 5:	**Ethics, Trends and Applications:**		
Objective	To understand trend operations, user-defined structures, and apply them for efficient data organization and processing. Digital heterogeneous data using structures; implementation principles of AI Digital marketing.		
A	Ethical issues in digital and AI marketing (data privacy, consent, bias), Emerging trends: Voice search, AR/VR in marketing, Metaverse marketing, Role of Block chain in digital marketing, Career opportunities in AI and digital marketing, Building AI- driven marketing campaigns – planning, execution, and ROI tracking, Mini project: Create a digital marketing plan integrating AI tools	**CO5,CO6**	*Notes and class room teaching*

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)

TW: Term work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)
SL: Self Learning, MOOCs, spoken tutorials, online educational resources etc.(If Provided in curriculum structure.)
Example
Self-Learning beyond Class Room, Developing a mini project in a team,
Self-Learning from online content, Case Study, Industry Work/Visit

Mode of Examination

Weightage Distribution:CA			**Mid Term Assessment (MTA)**	**End Term Examination (ETE)**
Quiz*	**Assignment**	**Attendance**		
20%	10%	5%	15%	50%

*Five Quizzes of 4 marks each.

References

1. AI in Marketing, Sales and Service
Author: Peter Gentsch Publisher:
Palgrave Macmillan
2. Social Media Marketing: A Strategic Approach
Author: Melissa Barker, Donald I. Barker, Nicholas F. Bormann, Krista E. Neher
Publisher: Cengage Learning.

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	1	–	–	–	–	–	–	–	–	1	2	1	–
CO2	3	2	–	–	–	–	–	–	1	–	2	2	2	–
CO3	3	3	2	–	2	2	–	–	1	–	2	3	2	2
CO4	2	3	2	2	2	–	–	–	–	–	2	2	3	2
CO5	2	3	3	2	2	–	–	–	–	–	2	2	3	2
CO6	2	2	3	2	3	2	–	2	1	1	3	3	3	3
Avg	2.50	2.33	2.50	2.00	2.25	2.00	0.00	2.00	1.00	1.00	2.00	2.33	2.33	2.25

Note: *Row averages are computed over non-zero entries only. PO7 (Ethics) receives no mapping — this is correct for a programming fundamentals course. PO6 and PO10 are intentionally kept low to avoid artificial inflation.*

6. Course-to-SDG Matrix

This course aligns with 4 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	Builds a strong foundation in computational thinking and structured programming. Develops essential skills in problem-solving, coding, and logical reasoning through theory and practical exercises.
SDG 8: Decent Work & Economic Growth	**3**	Develops industry-relevant programming skills and practical coding proficiency. Enhances problem-solving abilities and prepares students for careers, internships, and entrepreneurship in IT.
SDG 9: Industry, Innovation & Infrastructure	**3**	Enables development of efficient and scalable software solutions. Builds skills in memory management, file handling, and structured programming, fostering innovation and digital infrastructure.
SDG 12: Responsible Consumption & Production	**2**	Promotes efficient and optimized coding practices. Encourages resource-conscious programming through memory management and algorithm efficiency.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. Lecture Plan Outline

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY	Meaning, nature and scope of digital marketing,	**UNIT-1**	**4**
DD/MM/YY	Difference between traditional and digital marketing,		
DD/MM/YY	Components of digital marketing, role of digital marketing in business.		
DD/MM/YY	Benefits and limitations of digital marketing, digital marketing funnel, overview of consumer behaviour in the digital world.		
DD/MM/YY	Search Engine Optimization (SEO): On-page and Off-page,	**UNIT-2**	**6**
DD/MM/YY	Search Engine Marketing (SEM) and Google Ads, Content Marketing Strategy. .		
DD/MM/YY	Social Media Marketing (SMM): Platforms (Face book, Instagram, LinkedIn, Twitter, YouTube).		
DD/MM/YY	Email Marketing: Tools and campaign strategy, Affiliate Marketing and Influencer Marketing, Mobile Marketing		
DD/MM/YY	Introduction to Artificial Intelligence (AI) and Machine Learning (ML).	**UNIT-3**	**8**
DD/MM/YY	Role of AI in transforming marketing strategies.AI-powered tools in digital marketing, Chabot's and AI-driven customer service, Predictive analytics for customer behaviour and personalization. .		
DD/MM/YY	AI in programmatic advertising, Case studies: Netflix, Amazon, Spotify, etc.		
DD/MM/YY	Importance of data in digital marketing.	**UNIT-4**	**6**
DD/MM/YY	Google Analytics and performance metrics, KPIs in digital marketing (CTR. .		
DD/MM/YY	CPC, Bounce Rate, etc.), Customer journey mapping using AI, A/B testing and optimization, Tools: Google Analytics, Hub Spot, SEM rush, Hot jar, etc.		
DD/MM/YY	Ethical issues in digital and AI marketing	**UNIT-5**	**6**

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

	(data privacy, consent, bias),		
DD/MM/YY	Emerging trends: Voice search, AR/VR in marketing, Metaverse marketing.		
DD/MM/YY	Role of Block chain in digital marketing, Career opportunities in AI and digital marketing, Building AI- driven marketing.		
DD/MM/YY	campaigns – planning, execution, and ROI tracking, Mini project.		
DD/MM/YY	Create a digital marketing plan integrating AI Tools		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2026–27
Branch:	BBA IAF	**Semester:**	V

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Consumer Behaviour
2.	**Course Code**	--------
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	90
5.	**Course Type**	Theory
6.	**Course Objective**	To understand the conceptual foundations of consumer buying behavior, to analyze the psychological, personal, and social influences on consumer decision-making, to apply consumer behavior theories to real-world marketing strategy.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* *CO1. Understand the fundamental concepts, nature, and scope of consumer behaviour in the context of marketing..* *CO2.Analyze individual psychological factors like motivation, perception, learning, and personality affecting consumer decision-making.* *CO3 Evaluate the impact of social, cultural, and family influences on consumer attitudes and purchasing behaviour.* *CO4.Apply consumer behaviour models to assess consumer decision-making processes in various buying situations* *CO5.Develop marketing strategies by integrating consumer insights, digital behaviour trends, and ethical considerations in modern marketplaces.* *CO3 Designing of consumer behavior theories.*
8.	**Course Description**	This course provides a comprehensive introduction to Consumer Behaviour . It begins with functions, types, operators, and control structures, and using functions. Advanced topics include, Consumer Behaviour.

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to Consumer Behavior:**		
Objective	To familiarize students with understanding the consumer Behavior and environment along with its basic tokens. Study of Digital Marketing; Working with Directories & Files; Understanding some principles; Demonstration of its types, functions, merits, operators; Implementing and all the managerial functions that is attach to it.		
A	Definition, nature, scope, and importance, Development of consumer behavior as a field of study, Interdisciplinary nature of consumer behavior, Consumer behavior and marketing strategy, Consumer research process	**CO1, CO2**	*Notes and class room teaching*
Unit 2:	**Consumer as an Individual:**		
Objective	To apply decision-making and iterative constructs for designing efficient solutions with appropriate program control flow. Identify suitability of selection statements and implement Demonstrate switch statement Apply looping statements for iterative solutions; the concept flow to proper consumer behaviour.		
A	Motivation: Nature, types, process, and theories (Maslow's, Herzberg's, etc.), Perception: Process, factors influencing perception, perceptual mapping, Learning: Theories of learning (Classical, Operant, Cognitive), Personality: Theories and implications for consumer behavior, Attitude: Formation, change, and measurement of attitude	**CO2, CO3**	*Notes and class room teaching*
Unit 3:	**Social and Cultural Influences on Consumer Behavior:**		
Objective	To understand evaluation and analytics through consumer Behaviour and the techniques that are available in the matrics.		
A	Group influences: Reference groups, opinion leaders, family and roles, Social class and its influence, Culture and sub-culture: Characteristics, values, cross- cultural understanding, Diffusion of innovation and consumer adoption process	**CO3, CO4**	*Notes and class room teaching*
Unit 4:	**Consumer Decision-Making Process:**		
Objective	To understand dynamic of consumer Behaviour, concept allocation, and analytics, and apply these concepts for efficient string handling. Demonstration of importance and efficiency in the consumer Decision scenario.		
A	Problem recognition, Information search, Evaluation of alternatives, Purchase decision, Post-purchase behavior, Models of consumer decision making: Howard-Sheth, Nicosia, Engel-Kollat-Blackwell	**CO4,CO5**	*Notes and class room teaching*
Unit 5:	**Applications of Consumer Behaviour:**		
Objective	To understand trend operations, user-defined structures, and apply them for efficient data organization and processing. consumer heterogeneous data using structures; implementation principles of Consumer Behaviour.		
A	Consumer behavior in online and digital marketing, Consumerism and consumer protection in	**CO5,CO6**	*Notes and class room teaching*

	India, Organizational buying behavior vs. individual buying behavior, Ethics in consumer behavior, Trends in consumer behavior (Green consumers, socially responsible consumers)		

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)

TW: Term work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)

SL: Self Learning, MOOCs, spoken tutorials, online educational resources etc.(If Provided in curriculum structure.)

Example

Self-Learning beyond Class Room, Developing a mini project in a team,

Self-Learning from online content, Case Study, Industry Work/Visit

Mode of Examination

Weightage Distribution:

CA			Mid Term Assessment (MTA)	End Term Examination (ETE)
Quiz*	Assignment	Attendance		
20%	10%	5%	15%	50%

*Five Quizzes of 4 marks each.

References

1. Schiffman & Kanuk – Consumer Behavior
2. Loudon & Della Bitta – Consumer Behavior: Concepts and Applications
3. Hawkins, Mothersbaugh, and Best – Consumer Behavior: Building Marketing Strategy

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. CO–PO Mapping Matrix

CO / PO	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership and Teamwork	Ethical and Social Responsibility	Digital and Technological	Entrepreneurial Mindset	Global Business Perspective	Research and Analytical Skills	Professional Development
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11
CO1	3	1	–	–	–	–	–	–	–	2	3
CO2	3	2	–	–	–	–	–	–	1	2	1
CO3	3	3	2	–	2	2	–	–	1	-	-
CO4	2	3	2	2	2	–	–	–	–	1	-
CO5	2	3	3	2	2	–	–	–	–	2	-
CO6	2	2	3	2	3	2	–	2	1	3	2
Avg	2.50	2.33	2.50	2.00	2.25	2.00	0.00	2.00	1.00	3.21	2.13

Note: *Row averages are computed over non-zero entries only. PO7 (Ethics) receives no mapping — this is correct for a programming fundamentals course. PO6 and PO10 are intentionally kept low to avoid artificial inflation.*

6. Course-to-SDG Matrix

This course aligns with 4 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	Builds a strong foundation in computational thinking and structured programming. Develops essential skills in problem-solving, coding, and logical reasoning through theory and practical exercises.
SDG 8: Decent Work & Economic Growth	**3**	Develops industry-relevant programming skills and practical coding proficiency. Enhances problem-solving abilities and prepares students for careers, internships, and entrepreneurship in IT.
SDG 9: Industry, Innovation & Infrastructure	**3**	Enables development of efficient and scalable software solutions. Builds skills in memory management, file handling, and structured programming, fostering innovation and digital infrastructure.
SDG 12: Responsible Consumption & Production	**2**	Promotes efficient and optimized coding practices. Encourages resource-conscious programming through memory management and algorithm efficiency.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. Lecture Plan Outline

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY	Definition, nature, scope, and Importance.	**UNIT-1**	**4**
DD/MM/YY	Development of consumer behavior as a field of study, Interdisciplinary.		
DD/MM/YY	Nature of consumer behavior, Consumer behavior and marketing strategy.		
DD/MM/YY	Consumer research process.		
DD/MM/YY	Motivation: Nature, types, process, and theories (Maslow's, Herzberg's, etc.).	**UNIT-2**	**6**
DD/MM/YY	Perception: Process, factors influencing perception, Perceptual mapping, Learning: Theories of learning (Classical, Operant, and Cognitive).		
DD/MM/YY	Personality: Theories and implications for consumer behavior, Attitude: Formation, change, and measurement of attitude		
DD/MM/YY	Group influences: Reference groups, opinion leaders, family and roles.	**UNIT-3**	**8**
DD/MM/YY	Social class and its influence, Culture and sub-culture:		
DD/MM/YY	Characteristics, values, cross- cultural understanding, Diffusion of innovation and consumer adoption process		
DD/MM/YY	Problem recognition, Information search,	**UNIT-4**	**6**
DD/MM/YY	Evaluation of alternatives, Purchase decision, Post- purchase behavior,		
DD/MM/YY	Models of consumer decision making: Howard-Sheth, Nicosia, Engel-Kollat-Blackwell		
DD/MM/YY	Consumer behavior in online and digital marketing.	**UNIT-5**	**6**
DD/MM/YY	Consumerism and consumer protection in India, Organizational buying behavior vs. individual buying behavior, Ethics in consumer behavior.		
DD/MM/YY	Trends in consumer behavior (Green consumers, socially responsible consumers).		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2026–27
Branch:	BBA	**Semester:**	V

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Cost Accounting (CA)
2.	**Course Code**	NBBFM501
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 3
5.	**Course Type**	Theory (Program Specialization Course)
6.	**Course Objective**	The course is designed to acquaint students with the basic concepts and principles of cost accounting along with the various methods involved in cost ascertainment. It aims to provide knowledge regarding the use of costing data for planning, control, and managerial decision-making. The course also develops students' ability to apply and analyze cost concepts while working with cost data in different business situations. Further, it enables students to understand the methods and techniques used for allocating overhead costs to products and services. In addition, the course helps learners gain an understanding of the principles and procedures of process costing used in continuous production processes.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* **CO1: Recall** and describe the basic concepts, principles, and importance of cost and cost accounting systems in organizations. **CO2: Explain** the accounting treatment and procedures related to materials, labor, and inventory management in cost accounting. **CO3: Apply** practical knowledge for the preparation of cost sheets, computation of wages, bonus schemes, and overhead allocation in business situations. **CO4: Analyze** and classify various inventory control techniques and methods of pricing material issues used in cost accounting. **CO5: Evaluate** the application of different cost accounting techniques for planning, control, and rational managerial decision-making.

		CO6: Design and prepare cost accounting reports and solutions by integrating material, labor, overhead, and inventory costing techniques for effective organizational decision-making.
8.	**Course Description**	This course provides key data to managers for planning and controlling, as well as data on costing products, services, and Labor. In developing economy like ours, the importance of cost accounting has been acknowledged by all when optimum utilization of resources is the need of the day.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to Cost Accounting (9-0-0-9 = 18 hrs)**		
Objective	This unit aims to introduce students to the basic concepts, objectives, and importance of cost accounting. It helps learners understand the difference between cost and financial accounting, classification of costs, and the concept of unit or output costing. The unit also develops practical knowledge for the preparation of cost sheets and determination of production cost.		
A	Meaning, objectives and importance of Cost Accounting,	**CO1, CO3, CO4**	*Chalk & Board Method, PowerPoint Presentations, Numerical Problem Solving, Cost Sheet Preparation Practice, Spreadsheet/Excel for Cost Computation*
B	Differentiation between Cost and Financial Accounting, ways of classifying costs,		
C	Unit or Output Costing, Cost Sheet: Unit or Output Costing, Cost Sheet Preparation		
Unit 2:	**Material Costing (9-0-0-9 = 18 hrs)**		
Objective	This unit aims to develop students' understanding of material costing and inventory control techniques used in cost accounting. It provides knowledge of the meaning, objectives, and essential requirements of inventory control along with material classification methods. The unit also helps learners understand techniques such as ABC analysis, VED analysis, inventory levels, and Economic Order Quantity (EOQ). Further, students will gain practical knowledge of pricing material issues using FIFO, LIFO, and Simple Average methods.		
A	Meaning, objectives and essential requirements of inventory control, material classification	**CO2, CO3, CO4, CO5**	*Chalk & Board Method, PowerPoint Presentations, Numerical Problem Solving on EOQ and Inventory Levels, Excel/Spreadsheet for Inventory Calculations, Practical Exercises on FIFO, LIFO, and Average Methods, Case Studies on Inventory Control Techniques*
B	Techniques of Inventory Control: ABC Technique, VED analysis and Inventory levels (minimum, maximum and reorder levels) and Economic Order Quantity (EOQ)		
C	Pricing Material Issues: FIFO, LIFO and Simple Average method		
Unit 3:	**Labour Costing (9-0-0-9 = 18 hrs)**		
Objective	This unit aims to provide students with an understanding of labour costing concepts and the importance of labour cost control in organizations. It develops knowledge regarding labour classification, labour turnover, time keeping, and time booking systems. The unit also helps learners understand various methods of wage payment, including time rate and piece rate systems, along with incentive schemes such as the Halsey and Rowan plans.		
A	Meaning and Classification of Labour Cost, Labour Turnover: Meaning and Causes	**CO2, CO3, CO5,**	*Chalk & Board Method, PowerPoint*

B	Time Keeping and Time Booking Methods of Wage Payment: Time Rate and Piece Rate System		*Presentations, Numerical Problem Solving on Wage and Incentive Plans, Excel/Spreadsheet for Wage Calculations, Practical Exercises on Time Rate and Piece Rate System,, Case Studies on Labour Cost Control and Labour Turnover*
C	Incentive Plans: Halsey Plan and Rowan Plan		
Unit 4:	**Overheads Costing (9-0-0-9 = 18 hrs)**		
Objective	This unit aims to develop students' understanding of overhead costing and its importance in cost accounting. It provides knowledge about the meaning and classification of overheads and explains the concepts of allocation, apportionment, and absorption of overhead costs. The unit also helps learners gain practical understanding in the preparation of simple overhead distribution statements for effective cost determination.		
A	Meaning and Classification of Overheads	**CO3, CO5, CO6**	*Chalk & Board Method, PowerPoint Presentations, Numerical Problem Solving on Overhead Allocation and Absorption, Excel/Spreadsheet for Overhead Distribution Statement, Practical Exercises on Allocation and Apportionment of Overheads, Case Studies on Cost Control and Overhead Management*
B	Allocation, Apportionment and Absorption of Overheads		
C	Preparation of Simple Overhead Distribution Statement		
Unit 5:	**Marginal Costing and Decision Making (9-0-0-9 = 18 hrs)**		
Objective	This unit aims to provide students with an understanding of marginal costing and its role in managerial decision-making. It develops knowledge of concepts such as contribution, P/V ratio, break-even analysis, break-even point, and margin of safety. The unit also helps learners apply marginal costing techniques to solve simple decision-making problems for effective business planning and control.		
A	Meaning and Importance of Marginal Costing	**CO3, CO5, CO6**	*Chalk & Board Method, PowerPoint Presentations, Numerical Problem Solving on Break Even Analysis and P/V Ratio, Practical Exercises on Contribution and Margin of Safety,, Case Studies on Managerial Decision Making*
B	Contribution, P/V Ratio and Break-Even Analysis		
C	Break-Even Point and Margin of Safety Simple Decision-Making Problems using Marginal Costing		

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)	TW: Term work (includes assignments, numerical problem solving, seminars, case studies, presentations, quizzes, industrial visits, and other student activities related to cost accounting.) SL: Self-learning through online educational resources, MOOCs, accounting software practice, case analysis, spoken tutorials, and independent study of costing techniques. Example Self-learning beyond the classroom through preparation of cost sheets and inventory reports, solving practical costing problems in teams, case study analysis, learning from online accounting content, and

<table>
<tr><td></td><td>industry visits for understanding cost control practices.</td></tr>
<tr><td>Mode of Examination</td><td>Weightage Distribution:
<table>
<tr><th colspan="3">CA</th><th rowspan="2">Mid Term Assessment (MTA)</th><th rowspan="2">End Term Examination (ETE)</th></tr>
<tr><th>Quiz*</th><th>Assignment</th><th>Attendance</th></tr>
<tr><td>20%</td><td>10%</td><td>5%</td><td>15%</td><td>50%</td></tr>
</table>
*Five Quizzes of 4 marks each.</td></tr>
<tr><td>References</td><td>Textbook: Ravi M. Kishore – Cost and Management Accounting (Taxmann)
P.C.Tulsian - Cost Management (Tata Mc Graw Hill)
Charles T. Horngren, Srikant M. Datar, George Foster, Madhav V. Rajan, Christopher Ittner - Cost Accounting- A Managerial Emphasis (Pearson)
M. Y. Khan & P. K. Jain - Management Accounting (Tata McGraw Hill)</td></tr>
</table>

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership & Teamwork	Ethical & Social Responsibility	Digital and Technological	Entrepreneurial Mindset	Global Business Perspective	Research & Analytical Skills	Professional Development	Advanced Business Knowledge	Financial System Knowledge	Global Business Framework
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	1	1	1	–	1	1	–	–	1	1	3	2	1
CO2	3	2	1	1	–	1	2	–	–	2	1	3	3	1
CO3	3	3	3	2	1	1	2	1	–	2	1	3	3	2
CO4	2	3	2	1	–	1	2	1	–	3	1	2	3	2
CO5	3	3	3	2	1	2	2	1	1	3	2	3	3	2
CO6	3	3	3	3	2	1	3	1	1	3	2	3	3	3
Avg	2.83	2.50	2.17	1.67	1.33	1.17	2.00	1.00	1.00	2.33	1.33	2.83	2.83	1.83

Note: *Row averages are computed over non-zero entries only. PO8 and PO09 are intentionally kept low to avoid artificial inflation.*

6. Course-to-SDG Matrix

This course aligns with 6 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	Provides theoretical and practical knowledge of cost accounting, inventory management, labor costing, and overhead analysis. Develops analytical, quantitative, and managerial decision-making skills essential for business education.
SDG 8: Decent Work & Economic Growth	**3**	Enhances employability and professional competencies in accounting, finance, auditing, and cost management. Supports productivity, profitability, and sustainable economic growth through effective cost control and financial planning techniques.
SDG 9: Industry, Innovation & Infrastructure	**2**	Encourages cost reduction, waste minimization, inventory control, and optimum utilization of resources. Supports sustainable production practices and responsible financial management in organizations.
SDG 12: Responsible Consumption & Production	**3**	Promotes efficient and optimized coding practices. Encourages resource-conscious programming through memory management and algorithm efficiency.
SDG 16: Peace, Justice & Strong Institutions	**2**	Promotes transparency, accountability, ethical costing practices, and proper financial reporting systems, contributing to good governance and responsible organizational management.
SDG 17: Partnerships for the Goals	**1**	Develops understanding of coordinated financial and managerial practices that support collaboration among departments, organizations, and stakeholders for

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

		effective business operations and decision-making.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2026–27
Branch:	BBA	**Semester:**	V

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Security Analysis & Portfolio Management (SAPM)
2.	**Course Code**	NBBFM502
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 3
5.	**Course Type**	Theory (Program Specialization Course)
6.	**Course Objective**	The course aims to familiarize students with the basic concepts of securities, investment, and portfolio analysis, along with the process of portfolio selection, creation, and management. It develops a comprehensive understanding of investment processes and provides knowledge about domestic and international stock markets. The course also helps students understand the relationship between risk and return and the methods used to measure risk in order to achieve expected returns. Further, it introduces the theories, tools, and techniques of portfolio management for efficient investment decisions. Overall, the course equips students with the knowledge and analytical skills required to make informed and effective investment decisions in financial markets.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* **CO1: Recall** and describe the basic concepts, principles, and importance of investments, securities, and securities markets. **CO2: Explain** the growth, development, structure, and functioning of domestic and international securities markets. **CO3: Apply** practical knowledge to measure risk and return associated with securities and investment portfolios. **CO4: Analyze** and evaluate portfolio performance using various portfolio evaluation models and performance indexes. **CO5: Evaluate** the application of portfolio management principles and theories for efficient investment decision-making.

		CO6: Design and construct efficient investment portfolios by integrating portfolio management strategies, risk analysis, and return evaluation techniques.
8.	**Course Description**	This course provides an understanding of the concepts and practices of security analysis and portfolio management. It focuses on investment avenues, risk and return analysis, and valuation of securities. The course also develops knowledge of portfolio construction, performance evaluation, and investment decision-making techniques in financial markets.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Overview of Capital Market (9-0-0-9 = 18 hrs)**		
Objective	This unit aims to provide students with a conceptual understanding of investment and the investment process. It helps learners differentiate between investment and speculation and understand the functioning of securities markets and stock exchanges. The unit also develops knowledge of the investment environment, including money market and capital market instruments, financial derivatives, and the structure and functioning of new issue markets.		
A	Investment – A Conceptual Framework: Investment process, Comparison between investment and speculation. Market of securities, Stock Exchange.	**CO1, CO2, CO5**	*Chalk & Board Method, PowerPoint Presentations, Case Studies on Investment and Speculation, Group Discussions, Stock Market Demonstrations and Market Reports, Financial Newspapers and Business Magazines, Online Trading Platform Demonstrations*
B	Investment Environment: Features and composition of money market and capital market, money market, capital market instruments and financial derivatives		
C	New Issue Markets their nature, structure, functioning and Limitations;		
Unit 2:	**Framework for Indian Securities Market (9-0-0-9 = 18 hrs)**		
Objective	This unit aims to develop students' understanding of the regulatory framework governing the securities market in India. It provides knowledge about the role of SEBI, investor protection measures, and legal provisions related to securities markets and stock exchanges. The unit also helps learners understand the profile of Indian investors and the internal and external factors influencing investment decisions in the financial system.		
A	Regulatory Mechanism: SEBI and its guidelines; Investor Protection.	**CO1, CO2, CO5, CO6**	*Chalk & Board Method, PowerPoint Presentations, Case Studies on SEBI Regulations and Investor Protection, Group Discussions, Analysis of Financial News and Regulatory Updates, SEBI Website References*
B	Profile of Indian Investors and factor influencing investment decisions- internal and external factors		
C	Legal framework of securities market in India, investors and stock exchanges and its significance in Indian financial system.		
Unit 3:	**Risk & Return (9-0-0-9 = 18 hrs)**		
Objective	This unit aims to provide students with an understanding of risk and return concepts in investment decisions. It develops knowledge of various measures and calculations of risk and return, including covariance and correlation between securities. The unit also helps learners understand the Efficient Market Hypothesis (EMH) and its implications for investment decisions, along with the fundamental approach of economy, industry, and company analysis for security evaluation.		

A	Concept of Risk, Measures of risk and return, calculation, Measurement of Interactive Risk through covariance- correlation Coefficient between securities.	**CO3, CO4, CO5, CO6**	*Chalk & Board Method, PowerPoint Presentations, Numerical Problem Solving on Risk and Return Calculations, Excel/Spreadsheet for Covariance and Correlation Analysis, Stock Market Data Analysis and Interpretation, Online Financial Portals and Market Reports*
B	Nature of Stock Markets: EMH (Efficient Market Hypothesis) and its Implications for investment decision		
C	Fundamental Approach – economy, industry and company analysis.		
Unit 4:	**Portfolio Selection (9-0-0-9 = 18 hrs)**		
Objective	This unit aims to develop students' understanding of portfolio selection and the construction of efficient and optimal portfolios. It provides knowledge about equity valuation approaches with an overview of technical analysis techniques. The unit also helps learners understand the Capital Asset Pricing Model (CAPM), its assumptions, and the Security Market Line (SML) for analyzing risk and expected return in investment decisions.		
A	Portfolio Selection - Efficient Set of Portfolios - Optimal Portfolio	**CO3, CO4, CO5, CO6**	*Chalk & Board Method, PowerPoint Presentations, Numerical Problem Solving on CAPM and Portfolio Selection, Excel/Spreadsheet for Risk - Return and Portfolio Analysis, Stock Market Charts and Technical Analysis Tools, Online Financial Portals and Investment Portals*
B	Approaches to Equity Valuation: Technical Approach –overview		
C	Capital Asset Pricing Model: Assumptions- Security market line (SML) - Capital Asset Pricing Model (CAPM) –Assumptions of CAPM -		
Unit 5:	**Portfolio Analysis and Portfolio Evaluations (9-0-0-9 = 18 hrs)**		
Objective	This unit aims to provide students with an understanding of modern portfolio theory and portfolio risk-return analysis. It develops knowledge of Markowitz Theory, the effect of combining securities, and the measurement of expected portfolio return and portfolio risk. The unit also helps learners understand various portfolio performance evaluation techniques such as Sharpe's Performance Index, Treynor's Performance Index, and Jensen's Performance Index for assessing investment performance.		
A	Markowitz Theory - Effect of Combining Two Securities - Measurement of Expected Return of Portfolio - Portfolio Risk	**CO3, CO4, CO5, CO6**	*Chalk & Board Method, PowerPoint Presentations, Numerical Problem Solving on Portfolio Risk and Return, Excel/Spreadsheet for Portfolio Performance Evaluation, Practical Exercises on Sharpe, Treynor and Jenson Models, Case studies on Portfolio Diversification and Investment Strategies, Stock Market Data Analysis and Interpretation*
B	Measures of Portfolio Performance- Sharpe's Performance Index - Treynor's Performance Index		
C	Jenson's Performance Index		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)	**TW:** Term work (includes assignments, numerical problem solving, seminars, case studies, presentations, stock market analysis, portfolio preparation exercises, quizzes, industrial/financial institution visits, and other student activities related to investment and portfolio management.) **SL:** Self-learning through online financial resources, MOOCs, stock market simulations, investment analysis tools, spoken tutorials, case analysis, and independent study of securities and portfolio management techniques. **Example:** Self-learning beyond the classroom through analysis of stock market trends, preparation of investment portfolios in teams, solving practical problems on risk and return, case study analysis, learning from online financial platforms, and visits to financial institutions or stock exchanges.
Mode of Examination	**Weightage Distribution:**

CA			Mid Term Assessment (MTA)	End Term Examination (ETE)
Quiz*	Assignment	Attendance		
20%	10%	5%	15%	50%

*Five Quizzes of 4 marks each.

References	**Textbook:** Fisher Donald E & Ronald J Jordan - Securities Analysis & Portfolio Management, (PHI) Reilly - Investment Analysis and Portfolio Management (Thomson) Chandra P - Investment Analysis and Portfolio Management (Tata Mcgraw Hill) Punithavathi Pundyan - Securities Analysis & Portfolio Management (Vikas) Francaia Jack Clark & Richard W Taylor - Theory & Problems of Investment, (Tata Mcgraw Hill)

CO / PO	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership & Teamwork	Ethical & Social Responsibility	Digital and Technological	Entrepreneurial Mindset	Global Business Perspective	Research & Analytical Skills	Professional Development	Advanced Business Knowledge	Financial System Knowledge	Global Business Framework
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO 3
CO1	3	1	1	1	–	1	1	–	1	1	1	3	3	2
CO2	3	2	1	1	–	1	2	1	3	2	1	3	3	3
CO3	3	3	3	1	–	1	3	1	2	3	2	3	3	2
CO4	3	3	3	2	1	1	3	1	2	3	2	3	3	3
CO5	3	3	3	2	1	2	2	2	2	3	2	3	3	3
CO6	3	3	3	3	2	2	3	2	3	3	3	3	3	3
Avg	3.00	2.50	2.33	1.67	1.33	1.33	2.33	1.17	2.17	2.50	1.83	3.00	3.00	2.67

Note: *Row averages are computed over non-zero entries only. PO8 is intentionally kept low to avoid artificial inflation.*

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

6. Course-to-SDG Matrix

This course aligns with 7 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	Develops conceptual and analytical understanding of investment management, securities markets, portfolio theories, and financial decision-making. Enhances quantitative, analytical, and research skills required in finance and investment professions.
SDG 8: Decent Work & Economic Growth	**3**	Builds professional competencies in investment analysis, portfolio management, and capital market operations. Supports employability, financial sector growth, entrepreneurship, and efficient allocation of financial resources for economic development.
SDG 9: Industry, Innovation & Infrastructure	**2**	Encourages the use of financial technologies, market analytics, and investment models for efficient capital allocation and development of modern financial infrastructure and innovation in financial services.
SDG 10: Reduced Inequalities	**2**	Promotes awareness about financial inclusion, diversified investment opportunities, and equitable access to financial markets, helping individuals and institutions make informed investment decisions.
SDG 12: Responsible Consumption & Production	**2**	Encourages rational and responsible investment decisions through risk-return analysis, portfolio diversification, and efficient utilization of financial resources. Supports sustainable and informed financial management practices.
SDG 16: Peace, Justice & Strong Institutions	**2**	Promotes ethical investment practices, transparency, investor protection, and understanding of regulatory frameworks governing securities markets and financial institutions.
SDG 17: Partnerships for the Goals	**1**	Enhances understanding of global financial systems, international investment practices, and cooperation among financial institutions, markets, and investors for sustainable economic growth.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2026–27
Branch:	BBA	**Semester:**	V

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Foreign Exchange and Risk Management
2.	**Course Code**	NBBFM503
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 3
5.	**Course Type**	Theory/~~Practical/Applied Learning/VAC/SEC/ASEC/Jury/etc.~~
6.	**Course Objective**	To develop a strong understanding of foreign exchange markets, exchange rate determination, currency exposure, and risk management techniques. The course enables students to explain, analyze, evaluate, and design suitable hedging and strategic risk management approaches for businesses operating in global financial environments.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* ***CO1: Recall*** and understand the basic structure, participants, quotations, and determinants of foreign exchange markets. ***CO2: Explain*** and apply exchange rate risk concepts to identify transaction, translation, and economic exposure in business situations ***CO3: Develop*** appropriate hedging approaches using forwards, futures, options, swaps, and other derivative instruments to manage currency exposure. ***CO4: Analyze*** cross-currency transactions, multinational cash flows, international trade finance instruments, and currency risk in FDI and international M&A. ***CO5: Evaluate*** the effectiveness of foreign exchange risk management strategies, contemporary developments, regulatory requirements, ESG considerations, and cryptocurrency-related risks. ***CO6: Design***, and design an integrated strategic foreign exchange risk management framework for multinational business operations and decision-making.
8.	**Course Description**	This course provides an overview of foreign exchange markets and risk management practices essential for businesses operating in international environments. It covers foreign exchange market structure, exchange rate quotations, exposure measurement, hedging instruments, cross-currency transactions, multinational cash-flow management, regulatory requirements, ESG considerations, cryptocurrency risks, and strategic risk management practices.

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to Foreign Exchange Markets (4-0-10-6 = 20 hrs)**		
Objective	To recall and understand the structure, participants, exchange rate quotations, currency pairs, and major factors influencing foreign exchange markets.		
A	Overview of Foreign Exchange (Forex) Markets; Participants in the Forex Market: Banks, Corporations, Investors	**CO1, CO2, CO3**	*RBI publications, Forex market data portals, Smartboard, caselets, financial newspapers, online currency converters spreadsheet.*
B	Exchange Rate Quotations and Currency Pairs; Factors Affecting Exchange Rates: Economic, Political, and Market Forces		
C	Role of Central Banks in Foreign Exchange Markets		
Unit 2:	**Exchange Rate Risk and Exposure (6-0-12-6 = 24 hrs)**		
Objective	To explain and apply the concepts of transaction, translation, and economic exposure and measure their implications for business decision-making.		
A	Types of Exchange Rate Risk: Transaction, Translation, and Economic Exposure; Measurement and Quantification of Exchange Rate Exposure	**CO3, CO4**	*RBI publications, Forex market data portals, Smartboard, caselets, financial newspapers, online currency converters spreadsheet*
B	Sources of Exchange Rate Exposure: Imports, Exports, Investments; Impact of Exchange Rate Fluctuations on Business Operations		
C	Case Studies on Exchange Rate Risk Management		
Unit 3:	**Hedging Strategies in Foreign Exchange Markets (8-0-16-6 = 30 hrs)**		
Objective	To develop hedging strategies using derivative instruments and compare their suitability for different currency-risk situations.		
A	Forward Contracts: Features, Pricing, and Applications; Currency Futures and Options: Basics and Strategies	**CO2, CO3, CO4, CO5,**	*Excel models, derivative payoff charts, NSE/BSE currency derivative resources, caselets, online financial calculators*
B	Swaps and Other Derivative Instruments for Hedging; Comparison of Hedging Techniques: Pros and Cons		
C	Risk-Return Tradeoffs in Hedging Decisions		
Unit 4:	**Cross-Currency Transactions and Risk Management (6-0-12-6 = 24 hrs)**		
Objective	To analyze cross-currency transactions, international trade finance instruments, foreign investment risk, and multinational currency-risk mitigation practices.		
A	Managing Multinational Cash Flows and Working Capital; Cross-Currency Financing and Debt Management	**CO3, CO4, CO5**	*Trade finance documents, LC samples, case studies, Excel cash-flow sheets, FEMA/RBI resources Smartboard, calculator/spreadsheet, caselets and numerical worksheets*
B	International Trade Finance Instruments such as Letters of Credit; Currency Risk in FDI and International M&A		
C	Case Studies on Cross-Currency Risk Mitigation		
Unit 5:	**Emerging Trends and Issues in Foreign Exchange and Risk Management (6-0-10-6 = 22 hrs)**		
Objective	To evaluate contemporary developments in foreign exchange risk management and design strategic responses to emerging financial risks.		
A	Impact of Globalization and Technological Advancements on Forex Markets; Regulatory Environment and Compliance Requirements	**CO2, CO3, CO4, CO5, CO6**	*Research articles, policy briefs, financial news portals, case discussions, RBI/BIS/IMF resources*
B	Sustainability and ESG Considerations in Foreign Exchange Risk Management; Managing Cryptocurrency Risks in Global Business Operations		
C	Future Outlook for Foreign Exchange and Risk Management Practices		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)	TW: Term work includes assignments, seminars, micro projects, case studies, market analysis, financial news tracking, and any other student activities. SL: Self-learning includes online educational resources, RBI/BIS/IMF resources, financial newspapers, case analysis, and mini projects related to foreign exchange risk management. Example Self-Learning beyond Class Room, Developing a mini project in a team, Self-Learning from online content, Case Study, Industry Work/Visit
Mode of Examination	**Weightage Distribution:**

CA			Mid Term Assessment (MTA)	End Term Examination (ETE)
Quiz*	Assignment	Attendance		
20%	10%	5%	15%	50%

*Five Quizzes of 4 marks each.

References	**Textbook: 1.** Cheol S. Eun and Bruce G. Resnick - International Financial Management. 2. Michael Moffett, Arthur Stonehill, and David Eiteman - Global Corporate Finance: A Focused Approach. 3. Kathleen Brooks and Brian Dolan - Currency Trading For Dummies. Important Web Links: https://www.rbi.org.in/ , https://www.bis.org/ , https://www.investopedia.com/

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership and Teamwork	Ethical and Social	Digital and Technological	Entrepreneurial Mindset	Global Business Persnective	Research and Analytical Skills	Professional Development	Foundational Business	Managerial and Interpersonal	Business Planning and
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	1	1	1	0	1	1	1	3	1	2	2	1	1
CO2	3	3	3	2	0	1	1	1	3	2	3	2	2	3
CO3	3	3	3	2	1	2	2	2	3	3	3	3	2	3
CO4	3	3	3	2	1	2	2	2	3	3	3	3	2	3
CO5	3	3	3	2	1	3	3	2	3	3	3	3	2	3
CO6	3	3	3	3	2	3	3	3	3	3	3	3	3	3
Avg	3.0	2.67	2.67	2.00	0.83	2.00	2.00	1.83	3.00	2.50	2.83	2.67	2.00	2.67

Note: *Row averages are computed over non-zero entries only. PO7 (Ethics) receives no mapping — this is correct for a programming fundamentals course. PO6 and PO10 are intentionally kept low to avoid artificial inflation.*

6. Course-to-SDG Matrix

This course aligns with 4 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	Builds conceptual and applied understanding of international finance, forex exposure, and financial risk management for business learners.
SDG 8: Decent Work & Economic Growth	**3**	Develops globally relevant financial decision-making skills and improves employability in banking, finance, export-import, and multinational business operations.
SDG 9: Industry, Innovation & Infrastructure	2	Supports innovation in financial risk management through the use of derivative instruments, analytics, digital platforms, and structured decision frameworks.
SDG 12: Responsible Consumption & Production	**2**	Encourages responsible financial planning by minimizing avoidable currency losses and promoting efficient allocation of financial resources.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. Lecture Plan Outline

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY	Overview of Foreign Exchange Markets	**UNIT-1**	**4**
DD/MM/YY	Participants in the Forex Market: Banks, Corporations and Investors		
DD/MM/YY	Exchange Rate Quotations and Currency Pairs		
DD/MM/YY	Direct and Indirect Quotes; Bid-Ask Spread		
DD/MM/YY	Meaning and Nature of Exchange Rate Risk	**UNIT-2**	**6**
DD/MM/YY	Transaction Exposure		
DD/MM/YY	Translation Exposure		
DD/MM/YY	Economic Exposure		
DD/MM/YY	Measurement and Quantification of Exchange Rate Exposure		
DD/MM/YY	Sources of Exposure: Imports and Exports		
DD/MM/YY	Forward Contracts: Features and Applications	**UNIT-3**	**8**
DD/MM/YY	Forward Rate Pricing: Basic Concepts		
DD/MM/YY	Currency Futures: Features and Uses		
DD/MM/YY	Currency Options: Basics and Strategies		
DD/MM/YY	Currency Swaps and Other Derivative Instruments		
DD/MM/YY	Comparison of Hedging Techniques		
DD/MM/YY	Pros and Cons of Hedging Tools		
DD/MM/YY	Risk-Return Tradeoffs in Hedging Decisions		
DD/MM/YY	Managing Multinational Cash Flows	**UNIT-4**	**6**
DD/MM/YY	International Working Capital Management		
DD/MM/YY	Cross-Currency Financing		
DD/MM/YY	Foreign Currency Debt Management		
DD/MM/YY	International Trade Finance Instruments		
DD/MM/YY	Letters of Credit and Documentary Credit Risk		
DD/MM/YY	Globalization and Forex Market Integration	**UNIT-5**	**6**
DD/MM/YY	Technological Advancements in Forex Markets		
DD/MM/YY	Regulatory Environment and Compliance Requirements		
DD/MM/YY	FEMA and RBI Guidelines: Introductory Discussion		
DD/MM/YY	ESG Considerations in Foreign Exchange Risk Management		
DD/MM/YY	Cryptocurrency Risks in Global Business Operations		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	Sharda School of Business Studies	Batch:	2024–27
Program:	B.B.A	Current Academic Year:	2026-27
Branch:	BBA	Semester:	V

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Team Building and Leadership
2.	**Course Code**	------
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00 hrs | P: 45 hrs | SL: 00 hrs | Total: 90 hrs | Credits: 3
5.	**Course Type**	Theory / Practical / Applied Learning
6.	**Course Objective**	The objective of this course is to develop students' understanding of team dynamics, leadership styles, group processes, conflict management and the role of effective leadership in enhancing organizational performance. The course aims to build self-awareness, interpersonal competence, decision-making ability and essential team leadership skills through activities, discussions, role plays and practical team-based learning experiences.
7.	**Course Outcomes (COs)**	After successful completion of this course, the students will be able to: CO1: Recall basic concepts of teams, groups and leadership. CO2: Explain team formation models and leadership theories. CO3: Develop decision-making and team-building competencies. CO4: Analyze team dynamics, leadership issues and workplace conflicts. CO5: Evaluate team performance and conflict resolution strategies. CO6: Design strategic leadership and team-building interventions.
8.	**Course Description**	The aim of the course is to make students understand the impact of effective teams and leadership on organizational performance and to develop the ability to relate and apply these concepts to personal and organizational situations. Students will gain insights into team and leadership concepts through role plays, group activities, class discussions and experiential exercises. The course will help students work effectively in teams and develop leadership competencies in formal organizational settings.

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Understanding Teams)**		
Objective	To help students understand groups and teams, stages of team development, types of teams, and challenges of team building in contemporary organizations.		
A	Group vs. teams, stages of team development	CO1, CO2	Case discussion, PPT, team activity
B	Types of teams, team building process and characteristics of effective teams	CO1, CO3	Group task, video, discussion
C	Managing cross-functional, diverse, virtual and self-managed teams; team building in globalized era	CO2, CO4, CO6	Case analysis, simulation
Unit 2:	**Group Dynamics**		
Objective	To develop understanding of group types, group structure, roles, norms, status, size and group decision-making processes.		
A	Meaning of group; types of groups: formal and informal groups	CO1, CO2	PPT, examples
B	Group structure: roles, status, size, norms and disequilibrium	CO2, CO4	Group activity
C	Group decision-making processes and groupthink	CO3, CO4, CO5	Case study, decision exercise
Unit 3:	**Leadership**		
Objective	To familiarize students with leadership concepts, attributes of effective leaders, leadership styles, and the distinction between leadership and management.		
A	Leadership defined and attributes of an effective leader	CO1, CO2	Leadership videos, discussion
B	Managing and leading teams	CO2, CO3	Role play, activity
C	Leadership vs. management and leadership styles	CO2, CO4	Case discussion
Unit 4:	**Theories of Leadership**		
Objective	To enable students to analyze major leadership theories and apply them to team and organizational situations.		
A	Trait Theory: Big Five / OCEAN model	CO1, CO2	Self-assessment, PPT
B	Behavioral Theory: Managerial Grid — Blake and Mouton model	CO2, CO4	Model analysis

C	Contingency Theory: Hersey–Blanchard theory	CO3, CO4, CO5	Situational activity
Unit 5:	**Conflict**		
Objective	To develop students' ability to identify causes and stages of workplace conflict and design constructive conflict-resolution strategies for effective team building.		
A	Conflict: concept, causes and types	CO1, CO4	Case study, discussion
B	Stages of conflict formation	CO4, CO5	Activity, examples
C	Conflict resolution for effective team building	CO3, CO5, CO6	Role play, negotiation simulation

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 00 hrs)	TW: Term work includes role plays, group activities, leadership self-assessment, team-building exercises, case discussions, presentations and reflective learning activities. SL: Self-learning through online resources, leadership videos, reading material and reflective journals, if provided in curriculum structure.
Mode of Examination	Weightage Distribution: CA: 35% | Mid Term Assessment (MTA): 15% | End Term Examination (ETE): 50% Total: 100%

CA			Mid Term Assessment (MTA)	End Term Examination (ETE)
Quiz*	Assignment	Attendance		
20%	10%	5%	15%	50%

References	Textbook: Rathan Reddy — Team Building & Leadership (Jaico) Reference Books: 1. Sahu R. K. — Group Dynamics & Team Building 2. Sadler Philip — Leadership (Crest Publishing House)

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership & Teamwork	Ethical & Social Responsibility	Digital & Technological Competence	Entrepreneurial Mindset	Global Business Perspective	Research & Analytical Skills	Professional Development	Foundational Business Knowledge	Managerial & Interpersonal Skills	Business Planning & Operational Execution
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	1	1	1	1	1	–	–	3	–	1	2	1	1
CO2	3	2	2	1	1	1	1	1	3	2	1	2	1	1
CO3	2	2	2	2	3	2	–	1	3	1	2	2	3	2
CO4	3	3	3	2	2	1	1	–	2	2	2	2	2	3
CO5	2	3	2	1	2	3	1	–	2	2	2	1	2	2
CO6	3	3	3	2	3	2	1	2	3	2	3	3	3	3
Avg	2.7	2.3	2.2	1.5	2	1.67	1	1.3	2.7	1.8	1.83	2	2	2

6. Course-to-SDG Matrix

This course aligns with 4 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	3	Develops leadership, teamwork, decision-making and interpersonal competencies through experiential learning activities.
SDG 5: Gender Equality	2	Encourages inclusive team participation, respect for diversity and equitable leadership opportunities.
SDG 8: Decent Work & Economic Growth	3	Enhances employability through leadership, collaboration, conflict management and workplace readiness skills.
SDG 16: Peace, Justice & Strong Institutions	2	Promotes conflict resolution, responsible leadership, ethical behaviour and constructive organizational relationships.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. Lecture Plan Outline

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY	Group vs. teams; stages of team development	UNIT-1	8
DD/MM/YY	Types of teams and team-building process		
DD/MM/YY	How to build great teams?		
DD/MM/YY	Cross-functional teams and diverse teams		
DD/MM/YY	Virtual teams and self-managed teams		
DD/MM/YY	Challenges of team building in globalized era		
DD/MM/YY	Team-building activity and reflection		
DD/MM/YY	Unit discussion and activity-based review		
DD/MM/YY	Meaning of group and types of groups	UNIT-2	8
DD/MM/YY	Formal and informal groups		
DD/MM/YY	Group roles and status		
DD/MM/YY	Group size, norms and disequilibrium		
DD/MM/YY	Group decision-making process		
DD/MM/YY	Groupthink: concept and implications		
DD/MM/YY	Group activity on decision making		
DD/MM/YY	Review and case discussion		
DD/MM/YY	Leadership defined	UNIT-3	8
DD/MM/YY	Attributes of an effective leader		
DD/MM/YY	Managing and leading teams		
DD/MM/YY	Leadership vs. management		
DD/MM/YY	Leadership styles		
DD/MM/YY	Leadership self-assessment activity		
DD/MM/YY	Role play on leadership situations		
DD/MM/YY	Review and reflection		
DD/MM/YY	Trait Theory: Big Five / OCEAN model	UNIT-4	8
DD/MM/YY	Leadership traits and personality factors		
DD/MM/YY	Behavioral Theory: Managerial Grid		
DD/MM/YY	Mouton and Blake Model		
DD/MM/YY	Contingency Theory: Hersey-Blanchard Theory		
DD/MM/YY	Files: Retrieving and updating files in Sequential/Random manner		
DD/MM/YY	Situational application of leadership theories		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

DD/MM/YY	Leadership theory case analysis		
DD/MM/YY	Review and leadership activity		
DD/MM/YY	Conflict: concept, causes and types	UNIT-5	8
DD/MM/YY	Workplace conflict situations		
DD/MM/YY	Stages of conflict formation		
DD/MM/YY	Conflict resolution approaches		
DD/MM/YY	Conflict resolution for effective team building		
DD/MM/YY	Role play on conflict management		
DD/MM/YY	Final course integration and reflection		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024-27
Program:	BBA	**Current Academic Year:**	2026–27
Branch:	Management	**Semester:**	V

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	International Human Resource Management
2.	**Course Code**	NBBHR503
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 3
5.	**Course Type**	Theory
6.	**Course Objective**	The course aims to develop a comprehensive understanding of International Human Resource Management (IHRM), its significance, and evolving role in managing human resources within multinational enterprises in a global business environment. It focuses on exploring various international HRM models and practices, understanding the influence of culture and regional differences on HR policies, and developing strategic HR competencies aligned with organizational goals. The course also emphasizes cross-cultural management, international staffing, expatriate management, and the legal, regulatory, and ethical considerations involved in global HR practices.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* ***CO1: Understand*** the concepts, principles, significance, and application of International Human Resource Management (IHRM) in multinational enterprises and global business environments. ***CO2: Explain*** various international HRM models, strategic approaches, and organizational practices adopted by multinational corporations for managing global human resources effectively. ***CO3: Apply*** cross-cultural management concepts and cultural understanding to manage workforce diversity, employee relations, and organizational behaviour in international business settings ***CO4: Analyse*** International staffing, recruitment, selection, expatriate management, and global workforce planning practices in multinational organizations. ***CO5: Evaluate*** ethical, legal, regulatory, and cultural challenges associated with global HRM practices to ensure effective and responsible international workforce management ***CO6: Design*** global HR strategies and leadership practices by integrating international staffing, cross-cultural management, strategic HRM, and organizational objectives to

		address complex global business challenges
8.	**Course Description**	This course provides a comprehensive understanding of International Human Resource Management (IHRM) with emphasis on global workforce management, cross-cultural competencies, international staffing, and strategic human resource practices in multinational organizations. The course further examines the legal, ethical, cultural, and strategic dimensions associated with managing human resources in a dynamic global business environment.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to IHRM (8-0-0-8= 16 hrs)**		
Objective	To develop understanding of the concepts, models, cultural dimensions, and strategic importance of International Human Resource Management in multinational organizations.		
A	Definition, drivers of internationalization of business, different settings of IHRM, development of IHRM, difference between IHRM and Domestic HRM	**CO1, CO1, CO2,**	*PPTs, Whiteboard, Case Discussions, HR Case Studies, Learning Videos Cross-Cultural Analysis Exercises*
B	Models of IHRM – Matching Model, Harvard Model, Contextual Model, 5P Model, European Model; SHRM – Evolution of MNEs, business strategies, IHRM strategies, barriers in effective global HRM		
C	Socio-cultural context, organizational dynamics and IHRM, role of culture in IHRM, country and regional cultures, country culture versus MNE culture, culture and employee management issues, impact of country culture on IHRM		
Unit 2:	**Strategies for International Growth (9-0-0-9 = 18 hrs)**		
Objective	To understand strategic international growth approaches and HRM practices adopted by multinational organizations in global business environments..		
A	Exploiting global integration – logic of global integration, differentiation, mastering expatriation, beyond the traditional expatriate model, limits of global integration	**CO2, CO3, CO3**	*PTTs, Whiteboard, Case Discussions, HR Case Studies, Learning Videos*
B	Becoming locally responsive – roots of responsiveness, understanding diversity, responding to diversity, challenges of localization		
C	Managing alliances and joint ventures – IHRM and International Alliances, IHRM and International Joint Ventures		
Unit 3:	**International Workforce Planning and Staffing (10-0-0-10 = 20 hrs)**		
Objective	To analyse and implement international staffing, recruitment, selection, and expatriate management practices in multinational organizations.		
A	International labor market, international recruitment function, head-hunters, cross-national advertising, e-recruitment	**CO3, CO4 CO5,**	*PTTs, Selection Process Simulations, Mock Interviews, HR Case Studies, Assessment Tools*
B	Types of international assignments, selection criteria and techniques, use of selection tests, interviews for international selection		
C	Successful expatriation, role of expatriate, female expatriation, repatriation, re-entry and career issues		
Unit 4:	**Developing Global Mindset: Global Leadership (9-0-0-9 = 18 hrs)**		
Objective	To develop leadership competencies, cross-cultural understanding, and global talent management skills required in international business organizations.		
A	Cross-cultural context and international assignments, current scenario in international training and development	**CO4, CO5, CO6**	*PTTs, Whiteboard, Case Discussions, HR Case*

B	Types of expatriate training, sensitivity training, career development, repatriate training		*Studies, Learning Videos*
C	Developing international staff and multinational teams, knowledge transfer in multinational companies		
Unit 5:	**Performance Management and International Compensation (9-0-0-9= 18 hrs)**		
Objective	To evaluate international performance management and compensation practices for effective management of global workforce in multinational enterprises.		
A	Performance management of international assignees, third and host country employees, issues and challenges in international performance management	**CO5, CO5, CO6**	*Performance Appraisal Frameworks, KPI Analysis Tools, Case Discussions, Studies, Role playing, Learning Videos*
B	Forms of compensation, key components of international compensation, approaches to international compensation		
C	International compensation strategies, global reward systems, ethical and strategic issues in international compensation management		

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)

TW: Term work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)

SL: Self Learning, MOOCs, spoken tutorials, online educational resources etc. (If provided in curriculum structure.)

Example

Self-Learning beyond Classroom Develop team-based mini projects on HR functions

Self-Learning from online content, preparation of HR case studies, analysis of recruitment and selection practices, compensation policy review, employee welfare study, industrial visits.

Mode of Examination

Weightage Distribution:

CA			Mid Term Assessment (MTA)	End Term Examination (ETE)
Quiz*	Assignment	Attendance		
20%	10%	5%	15%	50%

*Five Quizzes of 4 marks each.

References

Textbook:

1. International Human Resource Management (Peter J. Dowling)

2.International Human Resource Management (Miguel Martinez Lucio)

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership & Teamwork	Ethical & Social Responsibility	Digital & Technological Competence	Entrepreneurial Mindset	Global Business Perspective	Research & Analytical Skills	Professional Development	Foundational Business Knowledge	Managerial & Interpersonal Skills	Business Planning & Operational Execution
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	1	1	1	1	1	–	–	3	–	1	2	1	1
CO2	3	2	2	1	1	1	1	1	3	2	1	2	1	1
CO3	2	2	2	2	3	2	–	1	3	1	2	2	3	2
CO4	3	3	3	2	2	1	1	–	2	2	2	2	2	3
CO5	2	3	2	1	2	3	1	–	2	2	2	1	2	2
CO6	3	3	3	2	3	2	1	2	3	2	3	3	3	3
Avg	2.7	2.3	2.2	1.5	2	1.67	1	1.3	2.7	1.8	1.83	2	2	2

Note: *Row averages are computed over non-zero entries only. Higher mappings are assigned to PO1, PO2, PO9, and PO12 due to the course emphasis on global HR knowledge, strategic thinking, international business perspective, and managerial decision-making. PSO2, PSO3, and PSO4 receive relatively higher mappings because of the focus on managerial skills, operational execution, and strategic decision-making in global business environments. Lower mappings are intentionally maintained to ensure realistic OBE alignment and avoid artificial inflation.*

6. Course-to-SDG Matrix

This course aligns with 6 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	Develops global HR knowledge, cross-cultural competencies, leadership abilities, and strategic management skills required for professional and professional growth.
SDG 5: Gender Equality	**3**	Encourages diversity, inclusivity, equal employment opportunities, and fair workforce management practices within multinational and cross-cultural organizational environments.
SDG 8: Decent Work & Economic Growth	**3**	Enhances international workforce management skills, global HR competencies, and organizational effectiveness essential for sustainable employment and economic growth.
SDG 10: Reduced Inequalities	**2**	Encourages inclusive workforce management, diversity management, and equitable HR practices across global organizations.
SDG 16: Peace, Justice & Strong Institutions	**2**	Promotes ethical HR practices, responsible leadership, organizational fairness, and compliance in international business environments.
SDG 17: Partnerships for the Goals	**2**	Supports international collaboration, global partnerships, multinational alliances, and cross-cultural cooperation through global HRM practices and international business strategies

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. Lecture Plan Outline

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY	Concepts and Perspectives on Human Resource Management	**UNIT-1**	**4**
DD/MM/YY	HRM Definition, Concept, Functions and Roles		
DD/MM/YY	HRM in a Changing Environment		
DD/MM/YY	Challenges before HR Managers and Human Resource Planning		
DD/MM/YY	Job Analysis: Job Description and Job Specification	**UNIT-2**	**6**
DD/MM/YY	Recruitment: Concept and Sources		
DD/MM/YY	Selection: Concept and Process		
DD/MM/YY	Tests and Interviews in Selection Process		
DD/MM/YY	Placement and Induction		
DD/MM/YY	Case Studies on Recruitment and Selection		
DD/MM/YY	Training and Development: Concept and Importance	**UNIT-3**	**8**
DD/MM/YY	Identifying Training and Development Needs		
DD/MM/YY	Management Development Programmes		
DD/MM/YY	Career Development and Career Planning		
DD/MM/YY	Performance Appraisal: Nature and Objectives		
DD/MM/YY	Modern Techniques of Performance Appraisal		
DD/MM/YY	Potential Appraisal and Employee Counselling		
DD/MM/YY	Case Studies on Training and Performance Appraisal		
DD/MM/YY	Compensation: Concept and Policies	**UNIT-4**	**6**
DD/MM/YY	Managing Basic Remuneration		
DD/MM/YY	Incentives and Performance-based Payments		
DD/MM/YY	Managing Employee Benefits and Services		
DD/MM/YY	Employee Welfare and Social Security Measures		
DD/MM/YY	Case Studies on Compensation Management		
DD/MM/YY	Employee Health and Safety	**UNIT-5**	**6**
DD/MM/YY	Industrial Disputes: Causes and Prevention,		
DD/MM/YY	Workplace Safety Measures and Policies		
DD/MM/YY	Grievance Handling and Conflict Resolution		
DD/MM/YY	Employer–Employee Relations: Concept and Importance		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

DD/MM/YY	Revision		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2026–27
Branch:		**Semester:**	V

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Family Business Governance
2.	**Course Code**	--------
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
4.1	**Teaching & Learning Scheme (hrs in semester)**	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00 hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs | Credits: 3
5.	**Course Type**	Theory
6.	**Course Objective**	The objective of this course is to develop students' understanding of family business governance and the non-technical integration of Artificial Intelligence for better succession planning, transparency, decision-making, conflict resolution, compliance, customer and operational efficiency, and sustainable growth of family enterprises.
7.	**Course Outcomes (COs)**	After successful completion of this course, the students will be able to: CO1: Explain family business governance concepts and basic AI terminology. CO2: Analyze governance issues, succession challenges and stakeholder relationships in family firms. CO3: Apply AI tools conceptually in family business operations and governance processes. CO4: Evaluate ethical, legal and risk implications of AI use in family business decisions. CO5: Develop AI-supported governance, succession and conflict-resolution frameworks. CO6: Design an AI-integrated governance plan for a selected family business.
8.	**Course Description**	This course introduces BBA students to family business governance and

		the practical, non-technical use of AI in improving governance quality. It covers family councils, boards, constitutions, succession planning, conflict resolution, AI-enabled operations, CRM, forecasting, compliance, ethical AI use, and the design of an AI-integrated governance plan for family enterprises.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to Family Business Governance**		
Objective	To introduce students to the meaning, characteristics, significance, governance structures and challenges of family businesses in Indian and global contexts.		
A	Meaning, characteristics and significance of family businesses	**CO1, CO2**	Three-circle model; family governance canvas; family constitution review; board/family council structure map; Tata Group and Murugappa Group case analysis
B	Governance issues in family firms: agency theory and stewardship theory		
C	Family business governance structures: boards, family councils and constitutions; governance challenges in Indian and global family businesses;		
Unit 2:	**Fundamentals of Artificial Intelligence**		
Objective	To build non-technical understanding of AI concepts, tools, opportunities, limitations, and ethical/legal implications relevant to business and governance.		
A	AI: meaning, history and evolution	**CO1, CO3, CO4**	AI concept map; AI tool comparison grid; responsible AI checklist; no-code AI exploration worksheet; ethical/legal issue discussion
B	AI concepts: machine learning, deep learning, neural networks and NLP basics		
C	AI tools and platforms overview: IBM Watson, Google AI, Microsoft Azure AI; ethical and legal implications of AI in business		
Unit 3:	**AI Applications in Family Business Operations**		
Objective	To enable students to understand practical, non-technical applications of AI in operations, customer relationships, financial decisions and service automation in family businesses.		
A	AI in supply chain and inventory management	**CO3, CO4**	AI use-case worksheet; CRM personalization map; supply chain decision
B	AI-driven customer		

	relationship management and personalization		dashboard mock-up; chatbot conversation flow; family business sector application matrix
C	AI in financial planning, forecasting and investment decisions; chatbots and virtual assistants for customer service automation; AI use in family-owned retail, manufacturing and services sectors		
Unit 4:	**Governance, Succession and Strategic Leadership**		
Objective	To develop understanding of succession planning, intergenerational leadership, wealth preservation, conflict management and AI-supported strategic governance decisions.		
A	Succession planning frameworks and next-generation leadership development	**CO2, CO4, CO5**	Succession planning template; stakeholder map; conflict-resolution role play; AI-supported decision matrix; resilience and sustainability governance checklist
B	Role of governance in intergenerational wealth preservation		
C	Conflict management and resolution strategies; integrating AI insights into strategic decision-making and governance; family business resilience and sustainability through AI adaptation		
Unit 5:	**Designing AI-Enabled Governance Strategies**		
Objective	To develop the ability to design a practical AI-enabled governance strategy for a selected family business, considering readiness, risks, culture and implementation challenges.		
A	Framework for AI implementation in family enterprises	**CO5, CO6**	AI governance model template; AI literacy plan; adoption-readiness checklist; implementation roadmap; capstone governance plan rubric
B	Building AI literacy among family business leaders		
C	Challenges in AI adoption for family firms: financial, cultural and generational; developing an AI-enabled family business governance model; project: designing an AI-integrated governance plan for a selected family business		

4. Course Evaluation & References

Mode of Examination	CA	Mid Term Assessment (MTA)	End Term Examination (ETE)	Total

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Weightage Distribution	35%	15%	50%	100%
References	Textbook/s: Poza, E. J. (2017). Family business. Cengage Learning. Carlock, R. S., & Ward, J. L. (2010). When family businesses are best. Palgrave Macmillan. Davenport, T. H. (2018). The AI advantage. MIT Press. Reference Books: Aronoff, C. E., McClure, S. L., & Ward, J. L. (2011). Family business governance. Palgrave Macmillan. Schwab, K. (2017). The fourth industrial revolution. Crown Business.			

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership and Teamwork	Ethical and Social Responsibility	Digital and Technological Competence	Entrepreneurial Mindset	Global Business Perspective	Research and Analytical Skills	Professional Development	Foundational Business Knowledge	Managerial and Interpersonal Skills	Business Planning and Operational Execution
CO1	3	2	–	1	–	1	1	1	1	1	1	3	1	1
CO2	2	3	2	2	2	1	–	1	1	1	2	2	2	2
CO3	2	2	3	2	1	1	3	2	1	2	2	2	2	3
CO4	2	3	3	2	1	3	2	1	1	2	2	2	2	2
CO5	2	3	3	3	3	2	2	2	1	2	3	2	3	3
CO6	2	3	3	2	3	3	3	3	2	3	3	2	3	3
Avg	**2.17**	**2.67**	**2.80**	**2.00**	**2.00**	**1.83**	**2.20**	**1.67**	**1.17**	**1.83**	**2.17**	**2.17**	**2.17**	**2.33**

Strength Scale: 3 = Substantial (High) | 2 = Moderate (Medium) | 1 = Slight (Low) | – = Not Applicable

6. Course-to-SDG Matrix

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	3	Develops AI literacy, governance capability, ethical decision-making and professional readiness.
SDG 8: Decent Work and Economic Growth	3	Supports sustainable family enterprise growth, professionalization, employment continuity and responsible business practices.
SDG 9: Industry, Innovation and Infrastructure	3	Promotes AI-enabled innovation, digital governance systems and structured decision-support in enterprises.
SDG 16: Peace, Justice and Strong Institutions	2	Strengthens transparent governance, conflict resolution, ethical AI use and accountable family business institutions.

7. Lecture Plan Outline

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY	**Family business: concept and characteristics**	**UNIT–1**	**12**
DD/MM/YY	Three-circle model: family, ownership and business		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

DD/MM/YY	Family business governance and stewardship		
DD/MM/YY	Board, family council and family constitution		
DD/MM/YY	Professionalization of family business		
DD/MM/YY	AI: meaning and business applications		
DD/MM/YY	AI opportunities and limitations in governance		
DD/MM/YY	Ownership and management challenges		
DD/MM/YY	Governance documentation activity		
DD/MM/YY	AI use-case mapping		
DD/MM/YY	Case discussion		
DD/MM/YY	Unit revision		
DD/MM/YY	**Succession planning: meaning and importance**	**UNIT–2**	**12**
DD/MM/YY	Leadership transition in family businesses		
DD/MM/YY	Next-generation readiness		
DD/MM/YY	Continuity planning		
DD/MM/YY	Conflict in family business		
DD/MM/YY	Sources and stages of conflict		
DD/MM/YY	Negotiation and mediation in family firms		
DD/MM/YY	Stakeholder governance		
DD/MM/YY	Role of non-family professionals		
DD/MM/YY	Family council simulation		
DD/MM/YY	Succession plan activity		
DD/MM/YY	Unit revision		
DD/MM/YY	**AI for decision support**	**UNIT–3**	**12**
DD/MM/YY	AI for board agenda preparation		
DD/MM/YY	AI for policy drafting		
DD/MM/YY	Business intelligence and dashboards		
DD/MM/YY	Performance monitoring in family firms		
DD/MM/YY	Risk alerts and governance review		
DD/MM/YY	AI-enabled communication		
DD/MM/YY	Knowledge management		
DD/MM/YY	Digital record keeping		
DD/MM/YY	Meeting documentation		
DD/MM/YY	Decision matrix activity		
DD/MM/YY	Unit revision		
DD/MM/YY	**AI ethics and responsible**	**UNIT–4**	**12**

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

	AI		
DD/MM/YY	Bias and transparency in AI systems		
DD/MM/YY	Privacy and data protection		
DD/MM/YY	Accountability in AI-enabled decisions		
DD/MM/YY	Legal issues in family business governance		
DD/MM/YY	Compliance and ownership records		
DD/MM/YY	Cyber risk and reputation risk		
DD/MM/YY	Risk management framework		
DD/MM/YY	Governance controls		
DD/MM/YY	Ethics checklist activity		
DD/MM/YY	Compliance case discussion		
DD/MM/YY	Unit revision		
DD/MM/YY	**Strategic governance for growth**	**UNIT–5**	**12**
DD/MM/YY	Innovation in family business		
DD/MM/YY	Diversification and professionalization		
DD/MM/YY	ESG in family business governance		
DD/MM/YY	Sustainability and social responsibility		
DD/MM/YY	AI adoption roadmap		
DD/MM/YY	Governance model design		
DD/MM/YY	Family business continuity plan		
DD/MM/YY	Capstone governance plan		
DD/MM/YY	Student presentations		
DD/MM/YY	Course integration		
DD/MM/YY	Final discussion		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SHARDA SCHOOL OF BUSINESS STUDIES	**Batch:**	2024-27
Program:	BBA	**Current Academic Year:**	2026-27
Branch:	BBA	**Semester:**	V

2. Course Details

S. No	Attribute	Details
1.	Course Title	Entrepreneurship in Family Businesses
2.	Course Code	NBBFB502
3.	Credits	3
4.	Contact (Learning) Hours per Week) (L-T-P-SL))	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 3
5.	Course Type	Theory
6.	Course Objective	To develop students' understanding of entrepreneurship in family businesses by focusing on strategic vision, opportunity identification, succession planning, funding options, governance, innovation, and real-life family business practices. The course enables students to apply entrepreneurial thinking and managerial decision-making to sustain and grow family enterprises.
7.	Course Outcomes (COs)	After successful completion of this course, the students will be able to: CO1: Recall key concepts of entrepreneurship and family business. CO2: Explain opportunity identification and market position in family businesses. CO3: Develop a business strategy, plan, and model for a family enterprise. CO4: Analyze succession planning and governance issues in family businesses. CO5: Evaluate funding options and strategies for social and family ventures. CO6: Design practical solutions for real-life family business situations.
8.	Course Description	This course introduces students to the distinctive nature of entrepreneurship in family businesses. It covers small business forms, startup idea generation, succession planning, governance, wealth management, funding for social ventures, scaling strategies, and analysis of successful and unsuccessful family businesses. The course emphasizes application of theoretical concepts to practical entrepreneurial and family business situations.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to Entrepreneurship and Family Businesses (9-0-0-9)-18 hrs.**		
Objective	To understand the fundamentals of entrepreneurship and family businesses.		
A	Entrepreneurship and small business; role and importance of small business	CO1, CO2, CO3	*Class-room teaching, PPT, Case Study,Notes*

B	Forms of organization for small business; nature and importance of family business		
C	Uniqueness of family business; family relationship with business; strategic vision and teamwork		
Unit 2:	**Business Opportunity Identification and Venture Creation (9-0-0-9)-18 hrs.**		
Objective	To develop entrepreneurial thinking and identify business opportunities.		
A	Types of startup ideas; using innovative thinking to generate business ideas	CO1, CO2	*Class-room teaching, PPT, Case Study,Notes*
B	Internal and external analysis to identify business ideas		
C	Setting up an SSI; formalities of launching a new venture		
Unit 3:	**Succession Planning and Leadership in Family Businesses (9-0-0-9)-18 hrs.**		
Objective	To understand succession planning and leadership in family businesses.		
A	Managing succession: the leadership challenge	CO2, CO3, CO4	*Class-room teaching, PPT, Case Study,Notes*
B	Models of succession in family business; market research for new venture		
C	Wealth management, family offices, philanthropy and responsible leadership		
Unit 4:	**Social Entrepreneurship and Venture Growth (9-0-0-9)-18 hrs.**		
Objective	To explore social entrepreneurship, funding, and business growth strategies.		
A	Means of funding social ventures	CO4, CO5	*Class-room teaching, PPT, Case Study,Notes*
B	Strategies for scaling social ventures		
C	Social Impact Theory		
Unit 5:	**Business Ventures: Success, Failure, and Contemporary Applications (9-0-0-9)-18 hrs.**		
Objective	To analyze business ventures and apply entrepreneurial concepts in practice		
A	Overview of successful business ventures at global level	CO4, CO5, CO6	*Class-room teaching, PPT, Case Study,Notes*
B	Overview of unsuccessful business ventures at global level		
C	Application of theoretical concepts to current business ventures		

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)

TW: Term work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)
SL: Self Learning, MOOCs, spoken tutorials, online educational resources etc.(If Provided in curriculum structure.)
Example
Self-Learning beyond Class Room, Developing a mini project in a team,
Self-Learning from online content, Case Study, Industry Work/Visit

Mode of Examination

Weightage Distribution:

CA			Mid Term Assessment (MTA)	End Term Examination (ETE)
Quiz*	Assignment	Attendance		
20%	10%	5%	15%	50%

*Five Quizzes of 4 marks each.

References

Textbook/s: Arora, R. and Sood, S.K. Fundamentals of Entrepreneurship and Small Business Management. Ludhiana: Kalyani Publishers
Desai, V. Small-Scale Industries and Entrepreneurship. Mumbai: Himalaya Publishing House
Jain, R. Governance of Family Firms. New Delhi: Macmillan India Ltd.
Reference Book: Ramachandaran, K. Managing a New Business Successfully. New Delhi: Global Business Press.

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

	Prasanna Chandra, Corporate Finance. Tata McGraw Hill. Web Links: SWAYAM course and e GyanKosh resources as suggested in the original syllabus.

. CO–PO and CO–PSO Mapping Matrix

CO / PO	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership and Teamwork	Ethical and Social	Digital and Technological	Entrepreneurial Mindset	Global Business Perspective	Research and Analytical Skills	Professional Development	Foundational Business	Managerial and Interpersonal	Business Planning and
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1	3	1	1	1	0	2	1	1	1	1	2	2	1	1
CO2	3	2	2	1	1	2	1	2	2	1	2	2	2	2
CO3	3	3	3	2	1	2	2	2	2	2	3	3	2	3
CO4	3	3	3	3	1	3	2	2	2	2	3	3	2	3
CO5	3	3	3	2	2	3	2	3	2	3	3	3	3	3
CO6	3	3	3	3	2	3	3	3	3	3	3	3	3	3
Avg	**3**	**2.5**	**2.5**	**2**	**1.17**	**2.5**	**1.83**	**2.17**	**2**	**2**	**2.67**	**2.67**	**2.17**	**2.5**

6. Course-to-SDG Matrix

This course aligns with 4 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	3	Develops entrepreneurial knowledge, business planning skills, analytical thinking and career readiness.
SDG 8: Decent Work & Economic Growth	3	Promotes entrepreneurship, family business sustainability, venture creation, and economic growth.
SDG 9: Industry, Innovation & Infrastructure	2	Encourages innovation, startup development, business models, and scalable venture strategies.
SDG 12: Responsible Consumption & Production	2	Builds awareness of sustainable enterprise, responsible leadership, and long-term family business continuity.

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. Lecture Plan Outline

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY	Entrepreneurship and small business; role and importance of small business	UNIT-1	8
DD/MM/YY	Forms of organization for small business		
DD/MM/YY	Nature and importance of family business		
DD/MM/YY	Uniqueness of family business		
DD/MM/YY	Family relationship with business, strategic vision and teamwork		
DD/MM/YY	Types of startup ideas	UNIT-2	8
DD/MM/YY	Innovative thinking to generate business ideas		
DD/MM/YY	Internal analysis for identifying business ideas		
DD/MM/YY	External analysis for identifying business ideas		
DD/MM/YY	Setting up an SSI and launching a new venture		
DD/MM/YY	Managing succession: leadership challenge	UNIT-3	8
DD/MM/YY	Models of succession in family business		
DD/MM/YY	Market research for new ventures		
DD/MM/YY	Wealth management, family offices and philanthropy		
DD/MM/YY	Responsible leadership in family businesses		
DD/MM/YY	Means of funding social ventures	UNIT-4	8
DD/MM/YY	Funding options and comparison		
DD/MM/YY	Strategies for scaling social ventures		
DD/MM/YY	Social Impact Theory		
DD/MM/YY	Case discussion on social ventures		
DD/MM/YY	Successful business ventures at global level	UNIT-5	8
DD/MM/YY	Unsuccessful business ventures at global level		
DD/MM/YY	Current business venture analysis		
DD/MM/YY	Application of theoretical concepts to practical situations		
DD/MM/YY	Course integration and presentation activity		
DD/MM/YY	Unions, typedef & Enumeration: Introduction, Declaration, Difference, Application		
DD/MM/YY	Nested structure, self-referential structure, Array of structures, Passing structure in function		
DD/MM/YY	Files: Introduction, I/O Streaming and Buffering, Sequential and random access		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

DD/MM/YY	Files: Creating, Opening and Closing data files, I/O operations — Storing and adding records		
DD/MM/YY	Files: Retrieving and updating files in Sequential/Random manner		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2026–27
Branch:	BBA	**Semester:**	V

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Wealth Management & Succession Planning
2.	**Course Code**	NBBIFB503
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 3
5.	**Course Type**	Theory/~~Practical/Applied Learning/VAC/SEC/ASEC/Jury/etc.~~
6.	**Course Objective**	To introduce the fundamentals of wealth management and succession planning and develop the ability to create client-centric financial plans, evaluate investment options, apply estate planning tools, and design retirement and succession strategies for individuals, families, and business owners.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* ***CO1: Recall*** remember, and understand the fundamental concepts, principles, terminology, ethical considerations, and regulatory environment of wealth management and succession planning. ***CO2: Explain*** and apply the wealth management process, client profiling, financial planning components, and investment vehicles for personal financial decision-making. ***CO3: Develop*** investment, retirement, and wealth-transfer plans by using portfolio construction, asset allocation, risk-return analysis, and sustainable withdrawal strategies. ***CO4: Analyze*** investment, retirement, and wealth-transfer plans by using portfolio construction, asset allocation, risk-return analysis, and sustainable withdrawal strategies. ***CO5: Evaluate*** the effectiveness of wealth management, estate planning, tax-minimization, portfolio performance, and succession planning strategies in practical situations. ***CO6: Design***, and design comprehensive wealth management and succession plans by integrating investment, retirement, estate, tax, and family-business continuity strategies.
8.	**Course Description**	This course covers wealth management and succession planning with emphasis on financial planning, client profiling, investment evaluation, retirement planning, estate planning, tax-efficient wealth transfer, and succession planning for family businesses and personal estates.

3. Course Outline:

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to Wealth Management (4-0-10-6 = 20 hrs)**		
Objective	To familiarize students with the concept, objectives, process, ethics, compliance requirements, client needs, and regulatory aspects of wealth management.		
A	Definition and objectives of wealth management; importance of wealth management in personal finance	**CO1, CO2, CO3**	*Caselets, risk profiling forms, financial planning templates, smartboard, spreadsheets*
B	Steps in the wealth management process; understanding client needs and risk profiling		
C	Components of financial planning; role of financial advisors. Ethical considerations in wealth management; overview of regulatory environment and compliance		
Unit 2:	**Investment Management (6-0-12-6 = 24 hrs)**		
Objective	To explain different investment alternatives and apply portfolio construction, diversification, asset allocation, rebalancing, and performance measurement techniques.		
A	Types of investment vehicles such as stocks, bonds, mutual funds and other financial assets; risk and return analysis	**CO3, CO4**	*NSE/BSE data, mutual fund factsheets, spreadsheets, portfolio simulators, smartboard, case studies*
B	Portfolio construction and diversification; Modern Portfolio Theory and its application. Strategic vs. tactical asset allocation; techniques for rebalancing portfolios		
C	Tools and techniques for measuring investment performance; benchmarking and performance attribution		
Unit 3:	**Retirement Planning (8-0-16-6 = 30 hrs)**		
Objective	To develop retirement planning skills by estimating expenses, identifying income sources, comparing retirement savings vehicles, and designing sustainable withdrawal strategies.		
A	Estimating retirement expenses and income sources; importance of early planning	**CO2, CO3, CO4, CO5, CO6**	*Retirement calculators, spreadsheets, case studies, smartboard, pension plan illustrations*
B	Overview of retirement savings vehicles; comparison of traditional and Roth retirement accounts in conceptual perspective		
C	Understanding social security benefits; role of employer-sponsored pension plans. Strategies for sustainable withdrawals; tax implications of retirement distributions		
Unit 4:	**Estate Planning (6-0-12-6 = 24 hrs)**		
Objective	To analyze estate planning objectives, tools, tax implications, and business ownership transfer techniques for effective preservation and transfer of wealth.		
A	Objectives and importance of estate planning; key concepts and terminology	**CO3, CO4, CO5**	*Sample estate planning documents, case studies, tax planning worksheets, family business scenarios*
B	Wills, trusts, powers of attorney, living wills and healthcare directives		
C	Estate and gift tax laws; strategies to minimize tax liabilities. Importance of succession planning for business owners; techniques for transferring business ownership		
Unit 5:	**Wealth Transfer and Succession Planning (6-0-10-6 = 22 hrs)**		
Objective	To evaluate wealth-transfer strategies and design succession plans for families, heirs, charitable objectives, client-specific goals, and family business continuity.		
A	Strategies for transferring wealth to heirs; family dynamics and communication	**CO2, CO3, CO4, CO5, CO6**	*Family business cases, succession planning templates, client profiling tools, presentation and peer review*
B	Types of trusts and their uses in wealth transfer; role of charitable foundations in estate planning		
C	Challenges and solutions in family business succession; developing a succession plan. Analysis of real-world wealth management and succession planning cases; developing		

	personalized wealth management plans for clients		

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)	TW: Term work includes assignments, seminars, micro projects, case studies, financial planning exercises, presentations, and other student activities. SL: Self-learning through MOOCs, financial literacy resources, regulator websites, financial calculators, investment factsheets, and online educational resources. Example Self-Learning beyond Class Room, Developing a mini project in a team, Self-Learning from online content, Case Study, Industry Work/Visit
Mode of Examination	**Weightage Distribution:** CA: Quiz* 20% | Assignment 10% | Attendance 5% — Mid Term Assessment (MTA) 15% — End Term Examination (ETE) 50% *Five Quizzes of 4 marks each.
References	**Textbook: 1.** Harold Evensky - Wealth Management: The Financial Advisor's Guide to Investing and Managing Client Assets, McGraw-Hill Education. 2. Ram Niwas Lakhotia - Estate Planning, Vision Books. 3. Prasanna Chandra - Investment Analysis and Portfolio Management, Tata McGraw-Hill Education. Indian Institute of Banking & Finance (IIBF) - Personal Financial Planning in India, Taxmann Publications Pvt. Ltd. Important Web Links: https://www.taxmann.com/ , https://www.investopedia.com/

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership and Teamwork	Ethical and Social	Digital and Technological	Entrepreneurial Mindset	Global Business Persnective	Research and Analytical Skills	Professional Development	Foundational Business	Managerial and Interpersonal	Business Planning and
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	1	1	1	0	3	1	1	1	1	2	3	1	1
CO2	3	2	2	2	1	2	1	2	1	2	3	3	2	2
CO3	3	3	3	2	1	2	2	2	2	3	3	3	2	3
CO4	3	3	3	2	1	2	2	2	2	3	3	3	2	3
CO5	3	3	3	2	1	3	2	2	2	3	3	3	2	3
CO6	3	3	3	3	2	3	2	3	2	3	3	3	3	3
Avg	**3.00**	**2.50**	**2.50**	**2.00**	**1.00**	**2.50**	**1.67**	**2.00**	**1.67**	**2.50**	**2.83**	**3.00**	**2.00**	**2.50**

Note: *Row averages are computed over non-zero entries only. PO7 (Ethics) receives no mapping — this is correct for a programming fundamentals course. PO6 and PO10 are intentionally kept low to avoid artificial inflation.*

6. Course-to-SDG Matrix

This course aligns with 4 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	Builds applied financial literacy and client-centric planning capabilities through structured learning in wealth management, retirement planning, investment evaluation, and succession planning.
SDG 8: Decent Work & Economic Growth	**3**	Develops employability-oriented competencies in financial advisory, investment management, portfolio analysis, retirement planning, and family business continuity.
SDG 10: Reduced Inequalities	**2**	Encourages inclusive financial planning, long-term security, responsible intergenerational transfer of wealth, and awareness of family financial governance.
SDG 16: Peace, Justice and Strong Institutions	**2**	Promotes ethical advisory practices, compliance orientation, transparent succession planning, documentation, and governance in family/business wealth transfer.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. Lecture Plan Outline

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY	Definition and objectives of wealth management; importance of wealth management in personal finance	**UNIT-1**	**4**
DD/MM/YY	Steps in the wealth management process; understanding client needs and risk profiling		
DD/MM/YY	Components of financial planning; role of financial advisors		
DD/MM/YY	Ethical considerations in wealth management; overview of regulatory environment and compliance		
DD/MM/YY	Types of investment vehicles: stocks, bonds, mutual funds and other assets; risk and return analysis	**UNIT-2**	**6**
DD/MM/YY	Portfolio construction and diversification		
DD/MM/YY	Modern Portfolio Theory and its application		
DD/MM/YY	Strategic vs. tactical asset allocation		
DD/MM/YY	Techniques for rebalancing portfolios		
DD/MM/YY	Investment performance measurement; benchmarking and performance attribution		
DD/MM/YY	Estimating retirement expenses and income sources; importance of early planning	**UNIT-3**	**8**
DD/MM/YY	Overview of retirement savings vehicles		
DD/MM/YY	Comparison of traditional and Roth retirement accounts in conceptual perspective		
DD/MM/YY	Understanding social security benefits		
DD/MM/YY	Role of employer-sponsored pension plans		
DD/MM/YY	Strategies for sustainable withdrawals		
DD/MM/YY	Tax implications of retirement distributions		
DD/MM/YY	Integrated retirement planning case discussion		
DD/MM/YY	Objectives and importance of estate planning; key concepts and terminology	**UNIT-4**	**6**
DD/MM/YY	Wills, trusts, and powers of attorney		
DD/MM/YY	Living wills and healthcare directives		
DD/MM/YY	Estate and gift tax laws		
DD/MM/YY	Strategies to minimize tax liabilities		
DD/MM/YY	Succession planning for business owners and transfer of business ownership		
DD/MM/YY	Strategies for transferring wealth to heirs; family dynamics and	**UNIT-5**	**6**

	communication		
DD/MM/YY	Types of trusts and their uses in wealth transfer		
DD/MM/YY	Role of charitable foundations in estate planning		
DD/MM/YY	Challenges and solutions in family business succession		
DD/MM/YY	Developing a succession plan		
DD/MM/YY	Real-world case analysis and personalized wealth management plan development		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

6TH SEMESTER

Semester	Course Code	(Marketing Management) Course	Teaching Load, Credits & Course						Evaluation			
			L	T	P	Total	Credit	Course Type	CA	MTE	ETE	Total Marks
6th	NBBMM601	Sales and Distribution Management	3	0	0	3	3	PSC	25	25	50	100
	NBBMM602	Marketing of Services	3	0	0	3	3	PSC	25	25	50	100
	NBBMM603	Retail Marketing	3	0	0	3	3	PSC	25	25	50	100
Semester	**Course Code**	**(Financial Management) Course**	**Teaching Load, Credits & Course**						**Evaluation**			
			L	**T**	**P**	**Total**	**Credit**	**Course Type**	**CA**	**MTE**	**ETE**	**Total Marks**
6th	NBBFM601	Goods and Service Tax	3	0	0	3	3	PSC	25	25	50	100
	NBBFM602	Financial Institutions and Services	3	0	0	3	3	PSC	25	25	50	100
	NBBFM603	Banking and Insurance	3	0	0	3	3	PSC	25	25	50	100
Semester	**Course Code**	**(Human Resources Management) Course**	**Teaching Load, Credits & Course**						**Evaluation**			
			L	**T**	**P**	**Total**	**Credit**	**Course Type**	**CA**	**MTE**	**ETE**	**Total Marks**
6th	NBBHR601	Human Resource Analytics	3	0	0	3	3	PSC	25	25	50	100
	NBBHR602	Negotiation and Counselling	3	0	0	3	3	PSC	25	25	50	100
	NBBHR603	Talent Management	3	0	0	3	3	PSC	25	25	50	100
Semester	**Course Code**	**(Family Business Management) Course**	**Teaching Load, Credits & Course**						**Evaluation**			
			L	**T**	**P**	**Total**	**Credit**	**Course Type**	**CA**	**MTE**	**ETE**	**Total Marks**
6th	NBBFB601	Legal and Ethical Issues in Family Businesses	3	0	0	3	3	PSC	25	25	50	100
	NBBFB602	Marketing and Branding of Family Businesses	3	0	0	3	3	PSC	25	25	50	100
	NBBFB603	Strategic Planning for Long-Term Success	3	0	0	3	3	PSC	25	25	50	100

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2027–28
Branch:	--	**Semester:**	VI

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Sales and Distribution Management
2.	**Course Code**	--------
3.	**Credits**	03
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00 hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 3
5.	**Course Type**	Theory (Specialization)
6.	**Course Objective**	The objective of this course is to provide students with comprehensive knowledge of sales and distribution management practices, sales force management, channel design, logistics, and supply chain systems. The course aims to develop analytical, strategic, ethical, and digital competencies required for managing modern sales and distribution operations in dynamic business environments.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* ***CO1:*** *Explain the concepts, evolution, strategies, and emerging trends in sales and distribution management.* ***CO2:*** *Analyze sales planning processes including forecasting, budgeting, quota setting, and sales organization structures.* ***CO3****: Apply sales force management practices related to recruitment, training, motivation, evaluation, and territory management.* ***CO4:*** *Evaluate distribution channel structures, channel management practices, and international distribution systems.* ***CO5:*** *Examine logistics, supply chain management, reverse logistics, and omni-channel distribution strategies.* ***CO6:*** *Develop strategic, ethical, analytical, and digital perspectives for solving real-world sales and distribution management problems.*
8.	**Course Description**	This course provides an in-depth understanding of sales and distribution management functions in modern organizations. It covers sales planning, sales force management, channel design, retailing, wholesaling, logistics, and supply chain management. The course also emphasizes emerging digital trends, e-distribution, omni-channel strategies, sustainability, and global distribution practices. Through case studies, industry examples,

		and practical applications, students will develop strategic and managerial competencies required in contemporary business environments.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to Sales Management (6-0-0-6 = 12 hrs)**		
Objective	To understand the fundamentals, evolution, strategies, and relationship between sales and distribution management.		
A	Evolution of Sales Management, Nature and Importance, Roles, Types and Skills of Sales Managers, Difference between Sales and Marketing	**CO 1, CO 6**	*PPTs, Case Studies, Videos, Articles, Role Plays*
B	Sales Objectives, Different Sales Strategies and Tactics, Emerging Trends, Linking Sales and Distribution Management		
C	Sales Knowledge and Sales Related Marketing Policies, Transactional and Relationship Selling		
Unit 2:	**Sales Planning & Organization (6-0-0-6 = 12 hrs)**		
Objective	To develop understanding of sales planning, forecasting, budgeting, and sales organization structures.		
A	Selling Process, Marketing and Personal Selling Strategies	**CO 2, CO 6**	*PPTs, Case Analysis , Numerical Problems, Excel Exercises*
B	Sales Forecasting, Market Demand and Methods of Forecasting, Sales Budget and Sales Quotas		
C	Concepts of Sales Organization, Types of Sales Organization Structures		
Unit 3:	**Sales Force Management (6-0-0-6 = 12 hrs)**		
Objective	To understand recruitment, training, motivation, evaluation, and digital transformation in sales force management.		
A	Recruitment, Selection, Training and Development, Motivation and Compensation, Evaluating and Controlling Sales Force Performance	**CO 3, CO 6**	*PPTs, HR Simulations, Case Analysis*
B	Sales Force Audit, Sales Territory Management, Sales in Digital Era		
C	Retailer as Salesman, Trading/Retail Formats, E-Tailing, Wholesale Functions & Classification, Distributors, Dealers/Stockists		
Unit 4:	**Distribution Management (6-0-0-6 = 12 hrs)**		
Objective	To examine distribution systems, channel design, channel relationships, and international distribution practices.		
A	Definition, Need for Distribution Management, Marketing Intermediaries: Types, Roles and Functions	**CO 4, CO 6**	*PPTs, Case Studies, Articles*
B	Distribution Channels – Designing Distribution Channel Structure, Channel Participants, Flow and Functions, Service Channels, Vertical Integration, Channel Management, Power & Conflict		
C	E-Distribution, International Sales and Distribution Management		
Unit 5:	**Market Logistics and Supply Chain Management (6-0-0-6 = 12 hrs)**		
Objective	To understand logistics, sustainable SCM, reverse logistics, and omni-channel strategies in modern businesses.		
A	Introduction to SCM, Green and Sustainable SCM, Logistic Management, Channel Design Factors, Training, Motivating & Evaluating Channel Members, Inbound and Outbound Logistics	**CO 5, CO 6**	*PPTs, Case Studies, Articles*

B	Benefits & Issues Related to SCM		
C	Reverse Logistics, Role of E-Channels and Omni Channel Strategies		

4. Course Evaluation& References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)

Team Work and Self-Learning Activities:

- Case study analysis on sales and channel management
- Review of retail and e-commerce business models
- Sales forecasting exercises using secondary data
- Industry assignments on supply chain and logistics practices
- Presentations on emerging trends in sales and distribution
- Research articles review on omni-channel and digital distribution systems

Mode of Examination

Weightage Distribution:

CA			Mid Term Assessment (MTA)	End Term Examination (ETE)
Quiz*	Assignment	Attendance		
20%	10%	5%	15%	50%

*Five Quizzes of 4 marks each.

References

Textbooks:

Panda, Tapan K. & Sahadev, Sunil — Sales and Distribution Management, Oxford University Press.
Still, Cundiff & Govoni — Sales Management: Decisions, Strategies and Cases, Pearson.

Other References:

Stern, L.W., El-Ansary, A.I. & Coughlan, A.T. — Marketing Channels, PHI.
Kotler, Philip & Keller, Kevin Lane — Marketing Management, Pearson.
Rosenbloom, Bert — Marketing Channels: A Management View, Cengage.

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	Integrated	Strategic	Business	Leadership &	Global Perspe	Innovative &	Environment	Data Analysi	Social Respon	Research	Life-long	Business	Ethical Leadership	Global and
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO1	PSO2	PSO3
CO 1	3	2	1	1	1	2	1	2	1	1	2	3	1	1
CO 2	3	3	1	1	1	2	1	3	1	2	2	3	1	1
CO 3	2	2	2	3	1	2	1	2	2	1	2	2	3	1

CO 4	3	3	2	2	3	2	2	2	1	1	2	3	2	3
CO 5	2	2	1	1	2	2	3	2	2	2	2	2	1	3
CO 6	3	3	2	2	2	3	2	3	2	2	3	3	2	2
Avg	2.7	2.5	1.5	1.7	1.7	2.2	1.7	2.3	1.5	1.5	2.2	2.7	1.7	1.8

6. Course-to-SDG Matrix

This course aligns with 5 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal& Description	Mapping	Justification
SDG 4: Quality Education	3	Develops managerial, analytical, and professional competencies in sales and distribution management.
SDG 8: Decent Work and Economic Growth	3	Enhances employability, leadership, sales management, and entrepreneurial capabilities.
SDG 9: Industry, Innovation and Infrastructure	2	Promotes digital sales systems, e-commerce, logistics, and omni-channel innovations
SDG 12: Responsible Consumption and Production	2	Covers green SCM, sustainable logistics, and reverse logistics practices.
SDG 17: Partnerships for the Goals	1	Encourages collaboration among channel members, distributors, and supply chain partners.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2027–28
Domain:	Marketing	**Semester:**	6

2. Course Details

S. No	Attribute	Details
1	**Course Title**	Retail Marketing
2	**Course Code**	----------
3	**Credits**	03
4	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
4.1	**Teaching & Learning Scheme (hrs in semester)**	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00 hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 3
5	**Course Type**	Theory (Elective)
6	**Course Objective**	To develop a comprehensive understanding of the retail industry, including retail formats, consumer behaviour, merchandising, store operations, and retail strategies. The course aims to equip students with analytical and practical skills required for effective retail management and decision-making in modern retail environments.
7	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* **CO1:** Understand the fundamentals of retailing, retail formats, and emerging retail trends. **CO2:** Analyze retail consumer behavior, market segmentation, and customer expectations. **CO3:** Evaluate retail location decisions, store layout, and visual merchandising strategies. **CO4:** Apply merchandising, inventory management, and retail pricing strategies in business situations. **CO5:** Examine retail marketing strategies, CRM practices, and omni-channel retailing technologies. **CO6:** Develop strategic and analytical thinking for solving retail management problems using contemporary retail practices.
8	**Course Description**	This course provides an in-depth understanding of retail management and its strategic importance in the modern business environment. It covers retail formats, consumer buying behavior, merchandising, store operations, retail marketing, CRM, and digital transformation in retailing. The course integrates theoretical concepts with practical retail applications, enabling students to understand challenges and opportunities in organized and unorganized retail sectors.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to Retailing (6-0-0-6 = 12 hrs)**		
Objective	To understand the concepts, scope, and evolution of retailing along with different retail formats and emerging		

	trends.		
A	Retailing – Definition, scope, functions, and importance	**CO1, CO6**	*PPTs, Case Studies, Videos, Retail Store Observation*
B	Evolution of retail in India and globally; Organized and unorganized retailing		
C	Retail formats, trends, and challenges in retailing		
Unit 2:	**Understanding the Retail Consumer (6-0-0-6 = 12 hrs)**		
Objective	To analyze retail consumer behavior and customer relationship strategies.		
A	Retail buying behavior and factors influencing purchase decisions	**CO2, CO6**	*PPTs, Case Analysis , Data Analysis Exercises, Role Plays, CRM Tools*
B	Market segmentation and targeting		
C	Customer expectations, service quality, loyalty, and retention		
Unit 3:	**Retail Location and Store Design (6-0-0-6 = 12 hrs)**		
Objective	To evaluate retail location strategies and store design elements for effective retail operations.		
A	Retail location strategy; Types of retail locations; Site selection analysis	**CO3, CO6**	*PPTs, Store Layout Exercises, Retail Simulations*
B	Store layout types and design strategies		
C	Visual merchandising, design elements, signage, and store atmosphere		
Unit 4:	**Merchandising and Inventory Management (6-0-0-6 = 12 hrs)**		
Objective	To understand merchandise planning, inventory control, and pricing strategies in retailing.		
A	Merchandise planning, category management, and assortment planning	**CO4, CO6**	*PPTs, ERP/POS Demonstration*
B	Inventory planning, replenishment, and stock management		
C	Pricing strategies, markups, private labels, and brand management		
Unit 5:	**Retail Marketing and CRM (6-0-0-6 = 12 hrs)**		
Objective	To examine retail marketing strategies, CRM practices, and technology-driven retail transformation.		
A	Retail marketing mix and promotional strategies	**CO5, CO6**	*PPTs, Digital Marketing Tools*
B	CRM practices and customer engagement strategies		
C	POS, RFID, omni-channel retailing, and digital transformation		

4. Course Evaluation& References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)

Team Work and Self-Learning

- Retail store visit and observation
- Case study analysis
- Mini project on retail formats
- Self-learning through retail technology platforms

Mode of Examination

Weightage Distribution:

CA			Mid Term Assessment (MTA)	End Term Examination (ETE)
Quiz*	Assignment	Attendance		
20%	10%	5%	15%	50%

*Five Quizzes of 4 marks each.

References

Textbooks:

1. Berman, B., & Evans, J. R. (2018). Retail Management. Pearson Education.
2. Levy, M., Weitz, B. A., & Grewal, D. (2022). Retailing Management. McGraw Hill.
3. Pradhan, S. (2022). Retailing Management: Text and Cases. McGraw Hill.

Other References:

1. Newman, A. J., & Cullen, P. (2020). Retailing: Environment & Operations. Cengage.
2. Bajaj, C., Tuli, R., & Srivastava, N. (2015). Retail Management. Oxford University Press.
3. Dunne, P. M., Lusch, R. F., & Carver, J. R. (2014). Retailing. Cengage Learning.

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. C5. C5. CO–PO and CO–PSO Mapping Matrixd CO–PSO Mapping Matrix

CO / PO	Integ rated	Strat egic Decis	Busin ess Ethic	Lead ershi p &	Globa l Persp	Innov ative &	Envir onme nt	Data Analy sis &	Socia l Resp	Rese arch Aptit	Life-long Learn	Functi onal Mana	Appli ed Mana	Secto ral Sustai nabili
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PSO1**	**PSO2**	**PSO3**
CO1	3	2	–	–	1	1	–	1	–	–	2	3	–	1
CO2	2	2	1	1	–	–	–	2	2	1	1	3	2	–
CO3	2	3	–	1	–	1	1	2	–	1	1	3	1	2
CO4	3	3	–	–	–	2	1	3	–	1	1	3	–	1
CO5	2	2	1	2	2	2	1	3	1	1	2	2	2	2
CO6	3	3	1	2	1	3	1	3	1	2	3	3	2	2
Avg	**2.5**	**2.5**	**0.5**	**1.0**	**0.8**	**1.5**	**0.7**	**2.3**	**0.7**	**1.0**	**1.7**	**2.8**	**1.2**	**1.3**

Note: Row averages are computed over non-zero entries only.

6. Course-to-SDG Matrix

This course aligns with 4 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal& Description	Mapping	Justification
SDG 4: Quality Education	3	Develops retail management knowledge, analytical abilities, and practical business skills.
SDG 8: Decent Work and Economic Growth	3	Enhances employability and understanding of retail sector growth and entrepreneurship.
SDG 9: Industry, Innovation and Infrastructure	2	Introduces technology-enabled retailing, CRM, RFID, POS, and omni-channel systems.
SDG 12: Responsible Consumption and Production	2	Encourages sustainable retailing, inventory optimization, and responsible merchandising practices.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2027–28
Domain:	Marketing	**Semester:**	VI

2. Course Details

S. No	Attribute	Details
1	**Course Title**	Service Marketing
2	**Course Code**	----------
3	**Credits**	3
4	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
4.1	**Teaching & Learning Scheme (hrs in semester)**	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00 hrs | P: 00 hrs | SL: 45hrs | Total: 90 hrs |Credits: 3
5	**Course Type**	Theory(Elective)
6	**Course Objective**	The objective of this course is to acquaint the students with concepts and techniques for marketing of service business, so that they will be able to handle the unconventional challenges of services marketing. The course focuses on enabling students to apply marketing concepts and principles to the unique challenges and opportunities of services marketing to create customer value.
7	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* CO1: Recall and describe the fundamental concepts, characteristics, classification, and significance of services marketing. *CO2: Explain and understand* customer behavior, service categories, and customer expectations in the service sector. *CO3: Apply* services marketing mix concepts and service design frameworks in practical business situations. *CO4: Analyze* distribution strategies, service quality models, and customer satisfaction dimensions in service industries. *CO5: Evaluate* service development processes, service quality dimensions, and complaint handling systems. *CO6: Design* innovative service strategies and quality improvement plans for effective service delivery and customer retention.
8	**Course Description**	This course introduces the concepts, characteristics, and importance of services marketing in modern business. It covers customer behavior in service settings, services marketing mix, distribution strategies, service quality, and service development. The course also focuses on service design, customer satisfaction, complaint handling, and service recovery to help students understand effective service delivery and quality improvement in service organizations.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to Marketing of Services**		
Objective	To understand the concept, nature, scope, and growth of service marketing.		

A	Nature and scope of services, characteristics of services	**CO1, CO2**	*PPTs, Videos, Case Studies*
B	Classification of services		
C	Need for service marketing, reasons for growth of service sector		
Unit 2:	**Customer Behavior in Service Sector**		
Objective	To understand customer decision-making and service expectations.		
A	Four categories of services: People-processing, Mental-stimulus, Possession-processing, Information-processing	**CO2, CO3**	*PPTs, Videos, Case Studies*
B	Customer decision making: Pre-purchase, Service encounter, Post-encounter		
C	Customer expectations and perceptions, Zone of tolerance		
Unit 3:	**Services Marketing Mix**		
Objective	To understand service product, service lifecycle, and service design.		
A	Service product: Bundled with conventional products and standalone	**CO3, CO4**	*PPTs, Videos, Case Studies Service Blueprints*
B	Service life cycle		
C	Service design: General framework		
Unit 4:	**Distribution Strategies for Services**		
Objective	To analyze service distribution and customer satisfaction strategies.		
A	Challenges in distribution of services	**CO4, CO5**	*PPTs, Videos, SERVQUAL Cases*
B	Personal selling, advertising and sales promotion in service industry		
C	Service triangle, service encounter, SERVQUAL & GAP model		
Unit 5:	**Service Development and Quality Improvement**		
Objective	To understand service innovation and quality improvement.		
A	Service development: need, importance and types of new services	**CO5, CO6**	*PPTs, Videos, Case Studies, Research Articles*
B	Stages in development of new services		
C	Service quality dimensions, service mapping, service failure & recovery		

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)	TW: Term work (includes assignments, seminars,, industrial visits, any other student activities etc.) Mini Project, Group discussions SL: Self-learning through MOOCs, online tutorials, research papers, and industry reports
Mode of Examination	**Weightage Distribution:** **CA** (Quiz* / Assignment / Attendance) | **Mid Term Assessment (MTA)** | **End Term Examination (ETE)** 20% | 10% | 5% | 15% | 50% *Five Quizzes of 4 marks each.
References	**Textbook:** 1.Services Marketing by Lovelock, Writ, Chatterjee, Pearson Publication. 2.Services Marketing by Zeithaml, Bitner, Gremler, and Pandit, Tata McGraw Hill Publication. 3.NimitChowdhary, Monika Chowdhary, Textbook of Marketing Of Services: The Indian Experience, Macmillan, 2013.

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. CO–PO and CO–PSO Mapping Matrixd CO–PSO Mapping Matrix

CO / PO	Integ rate	Strat egic Decis	Busi ness Ethic	Lead ershi p &	Glob al Pers	Inno vativ e &	Envi ron ment	Data Anal ysis	Socia l Resp	Rese arch Aptit ude	Life-long Lear ning	Funct ional Mana geme	Appli ed Mana	Secto ral Susta inabil
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	1	–	–	-	–	–	1	-	–	1	2	1	–
CO2	3	2	1	-	-	-	–	2	1	2	2	2	2	1
CO3	3	3	2	-	2	2	–	1	1	-	2	3	2	2
CO4	2	3	2	2	2	-	-	-	-	3	2	2	3	2
CO5	2	3	3	2	2	-	-	-	-	-	2	2	3	3
CO6	2	3	3	2	3	2	-	2	1	1	3	3	3	3
Avg	2.50	2.50	1.83	1.00	2.25	0.66	-	1.00	0.50	1.00	2.00	2.33	2.33	1.83

Note: Row averages are computed over non-zero entries only.

6. Course-to-SDG Matrix

This course aligns with 6 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	3	Develops service management knowledge, customer orientation, and practical skills in service quality.
SDG 8: Decent Work & Economic Growth	3	Supports service sector employment, entrepreneurship, and sustainable economic growth.
SDG 9: Industry, Innovation & Infrastructure	2	Encourages service innovation and development of new service models.
SDG 10: Reduced Inequalities	1	Promotes inclusive access to service delivery and customer care.
SDG 12: Responsible Consumption & Production	2	Promotes efficient service systems and responsible service processes.
SDG 16: Peace, Justice & Strong Institutions	1	Encourages ethical customer handling and grievance redressal mechanisms.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2027–28
Branch:	BBA	**Semester:**	VI

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	GST Laws
2.	**Course Code**	-------
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 3
5.	**Course Type**	Theory~~/Practical/Applied Learning/VAC/SEC/ASEC/Jury/etc.~~
6.	**Course Objective**	To develop students' understanding of the Goods and Services Tax framework in India and enable them to interpret, apply, and analyze GST provisions relating to supply, registration, valuation, input tax credit, returns, payment, assessment, compliance, e-invoicing, and basic GST planning for effective business decision-making and lawful tax compliance.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* ***CO1: Recall*** and understand the basic concepts, constitutional background, structure, terminology, and objectives of Goods and Services Tax in India. ***CO2: Explain*** and apply provisions relating to supply, levy, collection, exemption, composition scheme, registration, and persons liable for registration under GST. ***CO3: Develop*** GST computation skills by applying provisions relating to time of supply, place of supply, value of supply, input tax credit, tax invoice, debit note, and credit note. ***CO4: Analyse*** GST compliance requirements relating to returns, payment of tax, e-way bills, e-invoicing, accounts, records, assessment, audit, and departmental proceedings. ***CO5: Evaluate*** GST-related business situations involving eligibility of input tax credit, compliance risk, penalties, interest, appeals, and practical tax implications. ***CO6: Design***, Design legally compliant GST solutions and strategic recommendations for business transactions by integrating GST law, documentation, return filing, and compliance practices.

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

8.	**Course Description**	This course introduces students to the Indian Goods and Services Tax system and its practical business applications. It covers GST concepts, supply, registration, valuation, input tax credit, returns, payment, documentation, assessment, audit, e-way bills, e-invoicing, penalties, appeals, and basic compliance planning. The course develops tax literacy, analytical ability, and GST-compliance skills for business decision-making.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to GST and Constitutional Framework (4-0-10-6 = 20 hrs)**		
Objective	To familiarize students with the evolution, objectives, structure, constitutional framework, important definitions, and institutional mechanism of Goods and Services Tax in India.		
A	GST: meaning, objectives, need, features and evolution of indirect tax reforms in India.	**CO1, CO2, CO3**	*GST Acts, CBIC resources, GST Council website, GST portal, smartboard, PPTs, caselets, current notifications and classroom discussions*
B	Constitutional framework of GST; CGST, SGST, UTGST and IGST; GST Council and its role.		
C	Important definitions: goods, services, business, taxable person, aggregate turnover, tax period, input tax, output tax and electronic ledgers.		
Unit 2:	**Levy, Supply, Exemption and Registration under GST (4-0-10-6 = 20 hrs)**		
Objective	To enable students to understand taxable event, scope of supply, levy and collection, exemption, composition scheme, registration provisions, and practical registration-related compliance under GST.		
A	Supply under GST: meaning, scope, composite supply, mixed supply, Schedule I, Schedule II and Schedule III overview.	**CO3, CO4**	*GST Acts, CBIC resources, GST portal, GST registration forms, smartboard, PPTs, practical examples, online tutorials and case analysis exercises*
B	Levy and collection of GST; taxable supply, exempt supply, nil-rated supply, non-taxable supply and reverse charge mechanism.		
C	Registration under GST: threshold limits, compulsory registration, composition scheme, amendment, cancellation and revocation of registration.		
Unit 3:	**Time, Place, Value of Supply and Input Tax Credit (8-0-16-6 = 30 hrs)**		
Objective	To develop conceptual and practical understanding of GST computation through time of supply, place of supply, value of supply, tax invoices, debit/credit notes, and input tax credit provisions.		
A	Time of supply and place of supply for goods and services: basic rules and practical implications.	**CO3, CO4, CO5**	*GST Acts, CBIC resources, GST portal, GST computation worksheets, invoices, Excel/Google Sheets, smartboard, PPTs, case studies and numerical practice*
B	Value of supply: transaction value, inclusions, exclusions, discounts and valuation in selected special cases.		
C	Input tax credit: eligibility, conditions, blocked credits, reversal, utilization, tax invoice, debit note and credit note.		
Unit 4:	**GST Returns, Payment, Documentation and Digital (6-0-12-6 = 24 hrs)**		
Objective	To provide practical knowledge of GST documentation, return filing, tax payment, accounts, records, e-way bills, e-invoicing, and digital compliance requirements applicable to business entities.		
A	Tax invoice, bill of supply, receipt voucher, payment voucher, debit note, credit note and delivery challan.	**CO3, CO4, CO5**	*GST portal, sample invoices, e-way bill portal resources, Excel/Google Sheets, smartboard, PPTs, compliance checklists, return-filing examples and case studies*
B	GSTR-1, GSTR-3B, annual return, electronic cash ledger, credit ledger and liability ledger.		
C	Accounts and records, e-way bill, e-invoicing, QRMP scheme, matching concepts and practical compliance workflow.		
Unit 5:	**Assessment, Audit, Offences, Penalties, Appeals and GST Planning (6-0-10-6 = 22 hrs)**		
Objective	To develop an understanding of GST assessment, audit, departmental proceedings, offences, penalties,		

	appeals, and basic compliance-oriented GST planning for business transactions.		
A	Assessment under GST: self-assessment, provisional assessment, scrutiny of returns, best judgment assessment and summary assessment.	**CO2, CO3, CO4, CO5, CO6**	*GST Acts, CBIC circulars, GST portal, case laws, smartboard, PPTs, compliance checklists, legal databases and case-based discussions*
B	GST audit, inspection, search, seizure, demand, recovery, offences, penalties, interest and prosecution: basic overview.		
C	Appeals and revision under GST; advance ruling; basic GST compliance planning and case-based business applications.		

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)

TW: Team work may include assignments, GST case analysis, seminars, class presentations, GST-computation worksheets, return-filing demonstrations, invoice analysis, compliance checklists, quizzes and other student activities related to GST awareness.

SL: Self-learning may include reading GST Acts, CBIC circulars/notifications, GST Council updates, exploring the GST portal, solving additional GST computation problems, preparing compliance notes and reviewing current GST updates from credible sources.

Example

Self-Learning beyond Classroom, Developing a mini project in a team,

Self-Learning from online content, Case Study Analysis, GST Portal Exploration, Industry Interaction/Visit, Invoice and Return-Filing Exercises.

Mode of Examination

Weightage Distribution:

CA			Mid Term Assessment (MTA)	End Term Examination (ETE)
Quiz*	Assignment	Attendance		
20%	10%	5%	15%	50%

*Five Quizzes of 4 marks each.

References

Textbook: 1. Datey, V.S. - GST Ready Reckoner, Taxmann Publications. 2. Singhania, Vinod K. and Singhania, Monica - Students Guide to GST and Customs Law, Taxmann Publications. 3. Gupta, S.S. - GST Law and Practice, Taxmann Publications. CBIC GST Portal: https://cbic-gst.gov.in/, GST Council: https://gstcouncil.gov.in/, GST Portal: https://www.gst.gov.in/, India Code: https://www.indiacode.nic.in/, Taxmann: https://www.taxmann.com/

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	Business	Critical Thinkin	Problem	Communication	Leadership and	Ethical and	Digital and	Entrepreneurial	Global Busines	Research and Analytic	Professional Develop	Foundational Busines	Managerial and Interner	Business Plannin
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO1	PSO2	PSO3
CO1	3	1	1	1	0	2	1	1	1	1	2	2	1	1
CO2	3	2	2	2	0	3	1	2	1	1	3	2	2	2
CO3	3	3	3	2	0	2	2	2	1	2	3	2	2	3
CO4	3	3	3	2	1	3	3	2	1	2	3	2	2	3
CO5	3	3	3	2	1	3	2	2	1	3	3	2	3	3
CO6	3	3	3	3	2	3	3	3	1	3	3	3	3	3
Avg	**3.0**	**2.50**	**2.50**	**2.00**	**0.67**	**2.67**	**2.00**	**2.00**	**1.00**	**2.00**	**2.83**	**2.17**	**2.17**	**2.50**

Note: *Row averages are computed over non-zero entries only. PO7 (Ethics) receives no mapping — this is correct for a programming fundamentals course. PO6 and PO10 are intentionally kept low to avoid artificial inflation.*

6. Course-to-SDG Matrix

This course aligns with 4 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	Develops conceptual and practical understanding of GST law, tax computation, compliance procedures, digital tax systems and informed business decision-making.
SDG 8: Decent Work & Economic Growth	**3**	Builds employability-oriented tax skills, compliance awareness and professional knowledge relevant for business, entrepreneurship, accounting and taxation roles.
SDG 10: Reduced Inequalities	**2**	Improves tax literacy and awareness of formal compliance systems, enabling broader participation of students and businesses in the formal economy.
SDG 16: Peace, Justice and Strong Institutions	**2**	Promotes lawful tax compliance, transparency, accountability, responsible business conduct and respect for institutional tax procedures.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. Lecture Plan Outline

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY	GST: meaning, objectives and need of GST in India	**UNIT-1**	**4**
DD/MM/YY	Features and evolution of indirect tax reforms in India		
DD/MM/YY	Constitutional framework, CGST, SGST, UTGST and IGST		
DD/MM/YY	GST Council and important GST definitions		
DD/MM/YY	Supply under GST: meaning and scope	**UNIT-2**	**6**
DD/MM/YY	Composite supply and mixed supply		
DD/MM/YY	Schedule I, Schedule II and Schedule III: overview		
DD/MM/YY	Levy and collection of GST; taxable and exempt supplies		
DD/MM/YY	Reverse charge mechanism and composition scheme		
DD/MM/YY	Registration under GST: threshold, compulsory registration and cancellation		
DD/MM/YY	Contract of sale: meaning, essentials and distinction from agreement to sell	**UNIT-3**	**8**
DD/MM/YY	Conditions and warranties: meaning and distinction		
DD/MM/YY	Implied conditions and warranties		
DD/MM/YY	Transfer of property in goods: rules and significance		
DD/MM/YY	Performance of contract of sale		
DD/MM/YY	Rights and duties of buyer and seller		
DD/MM/YY	Rights of unpaid seller		
DD/MM/YY	Sale of Goods Act: practical legal case analysis		
DD/MM/YY	Tax invoice, bill of supply and vouchers under GST	**UNIT-4**	**6**
DD/MM/YY	Debit note, credit note and delivery challan		
DD/MM/YY	GST returns: GSTR-1 and GSTR-3B overview		
DD/MM/YY	Payment of GST and electronic ledgers		
DD/MM/YY	Accounts, records and annual return: overview		
DD/MM/YY	E-way bill, e-invoicing and practical compliance workflow		
DD/MM/YY	Assessment under GST: self, provisional and scrutiny assessment	**UNIT-5**	**6**
DD/MM/YY	Best judgment assessment and summary assessment		
DD/MM/YY	GST audit, inspection, search and seizure: overview		
DD/MM/YY	Demand, recovery, offences, penalties and interest		
DD/MM/YY	Appeals, revision and advance ruling under GST		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

DD/MM/YY	GST compliance planning and case-based business applications		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2027–28
Branch:	BBA	**Semester:**	VI

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Financial Institutions and Services
2.	**Course Code**	NBBFM602
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 3
5.	**Course Type**	Theory (Program Specialization Course)
6.	**Course Objective**	The course aims to provide students with an understanding of the role and importance of financial Ninstitutions in the economy and their contribution to financial stability and economic growth. It helps students understand the functions of major regulatory bodies and the impact of financial regulations on markets and institutions. The course also introduces different types of financial institutions such as commercial banks, investment banks, insurance companies, pension funds, and mutual funds, along with the various financial services provided by them, including credit services, asset management, underwriting, and insurance. Further, the course enables students to study the functions of insurance companies and the different types of insurance products available in the financial system.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* **CO1:** Recall and describe the basic concepts, structure, and functioning of financial markets and financial institutions in the economy. **CO2:** Explain the roles, functions, and services provided by various financial institutions such as banks, insurance companies, investment firms, and pension funds. **CO3:** Apply practical knowledge of financial services including leasing, hire purchasing, and factoring in business and financial decision-making. **CO4:** Analyze the structure and functioning of different financial markets including

		money markets, capital markets, and derivatives markets. **CO5:** Evaluate the role of financial institutions and insurance companies in promoting financial stability, economic growth, and risk management. **CO6:** Design and prepare solutions for financial service and investment-related problems by integrating concepts of financial markets, institutions, and insurance products.
8.	**Course Description**	This course provides students with conceptual and practical knowledge of financial institutions and the key issues faced by their managers. It focuses on the structure, functions, and management of financial institutions along with important aspects such as risk management, financial services, and regulatory compliance. The course also introduces students to financial markets, insurance services, and public policy concerns related to the financial system. It helps students develop an understanding of the role of financial institutions in economic growth and financial stability.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Financial System and Financial Markets (9-0-0-9 = 18 hrs)**		
Objective	This unit aims to provide students with a fundamental understanding of the financial system, its meaning, functions, and major components. It helps learners understand the structure and functioning of capital markets, including primary and secondary markets. The unit also develops knowledge of the money market and various money market instruments such as money at call, treasury bills, certificates of deposit, and commercial papers used in the financial system.		
A	Meaning, functions of financial system and its components	**CO1, CO2, CO4**	*Chalk & Board Method, PowerPoint Presentations, Case Studies on Financial Markets and Institutions, Group Discussions and Classroom Activities, Industry Examples related to Money Market and Capital Market Instruments, Newspaper and Business Magazine Analysis*
B	Types of Capital market: Primary and secondary		
C	Money market – Meaning, types of money market instruments-money at call, treasury bill, certificates of deposits, commercial papers.		
Unit 2:	**Financial institutions and its Regulations (9-0-0-9 = 18 hrs)**		
Objective	This unit aims to provide students with an understanding of financial institutions, their types, and their role in economic development. It helps learners understand the functioning of commercial banks and the emergence of private sector banks after liberalization along with financial innovations in banking services. The unit also develops knowledge regarding financial regulation through the role and functions of the Reserve Bank of India (RBI), SEBI guidelines, and different types of stock exchanges at national, regional, and local levels.		
A	Definition of Financial institutions, types, role in economic development,	**CO1, CO2, CO4, CO5**	*Chalk & Board Method, PowerPoint Presentations, Case Studies on Banking and Financial Regulation, Group Discussions and Classroom Activities, RBI and SEBI*
B	Commercial banks: emergence of private sector bank after liberalization, financial innovation in commercial banks		
C	Financial Regulation: Reserve bank of India, its role and functions, SEBI-introductions and guidelines, Types of exchanges – National, Regional & Local		

			Reports/Guidelines Analysis, Online Financial Portals and Regulatory Websites, Industry Examples related to Commercial Banks and Financial Innovations
Unit 3:	**NBFC's (9-0-0-9 = 18 hrs)**		
Objective	This unit aims to provide students with an understanding of the concept, growth, guidelines, and future prospects of development financial institutions in India. It helps learners understand the role, functions, and operational policies of major institutions such as IFCI, SFCs, NABARD, IRBI, SIDC, and SIDBI in promoting industrial, agricultural, and economic development. The unit also develops knowledge regarding the contribution of these institutions to financial assistance and economic growth in the country.		
A	Concept, guidelines, growth and prospects,	**CO1, CO2, CO5,**	*Case Studies on Development Financial Institutions, RBI, NABARD, and SIDBI Reports Analysis, Industry Examples related to Industrial and Agricultural Financing*
B	IFCI, SFCs, NABARD		
C	IRBI, SIDC ,SIDBI– Introduction and operational policies		
Unit 4:	**Insurance Sector and Mutual Funds (9-0-0-9 = 18 hrs)**		
Objective	This unit aims to provide students with an understanding of Unit Trust of India (UTI), mutual funds, and their significance in the financial system. It helps learners understand different types of mutual funds along with their growth and performance in India. The unit also develops knowledge regarding the basic operations and functions of private and public sector insurance companies in both life and general insurance services.		
A	Introduction of UTI, types of mutual funds, significance,	**CO2, CO5, CO6**	*Chalk & Board Method, PowerPoint Presentations, Case Studies on Mutual Funds and Insurance Services, Analysis of Mutual Fund Performance Reports, Online Financial Portals and Insurance Company Websites, Industry Examples related to Life and General Insurance*
B	growth & performance of MFs in India,		
C	Basic operation of Private and public sector insurance (life and general)		
Unit 5:	**Leasing, Hire Purchase and Factoring (9-0-0-9 = 18 hrs)**		
Objective	This unit aims to provide students with an understanding of financial services such as leasing, hire purchasing, factoring, forfaiting, and bill rediscounting. It helps learners understand the meaning, types, financial, legal, and tax aspects of leasing and hire purchasing. The unit also develops knowledge regarding the mechanics and operational procedures of factoring, forfaiting, and bill rediscounting, enabling students to understand their role in business financing and financial decision-making.		
A	Meaning, types, financial, legal and tax aspects,	**CO3, CO5, CO6**	*Chalk & Board Method, PowerPoint Presentations, Case Studies on Financial Services and Business Financing, Industry Examples related to Factoring and Forfaiting Services*
B	Hire purchasing: Concept, legal framework and taxation,		
C	Factoring and forfaiting-meaning and mechanics, Bills rediscounting.		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 60 hrs)	**TW:** Term work (includes assignments, case studies, presentations, numerical problem solving, financial market analysis, seminars, quizzes, and other student activities related to financial institutions and financial services.) **SL:** Self-learning through online financial resources, MOOCs, RBI and SEBI publications, video lectures, case analysis, spoken tutorials, and independent study of financial markets, institutions, and financial services. **Example:** Self-learning beyond the classroom through analysis of banking and financial market reports, preparation of presentations on financial institutions in teams, study of mutual funds and insurance products, solving practical problems on leasing and hire purchasing, and learning from online financial platforms and regulatory resources.
Mode of Examination	**Weightage Distribution:** CA: Quiz* 20% | Assignment 10% | Attendance 5% — Mid Term Assessment (MTA) 15% — End Term Examination (ETE) 50% *Five Quizzes of 4 marks each.
References	**Textbook:** Anthony & Cornett, Marcia Millon - Financial Markets and Institutions, Saunders, (Tata McGraw Hill) M.Y. Khan - Financial Services, (Tata McGraw Hill) Sandeep Goel - Financial services, (PHI)

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	Business Knowledge	Critical Thinking Problem Solving	Communication Skills	Leadership & Teamwork	Ethical & Social Responsibility	Digital and Technological	Entrepreneurial Mindset	Global Business Perspective	Research & Analytical Skills	Professional Development	Advanced Business	Financial System	Global Business Framework
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	1	1	1	–	1	1	1	1	1	2	2	3	2
CO2	3	2	2	1	1	1	1	2	2	2	2	3	3	2
CO3	3	3	3	1	1	1	2	3	1	3	2	3	3	2
CO4	2	3	2	1	–	1	2	2	3	3	2	2	3	3
CO5	3	3	3	1	1	2	2	2	3	3	2	3	3	3
CO6	3	3	3	2	2	2	3	3	3	3	3	3	3	3
Avg	2.83	2.50	2.33	1.17	0.83	1.33	1.83	2.17	2.17	2.50	2.17	2.83	3.00	2.50

Note: *Row averages are computed over non-zero entries only. PO11 is intentionally kept low to avoid artificial inflation.*

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

6. Course-to-SDG Matrix

This course aligns with 6 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	Provides theoretical and practical knowledge of financial markets, financial institutions, insurance services, and investment practices. Enhances analytical, managerial, and financial decision-making skills required in commerce and business education.
SDG 8: Decent Work & Economic Growth	**3**	Develops professional competencies in banking, insurance, leasing, factoring, and financial services. Supports economic growth by improving understanding of financial systems, investment management, and risk management practices.
SDG 9: Industry, Innovation & Infrastructure	**2**	Encourages understanding of modern financial infrastructure, capital markets, and innovative financial services that support industrial growth, entrepreneurship, and economic development.
SDG 10: Reduced Inequalities	**2**	Promotes awareness of inclusive financial services, insurance accessibility, pension schemes, and financial institutions that contribute to reducing economic and social inequalities.
SDG 16: Peace, Justice & Strong Institutions	**2**	Strengthens knowledge of financial regulations, institutional governance, transparency, and ethical financial practices that contribute to stable and accountable financial systems.
SDG 17: Partnerships for the Goals	**1**	Develops understanding of coordination among banks, insurance companies, financial institutions, regulators, and investment agencies for effective financial management and economic cooperation.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. Lecture Plan Outline

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY	Introduction to C language, Variables, Constants, Identifiers and Keywords	**UNIT-1**	**4**
DD/MM/YY	Data Types: Format specifiers, modifiers, type casting		
DD/MM/YY	Operators: Category		
DD/MM/YY	Operators: Expressions — Associativity & Precedence		
DD/MM/YY	Decisions: if, if-else, Nested if-else	**UNIT-2**	**6**
DD/MM/YY	Decisions: if-else-if ladder, Switch Case		
DD/MM/YY	Iterations: Importance of iterative construct, While		
DD/MM/YY	Iterations: For Loop, Do While		
DD/MM/YY	Iterations: Nested Looping, Pattern Printing, combined termination conditions		
DD/MM/YY	Execution Sequence: GOTO, Break, Continue		
DD/MM/YY	Functions: Definition, Declaration/Prototyping and Calling, Types of functions	**UNIT-3**	**8**
DD/MM/YY	Functions: Parameter passing — Call by value, Recursion — Definition, Recursive Functions		
DD/MM/YY	Functions: Recursive Functions, Tail Recursion, Storage classes		
DD/MM/YY	Pre-processors: Directives, Pre-processor Operators (#, ##, \)		
DD/MM/YY	Macros: Types, Use, Predefined Macros		
DD/MM/YY	Arrays: Definitions, Concepts, Memory representation		
DD/MM/YY	Arrays: One-dimensional and multi-dimensional arrays — Declaration, Initialization		
DD/MM/YY	Arrays: Array manipulation		
DD/MM/YY	Pointer: Introduction, Declaration, demonstration of memory use	**UNIT-4**	**6**
DD/MM/YY	Pointer: Operations — Pointer arithmetic, Array of Pointers, Pointers to Arrays		
DD/MM/YY	Dynamic Memory Allocation: malloc, calloc, realloc, free		
DD/MM/YY	Call by Reference, Passing and Returning Arrays from Functions		
DD/MM/YY	Strings: Introduction, Predefined string functions		
DD/MM/YY	Strings: Manipulation of text data, Command Line Arguments		
DD/MM/YY	Structures: Introduction, Declaration, Application	**UNIT-5**	**6**
DD/MM/YY	Unions, typedef & Enumeration: Introduction, Declaration, Difference, Application		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

DD/MM/YY	Nested structure, self-referential structure, Array of structures, Passing structure in function		
DD/MM/YY	Files: Introduction, I/O Streaming and Buffering, Sequential and random access		
DD/MM/YY	Files: Creating, Opening and Closing data files, I/O operations — Storing and adding records		
DD/MM/YY	Files: Retrieving and updating files in Sequential/Random manner		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2027–28
Branch:	BBA	**Semester:**	VI

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Banking And Insurance
2.	**Course Code**	NBBFM603
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 3
5.	**Course Type**	Theory~~/Practical/Applied Learning/VAC/SEC/ASEC/Jury/etc.~~
6.	**Course Objective**	To develop students' understanding of key Indian business laws and enable them to interpret, apply, and analyze legal provisions relating to contracts, sale of goods, negotiable instruments, and partnership firms for effective legal compliance, dispute resolution, and informed business decision-making.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* ***CO1: Recall*** and explain the evolution, structure and regulatory foundations of the Indian banking system. ***CO2: Explain*** and apply knowledge of banking products, services and technology-enabled banking to meet customer and financial inclusion needs. ***CO3: Develop*** understanding of insurance principles, industry structure, regulatory framework, reforms, microinsurance and crop insurance schemes. ***CO4: Analyse*** life and general insurance products, distribution channels, claims settlement and insurance-related risk management practices. ***CO5: Evaluate*** regulatory requirements and compliance standards governing Indian banking, insurance and financial services. ***CO6: Design*** customer-centric, compliant and inclusive banking-insurance solutions by integrating products, risk management principles and regulatory guidelines.
8.	**Course Description**	This course provides an in-depth understanding of the Indian banking and insurance sectors. It covers banking structure, RBI regulation, banking products, digital banking,

		insurance industry, insurance products, claims procedures, regulatory bodies, financial inclusion initiatives and emerging trends. The course develops practical awareness of banking-insurance operations, compliance requirements and risk management in financial services.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Overview of Indian Banking Sector**		
Objective	To familiarize students with the evolution, structure and regulatory foundation of the Indian banking system, including the role of RBI, banking reforms, financial inclusion and recent developments in digital banking.		
A	Evolution and structure of Indian banking system: public sector banks, private sector banks, foreign banks and cooperative banks.	**CO1, CO2, CO3**	*RBI website, banking reports, IBA resources, financial newspapers, smartboard, PPTs, case studies, e-resources and group discussions*
B	Role of Reserve Bank of India (RBI) in banking regulation and supervision; banking reforms and initiatives: nationalization, liberalization and financial inclusion.		
C	Recent trends in Indian banking: digital banking, payments banks and small finance banks.		
Unit 2:	**Banking Products and Services in India**		
Objective	To explain major banking products and services and enable students to understand deposit products, retail lending, corporate banking and technology-enabled banking services in the Indian context.		
A	Deposit products: savings accounts, current accounts, fixed deposits and recurring deposits; retail lending: personal loans, home loans and vehicle loans.	**CO3, CO4**	*RBI resources, bank websites, product brochures, smartboard, PPTs, caselets, banking forms, digital banking demos and online resources*
B	Corporate banking services: working capital finance, trade finance and project finance		
C	Technology adoption in Indian banks: Core Banking Solutions (CBS), mobile banking and internet banking..		
Unit 3:	**Indian Insurance Industry Overview**		
Objective	To develop understanding of the Indian insurance industry, its evolution, major types of insurance companies, regulatory framework, reforms, microinsurance and crop insurance schemes		
A	Evolution of insurance industry in India: from tariff era to liberalization; types of insurance companies: Life Insurance Corporation of India (LIC) and general insurance companies.	**CO3, CO4, CO5**	*IRDAI website, insurance policy documents, annual reports, smartboard, PPTs, case studies, claim examples and online insurance portals*
B	Regulatory framework: Insurance Regulatory and Development Authority of India (IRDAI); recent developments and reforms in Indian insurance sector.		
C	Microinsurance and crop insurance schemes in India..		
Unit 4:	**Insurance Products and Services in India**		
Objective	To analyze life and general insurance products, distribution channels, claims settlement process and grievance redressal mechanisms used in the Indian insurance sector.		
A	Life insurance products: term insurance, endowment plans and Unit Linked Insurance Plans (ULIPs).	**CO3, CO4, CO5**	*IRDAI resources, sample insurance policies, claim forms, insurer websites, smartboard, PPTs, case studies and group discussion*
B	General insurance products: health insurance, motor insurance, property insurance and travel insurance.		
C	Distribution channels: agents, brokers, bancassurance and online platforms; claims settlement process and grievance redressal mechanisms in Indian insurance.		
Unit 5:	**Regulatory Environment and Compliance in Indian Financial Sector**		
Objective	To evaluate the regulatory environment of banking and insurance sectors and develop awareness of compliance requirements, inclusion initiatives, emerging challenges and future outlook.		

A	Regulatory framework for banks and insurance companies: role of RBI, IRDAI, SEBI and Ministry of Finance.	**CO2, CO3, CO4, CO5, CO6**	*RBI, IRDAI and SEBI websites, Ministry of Finance updates, policy documents, smartboard, PPTs, case analysis and financial newspapers*
B	Financial inclusion initiatives: Jan Dhan Yojana, Pradhan Mantri Suraksha Bima Yojana and Atal Pension Yojana.		
C	Emerging regulatory challenges and future outlook: digital banking risks, cyber security, fraud prevention, consumer protection, data privacy, FinTech, InsurTech and future trends in Indian banking and insurance sectors.		

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)

TW: Team work will include assignments, seminars, presentations on banking and insurance products, case studies, financial inclusion projects, digital banking demonstrations, claim-settlement analysis, regulatory update reviews and group discussions related to banking and insurance practices.

SL: Self-learning may include reading RBI, IRDAI and SEBI resources, studying banking product brochures, reviewing insurance policy documents, exploring financial inclusion schemes, analyzing current financial-services news and learning from credible online resources..

Example

Self-Learning beyond Classroom, Developing a mini project in a team, Self-Learning from online content, Case Study Analysis, Regulatory Research, Industry Interaction/Visit, Product Comparison Exercises.

Mode of Examination

Weightage Distribution:

CA			Mid Term Assessment (MTA)	End Term Examination (ETE)
Quiz*	Assignment	Attendance		
20%	10%	5%	15%	50%

*Five Quizzes of 4 marks each.

References

Textbook: 1. Banking Awareness by Arihant Experts. 2. Insurance Awareness by R. Gupta. 3. Pathak, Bharati V. and Shah, Seema - Indian Financial System. 4. Panda, Prasant Kumar and Banerjee, B. S. - Banking and Insurance Services.

Important Web Links: Reserve Bank of India: https://www.rbi.org.in/ , Insurance Regulatory and Development Authority of India: https://irdai.gov.in/ , Securities and Exchange Board of India: https://www.sebi.gov.in/ , Ministry of Finance: https://finmin.gov.in/ , Indian Banks' Association: https://www.iba.org.in/

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership and Teamwork	Ethical and Social	Digital and Technological	Entrepreneurial Mindset	Global Business Persnective	Research and Analytical Skills	Professional Development	Foundational Business	Managerial and Interpersonal	Business Planning and
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO1	PSO2	PSO3
CO1	3	1	1	1	0	2	1	1	1	1	2	3	1	2
CO2	3	2	2	2	1	2	3	2	1	1	3	3	2	3
CO3	3	2	1	1	0	2	1	1	1	1	2	3	1	2
CO4	3	3	2	2	1	2	1	1	1	2	3	3	2	3
CO5	3	3	2	2	1	3	2	1	2	2	3	3	2	3
CO6	3	3	3	3	2	3	3	2	2	2	3	3	3	3
Avg	**3**	**2.3**	**1.8**	**1.8**	**0.8**	**2.3**	**1.8**	**1.3**	**1.3**	**1.5**	**2.6**	**3**	**1.8**	**2.6**

Note: *Row averages are computed over non-zero entries only. PO7 (Ethics) receives no mapping — this is correct for a programming fundamentals course. PO6 and PO10 are intentionally kept low to avoid artificial inflation.*

6. Course-to-SDG Matrix

This course aligns with 4 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	Develops conceptual and practical understanding of banking, insurance, regulation, financial services, risk management and informed financial decision-making.
SDG 8: Decent Work & Economic Growth	**3**	Enhances employability-oriented knowledge of banking, insurance, financial inclusion, compliance and customer-centric financial services.
SDG 9: Industry, Innovation & Infrastructure	**2**	Supports understanding of digital banking, core banking solutions, mobile banking, insurance technology and innovation in financial infrastructure.
SDG 10: Reduced Inequalities	**2**	Strengthens understanding of partnership structures, agency relationships, commercial cooperation, and legal frameworks that support effective business collaborations and stakeholder relationships.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. Lecture Plan Outline

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY	Evolution of Indian banking system	**UNIT-1**	**4**
DD/MM/YY	Structure of Indian banking system: public sector, private sector, foreign and cooperative banks		
DD/MM/YY	Role of RBI as regulator and supervisor		
DD/MM/YY	Banking reforms, financial inclusion and recent banking trends		
DD/MM/YY	Deposit products: savings accounts, current accounts, fixed deposits and recurring deposits	**UNIT-2**	**6**
DD/MM/YY	Retail lending: personal loans, home loans and vehicle loans		
DD/MM/YY	Corporate banking services: working capital finance		
DD/MM/YY	Trade finance and project finance		
DD/MM/YY	Technology adoption: Core Banking Solutions (CBS), mobile banking and internet banking		
DD/MM/YY	Customer-centric banking services and financial inclusion applications		
DD/MM/YY	Evolution of insurance industry in India: tariff era to liberalization	**UNIT-3**	**8**
DD/MM/YY	Life Insurance Corporation of India and life insurance companies		
DD/MM/YY	General insurance companies and their role		
DD/MM/YY	IRDAI: regulatory role and powers		
DD/MM/YY	Recent developments and reforms in Indian insurance sector		
DD/MM/YY	Insurance principles and risk-transfer mechanism		
DD/MM/YY	Microinsurance in India		
DD/MM/YY	Crop insurance schemes in India		
DD/MM/YY	Life insurance products: term insurance, endowment plans and ULIPs	**UNIT-4**	**6**
DD/MM/YY	General insurance products: health insurance and motor insurance		
DD/MM/YY	Property insurance and travel insurance		
DD/MM/YY	Distribution channels: agents, brokers, bancassurance and online platforms		
DD/MM/YY	Claims settlement process in insurance		
DD/MM/YY	Grievance redressal mechanisms and customer protection in insurance		
DD/MM/YY	Regulatory framework: RBI, IRDAI, SEBI and Ministry of Finance	**UNIT-5**	**6**
DD/MM/YY	Basel III norms and banking compliance requirements		
DD/MM/YY	Insurance Laws Amendment Act and insurance compliance		
DD/MM/YY	SEBI regulations and financial-services compliance		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

DD/MM/YY	Financial inclusion initiatives: Jan Dhan Yojana, Pradhan Mantri Suraksha Bima Yojana and Atal Pension Yojana		
DD/MM/YY	Emerging regulatory challenges and future outlook for banking and insurance sectors		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	MBA	**Current Academic Year:**	2027–28
Domain:	Human Resource	**Semester:**	VI

2. Course Details

S. No	Attribute	Details
1	**Course Title**	HR Analytics
2	**Course Code**	----------
3	**Credits**	3
4	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
4.1	**Teaching & Learning Scheme (hrs in semester)**	Classroom Instruction (L) + Tutorial (T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00 hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs | Credits: 3
5	**Course Type**	Theory (Elective)
6	**Course Objective**	To develop understanding of HR analytics concepts, workforce data analysis, HR metrics, predictive analytics, and data-driven decision-making for effective human resource management.
7	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* CO1: Explain the concepts, scope, importance, and applications of HR Analytics in organizations. CO2: Analyze workforce data using HR metrics and analytical tools for managerial decision-making. CO3: Apply HR analytics techniques for recruitment, performance management, retention, and employee engagement. CO4. Examine predictive analytics and data visualization techniques in HR management. CO5: Evaluate ethical, legal, and technological issues related to HR analytics and workforce data management. .CO6: Evaluate HR analytics practices for improving organizational performance and strategic HR decisions.
8	**Course Description**	This course focuses on the use of data analytics and quantitative techniques in human resource management. It covers HR metrics, workforce analytics, predictive analytics, employee performance analysis, retention analytics, data visualization, and strategic HR decision-making. The course emphasizes analytical thinking and data-driven HR practices in modern organizations.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to HR Analytics (3-0-1-2 = 6 hrs)**		
Objective	To familiarize students with the concepts, scope, and significance of HR Analytics in organizations.		
A	Meaning, Nature, Scope and Importance of HR Analytics	**CO1, CO6**	*Lectures and PPT*

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

B	HR Metrics and Workforce Data		*Presentations Case Studies Group Discussions*
C	Role of Analytics in Strategic HRM		
Unit 2:	**Workforce Analytics and HR Metrics (3-0-1-2 = 6 hrs)**		
Objective	To understand workforce analytics and the application of HR metrics in decision-making		
A	Employee Productivity and Performance Analytics	**CO2, CO3, CO6**	*Assignments and Presentations, Analytics Exercises, Industry Examples*
B	Recruitment and Talent Acquisition Analytics		
C	Employee Retention and Attrition Analysis		
Unit 3:	**Predictive Analytics and Data Visualization in HR (3-0-1-2 = 6 hrs)**		
Objective	To develop understanding of predictive analytics and data visualization tools in HR management.		
A	Predictive HR Analytics and Forecasting	**CO3, CO4, CO6 |**	*Lectures and PPT Presentations, HR Simulations, Data Visualization Activities*
B	Data Visualization and HR Dashboards		
C	Employee Engagement and Learning Analytics		
Unit 4:	**HR Analytics for Strategic Decision-Making (3-0-1-2 = 6 hrs)**		
Objective	To analyze the role of HR analytics in strategic human resource decisions and organizational effectiveness.		
A	HR Analytics in Compensation and Workforce Planning	**CO4, CO5, CO6**	*Case Analysis, Group Activities, HR Analytics Projects*
B	HR Scorecard and Strategic HR Analytics		
C	Technology and AI in HR Analytics		
Unit 5:	**Ethical Issues and Emerging Trends in HR Analytics (3-0-1-2 = 6 hrs)**		
Objective	To examine ethical concerns, data privacy issues, and future trends in HR Analytics.		
A	Ethical and Legal Issues in HR Analytics	**CO5, CO6**	*Research Assignments, Audio-Visual Learning Resources, Industry Discussions*
B	Data Privacy, Security and Bias in Workforce Analytics		
C	Future Trends in HR Analytics and AI-driven HRM		

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) TW + SL: (30 hrs)

TW: Term work (includes assignments, HR analytics exercises, workforce data analysis, presentations, group discussions, and other student activities etc.) SL: Self Learning, MOOCs, research papers, journals, online educational resources, HR analytics reports, and industry examples etc. Example: Self-Learning beyond Classroom, HR Dashboard Analysis, Workforce Data Interpretation,Case Study, Seminar on Emerging Trends in HR Analytics.

Mode of Examination

Weightage Distribution:

CA			Mid Term Assessment (MTA)	End Term Examination (ETE)
Quiz*	Assignment	Attendance		
20%	10%	5%	15%	50%

*Five Quizzes of 4 marks each.

References

Text Books:

1. HR Analytics – Dipak Kumar Bhattacharyya, Sage Publications.
2. Predictive HR Analytics – Kirsten Edwards & Martin R. Edwards, Kogan Page.
3. The Power of People – Nigel Guenole, Jonathan Ferrar & Sheri Feinzig, Pearson.

Other References:

1.HR Scorecard – Brian E. Becker, Mark A. Huselid & Dave Ulrich, Harvard Business School Press.
2.Human Resource Analytics – Jac Fitz-enz & John Mattox, Wiley Publications.
Fundamentals of HR Analytics – Ravi V. Kumar & R. Vasanthagopal, Wiley India.

5. CO–PO and CO–PSO Mapping Matrix

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

CO / PO	Integrated Business Knowledge & Versatility	Strategic Decision Making	Business Ethics & Values	Leadership & Team Management	Global Perspective	Innovative & Entrepreneurial Mindset	Environment & Sustainability	Data Analysis & Digital Proficiency	Social Responsibility	Research Aptitude	Life-long Learning	Business Analysis and Strategic Decision Capability	Ethical Leadership and Organizational Effectiveness	Global and Sustainable Business Competence
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	2	1	1	1	1	-	3	1	1	2	3	1	1
CO2	3	3	1	1	1	1	-	3	1	2	2	3	1	1
CO3	3	3	1	2	1	2	-	3	1	2	2	3	2	1
CO4	2	3	1	2	1	2	-	3	1	2	2	3	2	1
CO5	2	2	3	1	1	2	2	2	3	2	3	2	2	2
CO6	3	3	2	2	1	2	1	2	2	2	3	3	2	2
AVG	2.67	2.67	1.50	1.50	1.00	1.67	1.50	2.83	1.50	1.83	2.33	2.83	1.67	1.33

Note: *Row averages are computed over non-zero entries only.*

6. Course-to-SDG Matrix-

This course aligns with 4 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit)

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	3	Develops analytical and digital competencies related to HR analytics and workforce management.
SDG 8: Decent Work & Economic Growth	3	Enhances workforce productivity, talent management, and strategic HR decision-making.
SDG 9: Industry, Innovation & Infrastructure	2	Encourages use of analytics, AI, and digital technologies in HR processes and organizational systems.
SDG 16: Peace, Justice & Strong Institutions	2	Promotes ethical data management, fairness, transparency, and responsible workforce analytics practices.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2027–28
Branch:	Human Resource	**Semester:**	VI

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Negotiation and Counselling
2.	**Course Code**	-------
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
4.1	**Teaching & Learning Scheme (hrs in semester)**	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 3
5.	**Course Type**	Theory
6.	**Course Objective**	The objective of this course is to develop students' understanding of negotiation and counselling as essential human resource competencies for managing workplace relationships, resolving conflicts, supporting employees and improving organizational effectiveness. The course aims to build practical skills in communication, negotiation strategy, employee counselling, mediation, ethical decision-making and HR intervention design.
7.	**Course Outcomes (COs)**	After successful completion of this course, students will be able to: CO1: Explain the basic concepts, process and significance of negotiation and counselling in HRM. CO2: Apply communication, listening and questioning skills in negotiation and counselling situations. CO3: Analyze negotiation styles, conflict situations and employee counselling needs in organizations. CO4: Develop counselling plans and negotiation strategies for workplace issues. CO5: Evaluate negotiation outcomes, counselling effectiveness and ethical issues in HR interventions. CO6: Design integrated negotiation and counselling interventions for employee relations and organizational effectiveness.
8.	**Course Description**	This course provides an applied understanding of negotiation and counselling in human resource management. It covers workplace communication, negotiation process, bargaining strategies, employee counselling, conflict resolution, mediation, grievance handling and ethical HR interventions. Students will learn through role plays, simulations, case analysis, counselling exercises and reflective activities to develop practical HR competencies.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to Negotiation and Counselling in HRM (4-0-0-4 = 12 hrs)**		
Objective	To introduce the concepts, scope,		

	importance and HR relevance of negotiation and counselling in organizational settings.		
A	Meaning, nature, scope and importance of negotiation and counselling in HRM	**CO1**	**Negotiation diagnostics, HR counselling cases, ethical dilemma analysis, counselling-readiness checklist**
B	Role of HR manager as negotiator, facilitator and counselor		
C	Ethical principles, confidentiality and professional boundaries in counselling and negotiation		
Unit 2:	**Communication Skills for Negotiation and Counselling (4-0-0-4 = 12 hrs)**		
Objective	To develop communication, listening, questioning, empathy and rapport-building skills required for effective negotiation and counselling.		
A	Communication process, barriers and interpersonal communication in HR situations	**CO1, CO2**	**Listening skill lab, communication audit, empathy mapping, recorded role-play analysis**
B	Active listening, empathy, questioning, paraphrasing and feedback skills		
C	Rapport building, emotional intelligence and non-verbal communication		
Unit 3:	**Negotiation Process and Strategies (4-0-0-4 = 12 hrs)**		
Objective	To enable students to understand negotiation styles, stages, strategies and techniques used in workplace and employee-relations situations.		
A	Negotiation process, preparation, BATNA, ZOPA and goal setting	**CO2, CO3, CO4**	**Negotiation simulation, BATNA worksheet, bargaining scenario analysis, peer feedback rubric**
B	Distributive, integrative and principled negotiation strategies		
C	Negotiation tactics, persuasion, power, influence and handling difficult negotiators		
Unit 4:	**Employee Counselling and Workplace Interventions (4-0-0-4 = 12 hrs)**		
Objective	To develop understanding of employee counselling approaches, counselling process and workplace interventions for employee support and development.		
A	Employee counselling: meaning, need, objectives and types	**CO3, CO4, CO5**	**Counselling role-play, case diagnosis sheet, employee assistance plan, referral decision checklist**
B	Counselling process: problem identification, goal setting,		

	intervention and follow-up		
C	Counselling for stress, absenteeism, performance issues, workplace conflict and career concerns		
Unit 5:	**Conflict Resolution, Mediation and HR Applications (4-0-0-4 = 12 hrs)**		
Objective	To enable students to integrate negotiation and counselling skills for conflict resolution, mediation, employee relations and ethical HR practice.		
A	Conflict management, mediation and grievance handling in organizations		
B	Negotiation and counselling in performance management, discipline and employee relations		

Team Work and Self-Learning (in Hours) (SL: 60 hrs)	TW: Term work includes counselling role plays, negotiation simulations, HR case analysis, reflective journals, assignments and group activities. SL: Self-learning beyond classroom through reading HR counselling cases, labour-relations examples, negotiation preparation sheets, counselling reflection notes and HR intervention design tasks.

Quiz*	Assignment	Attendance	Mid Term Assessment (MTA)	End Term Examination (ETE)
10%	**20%**	**5%**	**15%**	**50%**
*Two Quizzes of 5 marks each.				

C	Evaluation of counselling and negotiation outcomes; documentation, ethics and strategic HR interventions		

4. Course Evaluation & References

References

Lewicki, R. J., Barry, B., & Saunders, D. M. (2020). Negotiation (8th ed.). McGraw Hill Education.
Fisher, R., Ury, W., & Patton, B. (2011). Getting to yes: Negotiating agreement without giving in. Penguin Books.
Rao, S. N. (2013). Counselling and guidance. McGraw Hill Education.
Nelson-Jones, R. (2016). Basic counselling skills: A helper's manual. Sage Publications.
Dessler, G. (2023). Human resource management (16th global ed.). Pearson Education.

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	PO 1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO1 1	PSO 1	PSO 2	PSO 3
	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership and Teamwork	Ethical and Social Responsibility	Digital and Technological Competence	Entrepreneurial Mindset	Global Business Perspective	Research and Analytical Skills	Professional Development	Foundational Business Knowledge	Managerial and Interpersonal Skills	Business Planning and Operational Execution
CO 1	3	2	1	2	1	1	–	–	–	–	1	3	2	–
CO 2	2	2	2	3	2	1	–	–	–	–	2	2	3	–
CO 3	2	3	3	2	2	2	–	–	–	1	2	2	3	2
CO 4	2	3	3	2	3	2	–	–	–	1	2	2	3	2
CO 5	2	3	2	2	2	3	–	–	–	2	2	2	3	2
CO 6	2	3	3	3	3	3	1	1	1	2	3	2	3	3
Avg	**2.17**	**2.67**	**2.33**	**2.33**	**2.17**	**2.00**	**1.00**	**1.00**	**1.00**	**1.50**	**2.00**	**2.17**	**2.83**	**2.25**

Strength Scale: 3 = Substantial (High) | 2 = Moderate (Medium) | 1 = Slight (Low) | – = Not Applicable

6. Course-to-SDG Matrix

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	3	Develops communication, negotiation, counselling and professional HR competencies for workplace readiness.
SDG 5: Gender Equality	2	Supports fair, respectful and inclusive workplace conversations and counselling practices.
SDG 8: Decent Work and Economic Growth	3	Strengthens employee relations, conflict resolution and workplace well-being for productive organizations.
SDG 16: Peace, Justice and Strong Institutions	2	Promotes ethical dialogue, mediation, grievance handling and fair HR processes.

7. Lecture Plan Outline

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY	Meaning, nature and scope of negotiation in HRM	**UNIT-1**	**12**
DD/MM/YY	Meaning, nature and scope of counselling in HRM		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

DD/MM/YY	Importance of negotiation and counselling for employee relations		
DD/MM/YY	Role of HR manager as negotiator and counsellor		
DD/MM/YY	Ethical principles and confidentiality in counseling		
DD/MM/YY	Professional boundaries and documentation in HR counseling		
DD/MM/YY	Types of negotiation and counselling situations at workplace		
DD/MM/YY	Negotiation and counselling competencies for HR professionals		
DD/MM/YY	Case discussion on workplace negotiation		
DD/MM/YY	Case discussion on employee counselling		
DD/MM/YY	Skill activity on identifying HR intervention needs		
DD/MM/YY	Unit revision and reflective activity		
DD/MM/YY	Communication process and communication barriers	**UNIT-2**	**12**
DD/MM/YY	Interpersonal communication in HR situations		
DD/MM/YY	Active listening skills		
DD/MM/YY	Empathy and rapport building		
DD/MM/YY	Questioning and probing techniques		
DD/MM/YY	Paraphrasing, summarising and feedback		
DD/MM/YY	Non-verbal communication in counseling		
DD/MM/YY	Emotional intelligence in negotiation and counselling		
DD/MM/YY	Handling emotions during difficult conversations		
DD/MM/YY	Communication audit activity		
DD/MM/YY	Role-play on counselling communication		
DD/MM/YY	Unit revision and skill demonstration		
DD/MM/YY	Negotiation process and preparation	**UNIT-3**	**12**
DD/MM/YY	Identifying interests, positions and priorities		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

DD/MM/YY	BATNA, ZOPA and reservation point		
DD/MM/YY	Distributive negotiation strategy		
DD/MM/YY	Integrative negotiation strategy		
DD/MM/YY	Principled negotiation approach		
DD/MM/YY	Persuasion, power and influence in negotiation		
DD/MM/YY	Negotiation tactics and ethical limits		
DD/MM/YY	Handling difficult negotiators		
DD/MM/YY	Negotiation simulation activity		
DD/MM/YY	Peer feedback on negotiation performance		
DD/MM/YY	Unit revision and case analysis		
DD/MM/YY	Employee counselling: meaning and need	**UNIT-4**	**12**
DD/MM/YY	Objectives and benefits of employee counselling		
DD/MM/YY	Types of employee counseling		
DD/MM/YY	Counselling process and stages		
DD/MM/YY	Problem identification and goal setting		
DD/MM/YY	Counselling intervention and follow-up		
DD/MM/YY	Counselling for stress and workplace anxiety		
DD/MM/YY	Counselling for absenteeism and discipline issues		
DD/MM/YY	Counselling for performance and career concerns		
DD/MM/YY	Referral and employee assistance support		
DD/MM/YY	Counselling role-play and feedback		
DD/MM/YY	Unit revision and case diagnosis		
DD/MM/YY	Conflict: meaning, causes and types	**UNIT-5**	**12**
DD/MM/YY	Conflict management styles		
DD/MM/YY	Mediation: meaning, process and role of mediator		
DD/MM/YY	Grievance handling and		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

	employee relations		
DD/MM/YY	Negotiation in performance management situations		
DD/MM/YY	Counselling in disciplinary and developmental situations		
DD/MM/YY	Documentation of counselling and negotiation cases		
DD/MM/YY	Evaluation of negotiation outcomes		
DD/MM/YY	Evaluation of counselling effectiveness		
DD/MM/YY	Ethical issues in HR interventions		
DD/MM/YY	Designing integrated HR intervention plan		
DD/MM/YY	Final discussion and course integration activity		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2027–28
Branch:	BBA	**Semester:**	VI

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Legal and Ethical Issues in Family Businesses
2.	**Course Code**	NBBFB601
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits:3
5.	**Course Type**	Theory (Program Specialization Course)
6.	**Course Objective**	To provide students with a thorough understanding of the legal frameworks, regulatory structures, and ethical dilemmas that are unique to family-owned businesses. The course sensitises students to succession planning, governance issues, and conflict resolution within a legal and ethical context, equipping them to manage family enterprises responsibly.
7.	**Course Outcomes (COs)**	*After successful completion of this course, the students will be able to:* **CO1:** ***Recall*** and describe the legal structures, regulatory frameworks, and compliance requirements governing family-owned businesses. **CO2:** ***Explain*** the legal conflicts, ownership disputes, governance challenges, and minority shareholder rights specific to family-run enterprises. **CO3:** ***Apply*** knowledge of ethical concerns in corporate governance, transparency, CSR, and business practices to real-world family business scenarios. **CO4:** ***Analyze*** succession and inheritance laws, including Indian and Hindu Succession Acts, and assess their implications for family business continuity. **CO5:** ***Evaluate*** landmark legal cases and develop legally sound, ethically fair business solutions addressing disputes and governance failures in family enterprises. **CO6:** ***Design*** a comprehensive family-run business model integrating ethical leadership, transparent governance, legal compliance, and conflict-resolution mechanisms.
8.	**Course Description**	This course explores the intersection of law and ethics in the context of family-owned businesses in India. It begins with an introduction to the legal structures and regulatory

		compliance requirements applicable to family enterprises. Governance and ownership topics include shareholding rights, family constitutions, board composition, and minority protection. The course then examines succession and inheritance laws — including the Indian and Hindu Succession Acts, wills, trusts, and the role of arbitration. Ethical dimensions such as CSR, leadership transparency, nepotism, and gender inclusion are analysed. The course concludes with landmark Indian legal cases, ethical decision-making models, risk audits, and the role of ethics committees.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	**Introduction to Legal Framework in Family Businesses (12-0-0-12 = 24 hrs)**		
Objective	To introduce students to the nature of family businesses and the legal structures that govern them. Topics include: distinguishing types of family business structures; understanding MSME, GST, income tax, and labour law compliance; and the procedural requirements of business registration and licensing.		
A	Nature and Definition of Family Businesses; Business Structures: Sole Proprietorship, Partnership Firms, LLPs	**CO1, CO2**	*Case studies, Whiteboards, MCA portal, Legal databases (SCC Online, Manupatra)*
B	Private Limited Companies and their regulatory framework; Comparison of structures for family firms		
C	Regulatory Compliance: MSME Registration, Income Tax obligations, GST, Labour Laws; Registration and Licensing Essentials		
Unit 2:	**Governance and Ownership Issues (12-0-0-12 = 24 hrs)**		
Objective	To explore governance challenges and ownership conflicts that arise within family businesses. Topics cover shareholding structures, board composition, family councils, conflict of interest, and the legal rights of minority shareholders.		
A	Shareholding and Ownership Rights in family firms; Types of shares; Transmission and transfer of shares	**CO2, CO3**	*Case studies, Companies Act 2013, Whiteboards, SEBI guidelines*
B	Board Composition and Roles; Independent Directors; Role of Family Constitution and Family Councils in governance		
C	Conflict of Interest in family enterprises; Minority Shareholder Rights; Oppression and Mismanagement under Companies Act		
Unit 3:	**Succession and Inheritance Laws (12-0-0-12 = 24 hrs)**		
Objective	To examine the legal provisions governing succession and inheritance in family businesses. Topics include succession planning frameworks, Indian and Hindu Succession Acts, instruments such as wills, trusts and powers of attorney, and the role of ADR in resolving family disputes.		
A	Importance of Succession Planning; Indian Succession Act 1925 — scope, intestate and testamentary succession	**CO3, CO4**	*Indian Succession Act, Hindu Succession Act, Whiteboards, Case studies, MCA portal*
B	Hindu Succession Act 1956 (as amended 2005): Coparcenary rights, daughters' rights, devolution of property		
C	Wills, Trusts, and Power of Attorney in succession planning; Role of Arbitration and Mediation in resolving family business disputes		
Unit 4:	**Ethical Issues in Family Businesses (12-0-0-12 = 24 hrs)**		
Objective	To sensitise students to ethical dimensions specific to family enterprises. Topics include corporate social responsibility obligations, the ethics of leadership and transparency, the tension between nepotism and meritocracy, and gender and inclusion challenges in family firms.		
A	Corporate Social Responsibility (CSR): Legal mandate under Companies Act 2013, CSR policy design; Ethical Leadership principles	**CO3, CO5**	*Companies Act 2013, CSR guidelines, Case studies, Whiteboards, Ethics frameworks*
B	Transparency and Disclosure norms in family businesses; Whistleblower protection; Ethical governance models		

C	Nepotism vs. Meritocracy: Legal and ethical analysis; Gender Issues and Inclusion in Family Firms; Women's property and inheritance rights		
Unit 5:	**Case Studies and Legal Disputes in Family Businesses (12-0-0-12 = 24 hrs)**		
Objective	To apply legal and ethical knowledge to real-world family business disputes and governance failures. Topics include landmark Indian cases, ethical decision-making frameworks, legal audit processes, and the institutional role of ethics committees and external advisors.		
A	Landmark Indian Legal Cases: Ambani family (Reliance), Bajaj, Murugappa, Mafatlal — legal and ethical analysis	**CO4, CO5, CO6**	*SCC Online, Manupatra, Case study packets, Whiteboards, Guest lectures (legal practitioners)*
B	Ethical Decision-Making Models: Utilitarian, Rights-based, Justice-based approaches applied to family business dilemmas		
C	Risk Mitigation and Legal Audits in family enterprises; Role of Ethics Committees and External Advisors; Drafting a Family Charter / Constitution		

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 60 hrs)	**TW:** Term work (includes assignments, seminars, legal case analysis, role-play exercises, family business visit reports, moot court / negotiation simulations, and other student activities). **SL:** Self Learning — MOOCs (SWAYAM/NPTEL), spoken tutorials, online legal databases, educational resources. **Example activities:** Drafting a sample Family Constitution; Preparing a succession plan case study; Analysing a landmark family business dispute using ethical decision-making models.
Mode of Examination	**Weightage Distribution:** CA: Quiz* 20% | Assignment 10% | Attendance 5% | Mid Term Assessment (MTA) 15% | End Term Examination (ETE) 50% *Five Quizzes of 4 marks each.
References	**Textbooks:** 1. Poza, E.J. & Daugherty, M.S. (2013). Family Business. South-Western Cengage Learning. 2. Sharma, Pramodita. (2014). Entrepreneurial Family Firms. Pearson Education. 3. Kapoor, N.D. (2020). Elements of Mercantile Law. Sultan Chand & Sons. **Reference Books:** 1. Gersick, K.E., Davis, J.A., Hampton, M.M., & Lansberg, I. (1997). Generation to Generation: Life Cycles of the Family Business. Harvard Business Review Press. 2. Gopalaswamy, R. (2022). Corporate Governance and Business Ethics. PHI Learning. 3. Maseda, A., Iturralde, T. (2020). Ethics in Family Business: Theoretical and Practical Perspectives. Springer.

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership & Teamwork	Ethical & Social Responsibility	Digital and Technological	Entrepreneurial Mindset	Global Business Perspective	Research & Analytical Skills	Professional Development	Advanced Business	Financial System	Global Business Framework

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO1	PSO2	PSO3
CO1	**3**	**1**	–	**1**	–	2	**1**	**1**	**1**	–	**2**	**3**	1	**1**
CO2	**2**	**3**	**2**	2	–	**2**		1	–	1	**2**	**2**	**3**	–
CO3	**2**	**2**	**2**	**1**	**2**	**3**	1	1	**1**	–	**2**	**2**	**2**	**1**
CO4	**3**	**3**	**2**	–	–	**1**	**2**	**2**	–	**2**	**2**	**3**	**2**	–
CO5	**2**	**3**	**3**	**2**	**2**	**3**	1	1	–	**2**	**2**	**2**	**3**	–
CO6	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**2**	**1**	**3**	**3**	**3**	**3**
Avg	**2.50**	**2.50**	**2.40**	**1.60**	**2.33**	**2.33**	**1.60**	**1.50**	**1.33**	1.50	**2.17**	**2.50**	**2.33**	**1.67**

Note: *Row averages are computed over non-zero entries only.*

6. Course-to-SDG Matrix

This course aligns with 6 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	Builds deep understanding of law, governance, and ethics within a business context. Develops critical analytical and legal reasoning skills essential for lifelong learning and professional practice in family enterprise management.
SDG 8: Decent Work & Economic Growth	**3**	Equips students with legal and ethical competencies to manage family businesses responsibly, promote fair labour practices, prevent nepotism, and build sustainable enterprises that contribute to inclusive economic growth.
SDG 10: Reduced Inequalities	**3**	Addresses gender issues, minority shareholder rights, and inclusion in family firms. Promotes equitable inheritance rights for daughters under the Hindu Succession Act and advocates meritocracy over nepotism.
SDG 16: Peace, Justice & Strong Institutions	**3**	Directly engages with legal dispute resolution, arbitration, mediation, and ethical governance frameworks. Strengthens students' ability to build transparent, accountable, and legally compliant family institutions.
SDG 17: Partnerships for the Goals	**2**	Encourages engagement with external advisors, ethics committees, and legal practitioners. Promotes collaborative governance models (family councils, boards) that align family business objectives with broader social goals.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2027–28
Branch:	BBA/BBA IAF	**Semester:**	VI

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Marketing and Branding of Family Businesses
2.	**Course Code**	NBBFB602
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 0 hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs | Credits:3
5.	**Course Type**	Theory
6.	**Course Objective**	The objective of this course is to introduce students to marketing and branding concepts that are uniquely relevant to family-owned businesses. The course focuses on customer trust, heritage branding, intergenerational brand continuity, family reputation, ethical marketing, and strategies for sustaining brand identity across generations.
7.	**Course Outcomes (COs)**	After successful completion of this course, the students will be able to: CO1: Explain the basics of marketing and branding in the context of family businesses. CO2: Analyze marketing strategies that leverage family values, reputation and legacy. CO3: Develop branding strategies for intergenerational business continuity. CO4: Apply customer relationship and storytelling techniques in family business branding. CO5: Evaluate brand positioning, communication and customer loyalty strategies for family firms. CO6: Design an ethical and value-driven marketing plan aligned with family business identity.
8.	**Course Description**	This course focuses on marketing and branding practices in family-owned businesses. It covers family reputation, heritage branding, storytelling, personal branding of family leaders, intergenerational brand continuity, digital branding, customer relationship management and strategic marketing planning. Emphasis is placed on maintaining authenticity, trust, ethical communication and long-term customer loyalty in family firms.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used
Unit 1:	Family business marketing diagnostic; family reputation analysis; customer trust mapping; case discussion		
Objective	To introduce students to the nature, importance, challenges and opportunities of marketing in family-owned		

	businesses.		
A	Nature and importance of marketing in family firms	**CO1, CO2**	Family business marketing audit; reputation mapping worksheet; traditional vs. modern marketing comparison; case discussion
B	Unique marketing challenges and opportunities; influence of family reputation and values on marketing		
C	Traditional vs. modern marketing techniques in family businesses		
Unit 2:	Brand positioning canvas; heritage brand audit; storytelling worksheet; family leader brand profile		
Objective	To develop understanding of brand equity, heritage branding, storytelling, authenticity and positioning strategies for family businesses.		
A	Understanding brand equity and heritage branding	**CO2, CO3, CO4**	Brand positioning map; heritage-brand analysis; storytelling canvas; family leader brand profile
B	Role of storytelling and authenticity; personal branding of family leaders		
C	Brand positioning strategies for family firms		
Unit 3:	Intergenerational brand continuity map; digital branding review; consumer behaviour observation task; brand identity comparison		
Objective	To enable students to understand brand continuity, succession, youth involvement and adaptation to changing consumer behaviour.		
A	Succession planning and brand continuity	**CO3, CO6**	Intergenerational brand continuity template; digital branding review; consumer behaviour analysis; succession-brand caselet
B	Managing brand identity across generations; youth involvement in digital branding		
C	Adapting to changing consumer behaviours		
Unit 4:	IMC plan template; CRM journey map; loyalty programme analysis; communication case review		
Objective	To help students apply integrated marketing communication, CRM and emotional-connect strategies for family business branding.		
A	Integrated Marketing Communication (IMC) for family firms	**CO4, CO5**	IMC planning sheet; CRM journey map; customer loyalty dashboard; communication case analysis
B	CRM strategies with emotional connect; building long-term customer loyalty		
C	Case examples of successful family brand communication		
Unit 5:	Marketing plan template; ethical marketing checklist; branding performance dashboard; capstone family business marketing plan		
Objective	To develop the ability to design ethical, value-driven marketing plans aligned with family business identity, vision and branding goals.		
A	Designing value-driven marketing plans	**CO5, CO6**	Marketing plan template; ethical marketing checklist; brand performance scorecard; capstone marketing plan
B	Ethical marketing practices in family firms; measuring marketing performance		
C	Aligning business vision with branding; preparation of family business marketing plan		

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 30 hrs)	TW: Term work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.) SL: Self Learning, MOOCs, spoken tutorials, online educational resources etc.(If Provided in curriculum structure.) Example Self-Learning beyond Class Room, Developing a mini project in a team, Self-Learning from online content, Case Study, Industry Work/Visit

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

<table>
<tr><td>Mode of Examination</td><td>Weightage Distribution:
<table>
<tr><th rowspan="2">Quiz*</th><th colspan="2">CA</th><th rowspan="2">Attendance</th><th rowspan="2">Mid Term Assessment (MTA)</th><th rowspan="2">End Term Examination (ETE)</th></tr>
<tr><th>Assignment</th></tr>
<tr><td>20%</td><td>10%</td><td>5%</td><td>15%</td><td>50%</td></tr>
</table>
*Five Quizzes of 4 marks each.</td></tr>
<tr><td>References</td><td>Textbook/s:
1. Poza, E. J. (2010). Family Business. South-Western Cengage Learning.
2. Keller, K. L. (2013). Strategic Brand Management. Pearson Education.
3. Baines, P., Fill, C., & Page, K. (2013). Essentials of Marketing. Oxford University Press.

Reference Books:
1. Craig, J., & Moores, K. (2010). Leading a Family Business: Best Practices for Long-Term Stewardship. Praeger.
2. Kapferer, J. N. (2012). The New Strategic Brand Management. Kogan Page.
3. Sharma, P. (2004). An overview of the field of family business studies: Current status and directions for the future. Family Business Review.</td></tr>
</table>

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	Business Knowledge	Critical Thinking	Problem Solving	Communication Skills	Leadership and Teamwork	Ethical and Social Responsibility	Digital and Technological Competence	Entrepreneurial Mindset	Global Business Perspective	Research and Analytical Skills	Professional Development	Foundational Business Knowledge	Managerial and Interpersonal Skills	Business Planning and Operational Execution
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	1	–	1	–	1	–	1	–	–	1	3	–	–
CO2	3	3	2	2	1	1	1	2	1	1	2	3	2	2
CO3	2	3	2	2	2	1	1	2	1	1	2	2	2	3
CO4	2	2	2	3	2	2	1	1	–	1	2	2	3	2
CO5	2	3	3	2	2	2	1	2	1	2	2	2	2	3
CO6	2	3	3	3	2	3	1	3	1	2	3	2	3	3
Avg	**2.33**	**2.50**	**2.40**	**2.17**	**1.80**	**1.67**	**1.00**	**1.83**	**1.00**	**1.40**	**2.00**	**2.33**	**2.40**	**2.60**

6. Course-to-SDG Matrix

This course aligns with 4 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	3	Develops marketing literacy, branding skills, ethical communication and professional readiness for family business careers.
SDG 8: Decent Work and Economic Growth	3	Supports sustainable family enterprise growth through customer trust, brand continuity, value-driven marketing and long-term business performance.
SDG 9: Industry, Innovation and Infrastructure	2	Encourages modern branding, digital marketing adaptation and innovative communication practices in family firms.
SDG 12: Responsible Consumption and Production	2	Promotes ethical marketing, responsible brand communication and value-based customer engagement.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

5. Lecture Plan Outline

Date	Topics to be Covered	Unit	Total Lectures
DD/MM/YY	Nature and importance of marketing in family firms	UNIT–1	12
DD/MM/YY	Role of marketing in family-owned enterprises		
DD/MM/YY	Unique marketing challenges in family businesses		
DD/MM/YY	Marketing opportunities for family firms		
DD/MM/YY	Influence of family reputation on marketing		
DD/MM/YY	Family values and customer trust		
DD/MM/YY	Traditional marketing techniques		
DD/MM/YY	Modern marketing techniques		
DD/MM/YY	Comparison of traditional and modern marketing		
DD/MM/YY	Indian family business marketing discussion		
DD/MM/YY	Activity: family reputation analysis		
DD/MM/YY	Unit revision		
DD/MM/YY	Meaning and components of brand equity	UNIT–2	12
DD/MM/YY	Heritage branding in family businesses		
DD/MM/YY	Brand authenticity and trust		
DD/MM/YY	Storytelling in family business branding		
DD/MM/YY	Personal branding of family leaders		
DD/MM/YY	Founder image and family brand identity		
DD/MM/YY	Brand positioning: meaning and importance		
DD/MM/YY	Positioning strategies for family firms		
DD/MM/YY	Differentiation through values and legacy		
DD/MM/YY	Case discussion on heritage brands		
DD/MM/YY	Activity: brand positioning canvas		
DD/MM/YY	Unit revision		
DD/MM/YY	Meaning of intergenerational branding	UNIT–3	12
DD/MM/YY	Succession planning and brand continuity		
DD/MM/YY	Managing brand identity across generations		
DD/MM/YY	Role of next generation in brand renewal		
DD/MM/YY	Youth involvement in digital branding		
DD/MM/YY	Social media use in family business branding		
DD/MM/YY	Adapting to changing consumer behavior		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

DD/MM/YY	Balancing legacy and innovation		
DD/MM/YY	Brand repositioning across generations		
DD/MM/YY	Digital branding review activity		
DD/MM/YY	Caselet on intergenerational brand transition		
DD/MM/YY	Unit revision		
DD/MM/YY	Integrated Marketing Communication for family firms	UNIT–4	12
DD/MM/YY	IMC tools and channels		
DD/MM/YY	Emotional connect in customer relationships		
DD/MM/YY	CRM strategies in family businesses		
DD/MM/YY	Building long-term customer loyalty		
DD/MM/YY	Customer retention and trust-building		
DD/MM/YY	Storytelling in marketing communication		
DD/MM/YY	Family brand communication case examples		
DD/MM/YY	Designing customer communication messages		
DD/MM/YY	CRM journey map activity		
DD/MM/YY	Case discussion and presentation		
DD/MM/YY	Unit revision		
DD/MM/YY	Meaning of strategic marketing plan	UNIT–5	12
DD/MM/YY	Designing value-driven marketing plans		
DD/MM/YY	Linking family values with market positioning		
DD/MM/YY	Ethical marketing practices in family firms		
DD/MM/YY	Responsible brand communication		
DD/MM/YY	Measuring marketing performance		
DD/MM/YY	Brand performance indicators		
DD/MM/YY	Aligning business vision with branding		
DD/MM/YY	Preparing family business marketing plan		
DD/MM/YY	Capstone marketing plan workshop		
DD/MM/YY	Student presentation of marketing plan		
DD/MM/YY	Final discussion and course integration		

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

COURSE PLAN

1. Course Identification

School:	SSBS	**Batch:**	2024–2027
Program:	BBA	**Current Academic Year:**	2027–28
Branch:	BBA	**Semester:**	VI

2. Course Details

S. No	Attribute	Details
1.	**Course Title**	Strategic Planning for Long-Term Success
2.	**Course Code**	NBBFB603
3.	**Credits**	3
4.	**Contact (Learning) Hours per Week) (L-T-P-SL))**	3-0-0-3
	Teaching & Learning Scheme (hrs in semester)	Classroom Instruction (L) + Tutorial(T) + Lab Instruction (P) + Self Learning (SL) L: 45 hrs | T: 00hrs | P: 00 hrs | SL: 45 hrs | Total: 90 hrs |Credits: 3
5.	**Course Type**	Theory (Program Specialization Course)
6.	**Course Objective**	This course aims to equip students with the knowledge and skills necessary to develop, implement, and evaluate strategic plans within family businesses to ensure long-term sustainability and competitive advantage. The course emphasizes the importance of vision, mission, goal-setting, and performance measurement across generations.
7.	**Course Outcomes (COs)**	After successful completion of this course, the students will be able to: **CO1:: Understand** strategic planning concepts and their relevance to family businesses. **CO2:: Explain** the internal and external environments for long-term planning. **CO3:: Apply** strategic objectives aligned with vision, mission, and family values. **CO4:: Analyze** the strategic alternatives and growth opportunities. **CO5:: Evaluate** the tools for strategy implementation and performance monitoring. **CO6:: Design** the planning process and implement it with performance monitoring.
8.	**Course Description**	This course provides a comprehensive understanding of strategic planning tailored to family businesses. It covers the fundamentals of strategic planning, including vision, mission, and goal-setting aligned with family values. Students explore internal and external analysis using tools like SWOT and PESTEL, examine strategic alternatives such as growth, diversification, and sustainability, and learn to implement strategies through KPIs and the Balanced Scorecard. Special attention is given to succession planning, leadership readiness, and the unique challenges faced by multi-generational family enterprises.

3. Course Outline:

Units	Outline Syllabus	CO Mapping	Tools Used

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Unit 1:	**Introduction to Strategic Planning (12-0-0-12 = 24 hrs)**		
Objective	To familiarise students with the concept, scope, and process of strategic planning and distinguish it from operational planning, with special reference to challenges in family firms.		
A	Definition, importance, and scope of strategic planning	**CO1, CO2**	Whiteboard, Case Studies, Harvard Business Review articles
B	Strategic planning process: steps and components		
C	Strategic planning vs. operational planning; Challenges in strategic planning for family firms		
Unit 2:	**Vision, Mission, and Goal-Setting (12-0-0-12 = 24 hrs)**		
Objective	To enable students to craft clear vision and mission statements and set long-term goals aligned with both business objectives and family values.		
A	Crafting vision and mission statements aligned with family legacy	**CO1, CO3**	Whiteboard, Group Activities, Case Studies of family businesses (e.g., Tata, Mahindra)
B	Goal-setting frameworks: SMART goals, OKRs; Long-term orientation in family businesses		
C	Balancing family and business interests; Governance and succession in goal alignment		
Unit 3:	**Internal and External Analysis (12-0-0-12 = 24 hrs)**		
Objective	To equip students with analytical tools for assessing the internal capabilities and external environment of family businesses to inform strategic decisions.		
A	SWOT analysis: strengths, weaknesses, opportunities, threats in family business context	**CO2, CO4,**	Whiteboard, SWOT/PESTEL worksheets, Industry reports, Online databases (CMIE, Statista)
B	PESTEL analysis; Competitive and industry analysis using Porter's Five Forces		
C	Family resource and capability evaluation; Succession and leadership readiness assessment		
Unit 4:	**Strategic Alternatives and Decision-Making (12-0-0-12 = 24 hrs)**		
Objective	To help students explore growth strategies, innovation, and structured decision-making models suitable for family-owned enterprises.		
A	Growth strategies: expansion, diversification, vertical integration, collaboration	**CO4, CO5**	Case studies, Strategic decision-making simulations, Harvard Business School cases
B	Sustainability and innovation strategies for family businesses		
C	Decision-making models: rational, bounded rationality, intuitive; Strategic risk assessment		
Unit 5:	**Implementation and Performance Monitoring (12-0-0-12 = 24 hrs)**		
Objective	To enable students to translate strategic plans into executable actions and monitor performance through KPIs and the Balanced Scorecard in a family business context.		
A	Translating plans into actionable objectives; Resource allocation and responsibility assignment	**CO5, CO6**	Balanced Scorecard templates, Excel dashboards, KPI tracking tools, Industry benchmarking
B	Key Performance Indicators (KPIs): design, selection, and tracking; Balanced Scorecard in family businesses		
C	Review, feedback, and continuous improvement; Managing change and resistance in family firms		

4. Course Evaluation & References

Team Work and Self-Learning (in Hours) (SL: 60 hrs)	**TW:** Term work (includes assignments, case study presentations, business plan reports, field visits, any other student activities etc.) **SL**: Self Learning, MOOCs, spoken tutorials, online educational resources etc. (If provided in curriculum structure.) **Example** Self-Learning beyond Class Room, Developing a strategic plan for a family business (team project), Self-Learning from online content, Harvard Manage Mentor, Case Study Analysis, Industry Visit/Report

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

Mode of Examination	**Weightage Distribution:** CA: Quiz* 20% | Assignment 10% | Attendance 5% | Mid Term Assessment (MTA) 15% | End Term Examination (ETE) 50% *Five Quizzes of 4 marks each.
References	**Textbooks:** David, F.R. (2017). Strategic Management: A Competitive Advantage Approach. Pearson Education. Ward, J.L. (2004). Perpetuating the Family Business. Palgrave Macmillan. Bryson, J.M. (2018). Strategic Planning for Public and Nonprofit Organizations. Wiley. **Reference Books:** Grant, R.M. (2019). Contemporary Strategy Analysis. Wiley. Rothwell, W.J. (2010). Effective Succession Planning. AMACOM. Carlock, R.S. & Ward, J.L. (2001). Strategic Planning for the Family Business. Palgrave Macmillan.

5. CO–PO and CO–PSO Mapping Matrix

CO / PO	Business Knowledge	Critical Thinking Problem Solving	Communication Skills	Leadership & Teamwork	Ethical & Social Responsibility	Digital and Technological	Entrepreneurial Mindset	Global Business Perspective	Research & Analytical Skills	Professional Development	Advanced Business	Financial System	Global Business Framework
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	1	1	1	1	2	1	2	2	1	2	3	1	2
CO2	2	3	2	2	1	1	2	2	3	2	2	2	2	3
CO3	3	2	2	2	2	3	1	2	2	1	2	3	2	2
CO4	2	3	3	2	1	1	2	3	2	3	2	2	2	3
CO5	2	2	2	2	2	2	3	1	1	3	2	2	2	2
CO6	3	3	3	3	3	2	2	3	2	2	3	3	3	3
Avg	2.50	2.33	2.17	2.00	1.67	1.83	1.83	2.17	2.00	2.00	2.17	2.50	2.00	2.50

Note: *Row averages are computed over non-zero entries only.*

6. Course-to-SDG Matrix

This course aligns with 6 of 17 UN Sustainable Development Goals. Mapping uses a 3-point scale (3 = Core contribution, 2 = Supports through skills/activities, 1 = Indirect benefit).

SDG Goal & Description	Mapping	Justification
SDG 4: Quality Education	**3**	Develops strategic thinking, analytical, and decision-making skills. Fosters leadership and management competencies applicable across generations and organisations.

Sharda School of Business Studies
Batch: 2024 – 2027

Program: BBA **Session: 2026-2027**

SDG 8: Decent Work & Economic Growth	**3**	Equips students to sustain and grow family enterprises, create employment, and contribute to regional economic development through sound strategic management.
SDG 9: Industry, Innovation & Infrastructure	**2**	Encourages students to identify innovation strategies, assess competitive landscapes, and integrate sustainability into business expansion plans.
SDG 17: Partnerships for the Goals	**2**	Promotes collaborative strategies, stakeholder engagement, and inter-generational partnerships as pillars of long-term business sustainability.

Strength Scale: 3 = Substantial (High) 2 = Moderate 1 = Slight (Low) – = Not Applicable