

## SEMESTER 1

<b>Course Name: Principles of Management</b>	<b>Course Code: BBA131</b>
<b>Total number of hours: 60 Hours</b>	<b>Credits: 4</b>
<p><b>Course Description:</b> The dynamic business environment, compels managers to perform a challenging role in steering the organizations' success to new heights. This comprehensive introductory course has been designed to provide valuable insights into the functions of modern-day managers. By tracing the historical evolution of management thought, it explores the basic concepts, principles and theories of management. It orients the learners towards basic understanding of managerial functions like planning, organizing, staffing, motivation, communication, controlling and supervision. By focusing on the contemporary challenges faced by organizations in recent years, it enables the proponents to gather knowledge about skills which would have a real time application in the corporate world.</p>	
<p><b>Course Objectives:</b></p> <ul style="list-style-type: none"><li>• To outline the fundamental activities of managers</li><li>• To explain the basic concepts, principles and theories of management</li><li>• To examine the broad functions of management</li><li>• To identify the contemporary issues and challenges in the field of management</li><li>• To identify ethical workplace practices</li></ul>	
<p><b>Course Learning Outcomes:</b> On having completed this course student should be able to:</p> <p>CLO1 Demonstrate understanding of the role of managers in an organization</p> <p>CLO2 Summarize the elementary concepts, principles and theories of management</p> <p>CLO3 Examine the managerial functions having an impact on the organizational effectiveness</p> <p>CLO4 Identify the contemporary issues and challenges in management</p> <p>CLO5 Develop ethical workplace practices</p>	
<p><b>Pedagogy:</b> This course uses multiple pedagogies like interactive lecture, students' discussions and PPTs, case studies, quizzes, role plays, and other forms of experiential learning.</p>	
<p><b>UNIT I Introduction to Management</b></p> <p><b>10 Hours</b></p> <p>Definition – nature, process and significance of management – Role of managers – Managerial Skills and Roles - Evolution of Management Thought: Classical Management Approaches, Behavioural Management Approaches, Quantitative Management Approach, Modern Management Approaches - Management as a Science or Art -</p>	

Management as a profession- Administration and Management- Functions of Management – Functional Areas of Management.

## **UNIT II Planning and Decision Making**

### **10 Hours**

Planning - Nature and Importance of Planning- Types of Plans - Levels of Planning - Steps in planning - Making Effective Plans- Objectives and Management By Objective (MBO) –Management By Exception (MBE) - Policy and Strategy- Forecasting and Decision Making - Nature of decision making - Types of decisions – Decision Making Process – Rational Perspectives and Behavioural Aspects of decision making.

## **UNIT III Organizing**

### **10 Hours**

Organizing - Nature and purpose - Principles of Organization - Types of Organization - Organisational Structure and Design – Line, Staff and functional authority – Conflict between Line and Staff – Overcoming the Line-Staff Conflict. Departmentation - Span of control – Authority, Responsibility and Accountability - Principles of Delegation - Steps - Centralization Vs Decentralization – Factors determining the degree of Decentralization of authority.

## **UNIT IV Staffing**

### **8 Hours**

Staffing - Nature and Purpose of staffing – Importance of staffing – Components of Staffing - Manpower planning - Recruitment and Selection - Training and Development - Performance Appraisal.

## **UNIT V Directing**

### **10 Hours**

Directing – Nature of Directing function - Principles – Importance of Effective Direction – Motivating people at work – Early motivational theories, Leadership and change - Effective Communication skills for directing – Barriers of communication.

## **UNIT VI Controlling and Supervision**

### **7 Hours**

Controlling - Concept, Nature and Importance - Essentials of Control - Requirements of an Effective Control System – Behavioural Implications of Control – Techniques of Managerial control - Co-ordination – Need for co-

ordination – Types of Co-ordination - Techniques of Coordination - Cooperation. Supervision – Position of a supervisor – Qualities of a good– Essential requirements of effective supervision.

### **UNIT VII Contemporary Issues and Challenges in Management of 21<sup>st</sup> Century**

#### **5Hours**

Total quality management, Work force diversity, Globalization and innovation, Enterprise mobility, How to manage and control virtual teams, creating an ethical workplace.

#### **Core Text:**

1. Stoner, Freeman, Gilbert Jr. (2014). *Management* (6th edition), New Delhi: Prentice Hall India.

#### **Reference Books:**

1. Daft, R. L. (2009). *Principles of Management* (1st edition), Cengage Learning.
2. Gupta, R.S., Sharma, B.D., & Bhalla. N.S. (2011). *Principles & Practices of Management (11th edition)*. New Delhi: Kalyani Publishers.
3. Williams. *Management*, (International edition) South-western Cengage Learning.
4. John R. Schermerhorn. *Management*, Wiley-India
5. Koontz, H., & Weihrich, H. *Essentials of Management*, McGraw Hill Publishers.
6. L M Prasad, (2007). *Principles and Practices of Management*, Himalaya Publishing House
7. Rao, P.S. (2009). *Principles of Management*, Himalaya Publishing House.
8. Moshal, B.S. *Principles of Management*, Ane Books.

**Course Name: Financial Accounting**

**Course Code: BBA132**

<b>Total number of hours: 60 Hours</b>	<b>Credits: 4</b>
<p><b>Course Description:</b> This course intends to introduce basic accounting principles and practices. It also deals with subsidiary books maintained in business organizations. The students will have knowledge about the fundamental accounting processes such as journalizing, ledger posting, preparation of trial balance and final accounts in sole trading business. It also deals with providing an overview of accounting standards and IFRS. This course will be useful for all those who are desirous of having an understanding and application of financial dynamics of the business and become successful financial managers/entrepreneurs.</p>	
<p><b>Course Objectives:</b></p> <ul style="list-style-type: none"> <li>• To provide an understanding of application of various principles and practice of Accounting.</li> <li>• To demonstrate the knowledge on the process of accounting cycle and basic steps involved in Accounting.</li> <li>• To extend the knowledge of systematic maintenance of books of accounts to real life business.</li> <li>• To interpret Annual Financial statements of Sole proprietorship form of business.</li> <li>• To outline the need for Accounting standards and IFRS.</li> </ul>	
<p><b>Course Learning Outcomes:</b> On having completed this course student should be able to:</p> <p>CLO1 Identify the application of various principles and practice of Accounting in preparation of accounting statements.</p> <p>CLO2 Demonstrate the knowledge on the process of accounting cycle.</p> <p>CLO3 Extend the knowledge of systematic maintenance of books of accounts to real life business.</p> <p>CLO4 Interpret Annual Financial statements of Sole proprietorship form of business.</p> <p>CLO5 Outline the need for Accounting standards and IFRS</p>	
<p><b>Pedagogy:</b> This course uses multiple pedagogies like interactive lecture, hands on preparation of financial statements, discussions &amp; presentations and experiential learning of cash book preparation for kirana shops of the locality.</p>	
<p><b>UNITI Introduction to Accounting</b></p> <p><b>6 Hours</b></p> <p>Meaning, Need for accounting, Internal and External users of accounting information, limitations of accounting, accounting Concepts and Conventions, Accounting Practices, Generally Accepted Accounting Principles.</p>	

## **UnitIII Accounting Systems and Process**

### **12 Hours**

Nature of Accounting, Accounting equation - Systems of Accounting, Process of Accounting transactions- types of Accounts, Rules of Accounting. Journal - Meaning, features, simple and compound entries, Including recording of GST transactions, Capital and revenue expenditures, Capital and revenue receipts, Contingent assets and contingent liabilities, Preparation of ledgers and Trial balance.

## **Unit III Subsidiary Books**

### **10 Hours**

Conceptual introduction to subsidiary books - Sales book, Sales return book, Purchases book, Purchase returns book, receivable book, payable book. Practical problems in Cash Book- Single column, double column, and three columnar cash book.

## **Unit IV Bank Reconciliation Statement**

### **8 Hours**

Need for reconciliation and preparation of bank reconciliation statement.

## **Unit V Rectification of Errors**

### **8 Hours**

Need for rectification of errors, types of errors, process of rectification and accounting entries of rectification.

## **Unit VI Final Accounts**

### **12 Hours**

Preparation of Trading and Profit and Loss account and Balance Sheet of sole trading concerns.

## **Unit VII Accounting standards and IFRS**

### **4 Hours**

Types of Accounting standards, Need for IFRS, Ind AS and IFRS.

### **Essential Reading:**

Jain S.P., & Narang K L. (2020). *Basic Financial Accounting I*, New Dehli, Kalyani publishers.

**Recommended Reading:**

1. Maheshwari, S.N., & Maheshwari, S.K. (2020). *Advanced Accountancy I*, New Delhi: Jain Book Agency.
2. Shukla, M. (2020). *Advanced Accounts*, New Delhi, S Chand Group
3. Radhaswamy, M & Gupta, R.L. (2020). *Advanced Accountancy 2*, New Delhi, Sultan Chand & Sons.
4. Reddy, A. (2020). *Fundamentals of Accounting*, New Delhi, Himalaya Publishing House
5. Gupta, A. (2020). *Financial Accounting for Management: An Analytical Perspective*, Noida, Pearson Education.
6. Raman, B. S. (2014). *Financial Accounting (1<sup>st</sup>edi).I& II*, New Dehli:United Publishers.
7. Porter, G.A., & Norton, C.L. (2013). *Financial Accounting (IFRS update)( 6<sup>th</sup>edi)*, Cengage Learning.
8. Jawahar Lal & Seema Srivastava (2013). *Financial Accounting* NewDelhi:Himalaya Publishing House.
9. Arora M. N. (2013). *Accounting For Management*. New Delhi: Himalaya Publishing House.  
Bhattacharya .(2013). *Essentials of Financial Accounting* (Based on IFRS) (2<sup>nd</sup>edi), Prentice Hall India.

<b>Course Name: Microeconomics</b>	<b>Course Code: BBA133</b>
<b>Total number of hours: 60 Hours</b>	<b>Credits: 4</b>
<b>Course Description:</b> This common core course helps students to think in the economic way of establishing a connection between unlimited wants and limited resources available to an individual, firm and the society. It deals with the application of economic analysis in formulation of business decisions. In this context, the course deals with demand, supply, pricing, theory of consumer choice, theories of production and market structures.	
<b>Course Objectives:</b> This course aims to help students to: <ul style="list-style-type: none"><li>• describe how economic trade-offs and social values impact business decisions.</li><li>• understand the causes and consequences of different market conditions.</li><li>• explain the theory of consumer choice using the utility concepts.</li><li>• make use of the concept of market equilibrium in business decisions.</li><li>• analyse cost of production and revenue of business operations.</li><li>• evaluate the market outcome(s) under different market structure.</li></ul>	

## **Course Learning Outcome**

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

**CLO1:** Illustrate society's trade-offs by using Production Possibility Frontier.

**CLO2:** Explain the effect of shifts in market supply and demand curves on price and quantity produced by firms.

**CLO3:** Explain how consumers maximise total utility within a given income using the utility concepts.

**CLO4:** Examine the effects of negative and positive externalities and examine the real-world externality situations.

**CLO5:** Analyse relationship between different cost and revenue concept related to production process.

**CLO6:** Compare the pricing mechanism and output determination under different market conditions.

## **Unit I Basic Concepts**

### **6 Hours**

Ten Principles of Economics: How People Make Decisions - How people Interact - How the Economy as a Whole Works; Thinking Like an Economist - Role of Observations, Theory and Assumptions in Economics; Role of Economic models - The Circular Flow Diagram - Production Possibility Frontier - Opportunity Cost; Central Problems of an Economy; Microeconomics and Macroeconomics.

## **Unit II The Basics of Supply and Demand**

### **10 Hours**

Markets and Competition; Demand - Law of Demand, Exceptions to the Law - Market Demand - Changes in Demand; Supply - Law of Supply, Exceptions to the Law - Market Supply - Changes in Supply; Equilibrium – Steps - Changes in Equilibrium.

## **Unit III Elasticity and its Application**

### **7 Hours**

Elasticity of Demand - Price Elasticity and Its Determinants - Methods of Measurement - Degrees of Price Elasticity - Total Revenue and Price elasticity; Income Elasticity Demand; Cross Elasticity Demand; Elasticity of Supply-Determinants - Measurement and Degrees.

## **Unit IV Theory of Consumer Behaviour**

### **10 Hours**

Utility - Characteristics and Types - Cardinal and ordinal Utility analysis – Law of Diminishing Marginal utility; Budget Constraint; Indifference curves - Properties, Consumer’s equilibrium - Price Effect - Income Effect and Substitution Effect.

**Unit V Market Efficiency and Externalities**

**5 Hours**

Consumers, Producers and the Efficiency of the Markets: Consumers surplus (Marshall) - Producer surplus and Market efficiency; Externalities and Market Inefficiency - Negative and Positive.

**Unit VI Theory of Production and Cost**

**10 Hours**

Production Function; Law of Variable Proportions; Law of returns, Economies of Scale; Iso-quants and Iso-cost lines. Cost Function - Important Cost Concepts; Short Run and Long Run Cost Analysis (traditional theory) - Modern theory of cost; Long Run and short Run Revenue analysis.

**Unit VII Market Structure and Competitive Strategy**

**12 Hours**

Market structure - Perfect Competition - Price and Output Determination - Role of Time Element in Market Price Determination; Monopoly - Price and output determination, Price Discrimination; Monopolistic Competition - Price and Output Determination-Selling Costs - Product Differentiation – Oligopoly - Duopoly Example - Price Determination (Collusive Pricing, Price Leadership).

**Essential Reading:**

Gregory Mankiw, N. (2016), *Principles of Economics*, 8<sup>th</sup> Edition, Cengage Learning India.

**Recommended Reading**

Robert S Pindyck and Daniel L Rubinfeld (2013), *Microeconomics*, 8<sup>th</sup> Edition, New York: Pearson.

Salvatore, D. (2011). *Managerial Economics in a Global Economy* (7<sup>th</sup> ed.). Oxford: Oxford University Press.

Sen, Anindy (2006). *Microeconomics: Theory and application* (2<sup>nd</sup> ed.). Oxford: Oxford University Press.

<b>Course Name: FUNDAMENTALS OF TOURISM</b>	<b>Course Code: BBAT 134</b>
<b>Total number of hours: 60 Hrs</b>	<b>Credits: 4</b>
<b>Course Description:</b> This paper introduces the important concepts and terminologies of tourism and their usage. It explains the emerging trends and changing scenario of tourism industry. It also elucidates the impacts and motivations of travel and tourism.	
<b>Pedagogy:</b> This course uses multiple pedagogies like interactive lectures, discussions and presentations on various concepts of tourism.	

**Course Learning Outcomes:** On having completed this course student should be able to:

- ❖ To introduce and familiarize the concept of tourism.
- ❖ To elaborate on how tourism originated
- ❖ To elucidate the different travel motivations and components of tourism
- ❖ To analyze the impacts of tourism – economic, environmental and socio-cultural
- ❖ To throw light on the changing scenario of the tourism industry

## **Syllabus**

### **UNIT – I Approaches to the study of tourism**

**(10Hrs)**

Definition, Origin and growth of tourism; Characteristics of Tourism, Interrelationships and classifications Tourism System; Typologies of tourists, Distinction between travellers, visitor, tourists, excursionists and transit visitor. History of Tourism, Famous Travelers –Tourism Deterrents War, Political and Civil Unrest, Inadequate Facilities, Non-Accessibility, International and national growth; Development of tourism in India, Sargent committee, Tourist Information offices, Formation of Ministry of Tourism, Setting up of Department of Tourism, developments that have taken place, and the present position.

### **Unit – II Approaches to the study of tourism**

**(7 Hrs)**

Definition, Origin and growth of tourism; Characteristics of Tourism, Interrelationships and classifications Tourism System; Typologies of tourists, Distinction between travellers, visitor, tourists, excursionists and transit visitor. History of Tourism, Famous Travelers –Tourism Deterrents War, Political and Civil Unrest, Inadequate Facilities, Non-Accessibility, International and national growth; Development of tourism in India, Sargent committee, Tourist Information offices, Formation of Ministry of Tourism, Setting up of Department of Tourism, developments that have taken place, and the present position.

### **Unit – III Travel Motivations**

**(15Hrs)**

Why do people travel, travel for business, travel for pleasure, romance of pleasure travel, changing perspective of pleasure, need for change, travel for health, travel for seeking knowledge, Vagabondage, Trip and fun, pleasures for pre and post travel, travel and second/holiday homes, travel as a challenge, travel as a means to sharpen perspectives, travel and the social perspective, holidaying as a cultural norm, to travel or no to travel- importance of motivation, travel as a satisfier of needs or wants, needs, wants and motives, Tourist learning process, motivation for travelling/ tourism, tourists with no or constrained choice, studies on travel motivations, Gray's interpretations, Lundberg's View; Educational and cultural motives, relaxation and pleasure, ethnic and others, MacIntosh Categorisation, Robinson's Classifications; relaxation and refreshment of body and mind, health, pleasure, curiosity and culture, Interpersonal reasons, spiritual purpose, Professional or Business reasons, Maslow's Hierarchy of needs model and travel motivations, Plog's psychographics classification of tourists and travel motivations; Alo centric motivation, Near-Alo centric Motivations, Mid centric Motivations, Near- Psycho centric and Psycho centric Motivations, Travel Motivations as related to Demographics.

**Unit – IV Components of Tourism****(10 Hrs)**

Major and Minor Components of Tourism: Attraction, Accommodation, Accessibility, Amenities, Activities; Ancillary components; geographical elements, Types of Travel: Leisure, Cultural Tourism, VFR, Corporate, Incentive, Wildlife, Adventure, Pilgrimage, Education, Ecotourism, Study and analysis, International – Domestic – Regional Tours Tourism Components and Supply; Supply components, Natural resources, Built environments, Operating sectors, Matching supply with demand.

**Unit – V Impacts of Tourism****(8 Hrs)**

Economic- The generation of economic impacts by tourist spending, leakages of expenditure, out of local economy, measurement of economic impact, multiplier concept, types of multiplier, methodological approaches, weakness and limitations of multiplier model, policy implication of multiplier analysis. Environmental Impacts- Environmental impact assessment, EIA process, environmental auditing, environmental action programmes. Socio- Cultural Impacts- Nature of socio-cultural impact of tourism approaches to the study of socio-cultural impact of tourism, tourism developmental process, psychological basis of tourism development, sociological basis of tourism development, general negative socio- cultural impacts of tourism, specific negative socio-cultural impacts of tourism, general positive socio-cultural impacts associated with tourism, methods of measuring the socio- cultural impacts of tourism.

**Unit – VI Emerging Trends in Tourism****(10Hrs)**

Changing scenario of the tourism industry- SMERFS- tourists with special needs and differently abled tourist- emerging types of tourism- tourism distribution system- online travel agents- zero percent commission era- Government initiatives for tourism. The future of tourism: The external environment for tourism; future drivers, social drivers of change, safety, security and risk, climate change, human resources for tourism, future drivers of the tourism system, future tourism product markets

**Essential Reading**

Walker, R., & Harding, K. (2010). *Tourism*. Oxford: Oxford University Press.

Robinson, P., Lück, M., & Smith, S. L. (2013). *Tourism*. Wallingford, Oxfordshire: CABI.

**Recommended Reading**

Tan, E. S., Yeoh, B. S., & Wang, J. (2010). *Tourism management and policy: Perspectives from Singapore*. Singapore: World Scientific Pub.

Barwick, J., & Barwick, J. (2011). *Tourism*. Abbotsford, Vic.: Echidna.

Hannam, K., & Ateljevic, I. (2007). *Backpacker tourism: Concepts and profiles*. Clevedon, UK: Channel View Publications.

<b>Course Name: Language in Context I</b>	<b>Course Code: ENG 121</b>
<b>Total number of hours: 45</b>	<b>Credits: 3</b>
<p><b>Course description:</b> The course titled <i>Language in Context</i> aims to familiarise the first year students of BBA Honours and BBA Travel and Tourism with literatures in varieties of forms, thereby, enabling them to learn more about culture, ethos contemporary societies through writings from different regions. This is a course for those students who would not have studied a Modern Indian Language in their 12 Grade. We have tried in our little way to represent the world through sensible expressions in the form of short stories, poems, essays, videos and blogs. This course is designed to impart the linguistic skills of the student as well. The course</p>	

consists of four units such as Society and Self, Democracy and Dissent, Equity and Equality, and Ecological Care and Concerns. Each unit is composed of an essay, poem, short story, blog posts, graphic essay and comics related to identified areas. It is aimed at improving student's linguistic skills that can help them to take leap from textbooks to newspaper or full

length novels. The contents of the course carry the message of ethical concerns that the future business entrepreneurs are supposed to equip themselves with for a progressive and equitable society.

The various texts across the two semesters deal with various social, economic and political issues that are relevant to modern day world and it helps us to negotiate with everyday situations in a more proactive way. The various short stories and poems touch upon questions of self and identity, human interactions and social relationships sometimes in a straightforward manner, sometimes in an abstract way. But all of them,

be it in the manner of their writing or the themes they deal with or the ideologies that govern them are quintessentially contemporary in ethos, sense and sensibility, whether written by Indians or authors from other parts of the world.

**Course outcomes:** By the end of the course the learner should be able to:

- Read and appreciate simple as well as complex essays or poems in English.
- Creatively demonstrate the concerns and care they have for society and self.
- Speak on the topics that address the common people's concerns.
- Apply reading and critical thinking skills in contextual meaning comprehension
- Apply reading, writing, listening and speaking skills within the context of the topics studied

**Pedagogy:** *The teachers in charge of taking this course to the class are not only expected to elaborate, discuss and deliberate upon the topics given as a part of this course but are also expected to incorporate passive grammar and vocabulary development instructions as deemed fit according to the needs of the learners. The compulsory readings for the course would be decided by the team of instructors and so, not all readings here are compulsory, but are recommended.*

**UnitI: Society and SelfHours: 15**

Introducing the idea of an individual as self and his/her inextricable link with the society. The problems one encounters as part of his/her societal interaction. Moreover, the texts also look at the 'becoming' process within the individual which comes as result of such interactions and interventions.

- a. SubrotoBagchi (2006): Go Kiss the World (IIM B, Inaugural Speech)
- b. SushrutJadhav et. al. (2015): Mental Health in India: Ecologies of Suffering
- c. 'New' Caste <https://psmag.com/news/how-english-creates-a-new-castesystem- in-india>
- d. Linda Pastan: Girl Leaving Home (Cycle: Slam poetry at UnErase Poetry)

**UnitII:Democracy and Dissent Hours: 10**

Looking at the societal set up based on the discourse of consent and dissent. The texts selected, creates a platform for the students to ponder on practices which they found intelligently or contradictorily placed within the democratic fabric they follow.

- a. Amartya Sen: Democracy as Public Reason (Essay)
- b. Naomi Shihab Nye: To Any Would-Be Terrorists (Letter)
- c. Thangjam Ibopishak: I want to be Killed by an Indian Bullet (Poetry)
- d. Santosh Desai: The Death Penalty as a sign of the times? (Essay)
- e. O. Henry: The Cop and the Anthem (Short Story)

### **Unit III: Equity and Equality**

**Hours: 10**

Throwing more light on dissent and the nature of its evolution. The texts deliberate more specifically on the sections within the democratic set up, who still are designated as beings belonging to the periphery.

- a. Manjushree Thapa: Women Have No Nationality (Essay)
- b. Noam Chomsky (2015): One Day in the Life of a Reader of the New York Times, <https://chomsky.info/20150406/>
- Or
- c. Noam Chomsky (2015): We Are All ... Fill in the Blank, <https://chomsky.info/20150110/>
- d. Can 'Castelessness' fix caste? EPW Engage Infographic based on Satish Deshpande's "Caste and Castelessness: Towards a biography of 'General Category'"
- e. Hansda Sowvendra Shekhar (2017) November is the Month of Migrations (Story)

### **Unit IV: Ecological Care and Concerns**

**Hours: 10**

This unit deals with environmental issues and its place in contemporary deliberations. The texts selected envisages a serious and thought provoking debates on ecological issues from different precepts ranging from social, political, economical and individual.

- a. In Harmony with mother Nature: Narendra Modi, <https://www.thehindu.com/opinion/op-ed/in-harmony-with-mothernature/article25115350.ece>
- b. Poem: Susan Briante (2018) 13 Questions for the Next Economy, <https://www.poets.org/poetsorg/poem/13-questions-next-economy>
- c. Kanishk Tharoor (2016) Swimmer Under the Stars (Story)

**Essential references:** The course-content is based on cloud-sourcing and is already provided in the respective units.

<b>Course Name: Developing Fluency and Clarity in English for Business</b>	<b>Course Code: LAN 121</b>
<b>Total number of hours: 45</b>	<b>Credits: 3</b>
<p><b>Course description:</b> This course is designed for students to work with using English to help build business contexts for students' business studies. This course introduces students to read and write for Business Studies. Since the discipline of Business uses specific registers and contexts to create content for English. The course is divided across three genres – Cases, Critiques and Essays and draws from the British Council's course on Writing for Business'. The course instructors will put together a set of cases and contexts at the beginning of the semester drawing from the contemporary business climate and those would be discussed across the course.</p>	
<p><b>Course outcomes:</b> By the end of the course the learner should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise, appraise, evaluate cases</li> <li>2. Develop critiques, and write essays</li> <li>3. Analyse a case and arrive at structural modes through which problems can be solved in the case</li> <li>4. Deploy critical tools to identify objects of study, construct arguments after evaluating the object, and provide a point of view to support claims made.</li> </ol>	
<p><b>Pedagogy:</b> <i>The instructor should engage the learners in various writing activities and enhance writing skills among the learners specifically for Business English contexts.</i></p>	
<p><b>Unit I: Cases (Level of Knowledge: Basic)</b></p> <p>This unit will introduce students to 'cases' as a form of writing that helps locate significant business ideas, problems that require critical thinking and analysis. Students will be introduced to a variety of cases and taught how to read a case, break the various elements of a case down, analyse them and synthesise the ideas.</p> <p><i>Skill Focus:</i></p> <ol style="list-style-type: none"> <li>1. <i>Note Taking</i></li> <li>2. <i>Summarizing a text</i></li> <li>3. <i>Understanding how ideas in a text are linked</i></li> <li>4. <i>Locating and positioning speaker emphasis</i></li> </ol>	<p><b>Hours: 15</b></p>
<p><b>Unit II: Critiques (Level of Knowledge: Intermediate)</b></p> <p>This unit will introduce students to a range of readings that will help locate critiques through an analytical mode of reading business material. The unit will be geared towards enabling critical thinking in students</p>	<p><b>Hours: 15</b></p>

through a reading of the central ideas of the text/context chosen.

*Skill Focus:*

1. *Recognising the writer's stance*
2. *Locating key information in complex sentences*
3. *Inferring implicit ideas*

**Unit III: Essays (Level of Knowledge: Advanced)**

**Hours: 15**

This unit will introduce students to the advanced structures of academic writing by looking closely at essays. The unit will enable students to create essays through reading and writing. Students would be specifically reinforced about the structure of an essay, its components, locating the argument, constructing one, using sources to substantiate claims, reporting research findings etc.

*Skills Focus:*

1. *Paraphrasing*
2. *Expanding notes into complex sentences*
3. *Writing effective introductions/conclusions*
4. *Incorporating quotations*
5. *Writing Thesis statements*
6. *Developing research strategies*

**Essential references:** Required Reading: Readings will be provided as a compilation by the course Instructor at the beginning of the course.

**INTERDISCIPLINARY COURSES**

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs.	Level of Knowledge
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BENG191 A	Reading Technology in/and Science Fiction	Common Core	100	3	45	Basic
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## Course Description

This common core course aims to provide a basic introduction to understanding discourses of science and technology as represented in select science fiction. The course will help students understand some of the basic questions about the human condition that are raised, debated and negotiated in and through the representative fiction. Keeping the contemporaneity of issues today, the course will also emphasize how there is a crucial intersection of various ideas that cut across several disciplines with regard to technology and life, thereby making it crucially relevant to engage with it in the contemporary context. Anyone interested in questions of science, fiction and human condition may choose this course.

## Objectives

- To introduce students to the field of science fiction
- Help students identify and raise questions through these works of fiction some relevant questions in the contemporary context
- To direct students towards realising the intersection of various issues raised across different disciplines.

**Learning Outcomes:** At the end of the course, students should be able to:

- Make clear and well-informed points about understanding science fiction as a reflection of the human condition today
- Recognise the issues and debates raised as being interdisciplinary in nature, and hence engage with the form at a more critical level

## UNIT 1 Introduction

(5 hours)

This unit will provide students a basic overview of science fiction through some critical and conceptual lens. *The New Critical Idiom Series, Science Fiction*, would be used here to introduce aspects of SF to students. Locating the interdisciplinarity of the domain would be central in this module. Reference material would be handed out by the course instructor.

## UNIT 2 Negotiating ‘Reason’

(15 hours)

This unit will raise crucial debates in and around questions of ‘science’ and ‘reason’. The unit will also help students recognize the importance of raising these questions from various disciplinary points of view, an important one being philosophy.

- Isaac Asimov short story “Reason”
- Select Episodes of the series *Stranger Things*
- *The Matrix*

**UNIT 3 SF and technology****(15 hours)**

This unit will engage with how technology becomes a crucial part of negotiating SF. What are the fundamental concerns that Sf raises regarding technology and the human condition? How does technology come to be framed within SF? How is gender and sexuality framed within discourses of SF? How does SF address the anxieties of technology and future would be some of the questions engaged with here. Any one of the following novels may be taken up for discussion along with the viewing suggestion given below.

- Aldous Huxley *Brave New World*
- William Gibson, *Neuromancer*
- Margaret Atwood, *Oryx and Crake*
- “*Hated in the Nation*” from *Black Mirror* Season 3

**UNIT 4 Indian Science Fiction****(10 hours)**

This unit will engage with the science fiction in the Indian context. One of the main points of discussion would be to understand how Indian SF writers have engaged with tropes of SF that we are familiar with and what kind of an ‘India’ is imagined thereof which has implications socially, politically and culturally.

- Vandana Singh “Delhi”
- SumitBasu *Turbulence*

**Evaluation Pattern****CIA - Evaluation Pattern**

Assignment	Case Study	Presentation	Test	Mid Semester
20	10	10	10	25

**Mid Semester Examination**

Section A	Section B	Section C	Total
3X5=15	2X10=20	1X15=15	50

**End Semester Examination**

Section A	Section B	Section C	Total
3X5=15	2X10=20	1X15=15	50

**Recommended Reading**

Hollinger, Veronica. “Contemporary Trends in Science Fiction.” *Science Fiction Studies*. No. 78, Vol. 26, 1999.

Bell, David and Barbara M. Kennedy. Eds. *The Cybercultures Reader*. Routledge, 2000. (Excerpts)

Carey, Peter. *What is Post-humanism?* Minneapolis, University of Minnesota Press, 2010.

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs. per week	Level of Knowledge
BENG191 B	Global Ethics and Contemporary Societies	Common Core	100	3	45 hrs	Basic

### Course Description

This course will introduce students to the major theoretical and applied debates as well as major moral puzzles and challenges in the field of global ethics. Ethics is gaining ground as an important humanities intervention in a fast-changing world. A course on ethics is often an added advantage for students as it helps them shape a socially aware perspective of the social reality.

Drawing on interdisciplinary perspectives and thematic issues in the fields of international politics, business, communications and law, the course will challenge students to reflect on major ethical theories and traditions as well as core problems such as corporate governance, global distributive justice, the ethics of making and sustaining peace, media ethics and legal dimensions of ethics. By combining the works of both classic and contemporary philosophers with contemporary applied global issues, students will be able to critically reflect on fundamental normative questions from an interdisciplinary perspective and reflect on the rights, responsibilities and challenges of 'good global citizenship'.

**Learning Objectives:** On completing the course, students will be able to:

- Open-mindedly consider different viewpoints in moral controversies.
- Identify the strengths and weaknesses of different philosophical and popular arguments on the various topics.
- Demonstrate understanding of the major moral philosophical approaches and techniques in moral reasoning.
- Formulate and critically assess personal positions/convictions.

**Learning Outcomes:** On the completion of the course, students will be equipped with:

- ❖ **Analytical skills** – High level of analytical skills; ability to critically assess relevant theoretical approaches and factual ethical dilemmas; abilities to apply theoretical and conceptual knowledge to real-life ethical challenges and ability to carry out independent piece of work (position paper) using a wide range of sources and present a personal analysis on an ethical Dilemma.
- ❖ **Critical skills** – The general ability to critically compare, contrast and synthesise major theories and concepts and to apply them in a creative manner to conceptual debates and real-life ethical challenges; critically reflect on fundamental normative questions from an interdisciplinary perspective and reflect on the rights, responsibilities and challenges of 'good global citizenship'.
- ❖ **Communication skills** – Ability to communicate and persuade effectively on a particular ethical position in oral and/or written form; correct language as well as bibliographic and referencing system.

### Essential Readings

Hutchings, K. (2010) *Global Ethics. An Introduction*, Polity: Cambridge

## References books

Copp, D. (ed.) *The Oxford Handbook of Ethical Theory*, Oxford: OUP

Graham, G. (2008) *Ethics and International Relations*, 2nd Edition. Malden, MA: Blackwell. LaFollette, H. (ed.) (2003) *The Oxford Handbook of Ethical Practice*, Oxford: OUP

### UNIT 1 Introduction

(5 Hrs)

Global Ethics: Conceptual Definitions, Historical Origins & Present Challenges Introduction to the course Ethics, Morals and Values Cultural Relativism vs Universalism (case study)

### UNIT 2 Ethical Theories

(10 Hrs)

Rationalist Ethical Theories Contractualist ethics Deontological Ethics Utilitarian Ethics Discourse ethics, Alternatives to Ethical Rationalism Virtue Ethics Feminist & Care Ethics Postmodernist Ethics

### UNIT 3 Applying Ethical Theories

(10 Hrs)

Ethics of International Aid and Development: Humanitarian Aid in Conflict Zones

Global Distributive Justice and Global Poverty: Models for International Economic Justice

Ethics of War: Torture in Abu Ghraib (Case Study)

### UNIT 4 Ethics of Making and Sustaining Peace

(10 Hrs)

Rohingya Issues: Are humanitarian interventions justified? The case study of Myanmar/Burma

Global Environmental and Climate Ethics: Trade Agreements and Global Environmental Ethics

Global Business Ethics and Arms Trade: The Ethics of Capitalism (Film *Inside Job*)

### UNIT 5 Ethics of International Law

(10 Hrs)

Natural Resources Extraction from the Kimberley process towards universal legislation (Movie: Blood Diamond),

Global Journalism Ethics, Digital Media Ethics and Whistleblowing Practices: Snowden and Whistleblowing

Ethical Implications of Emerging Technologies: Genetics, stem cell and embryo research: Embryo research and women's rights

### Testing Pattern:

CIA 1: Class Test for 20 marks

Mid Semester exam: Written exam for 50 marks

CIA 3: Application of select approaches to contemporary moral controversies for 20 marks

End-of Semester exam: Written exam for 50 marks

MSE: Section A: 2X10 =20 (Conceptual, Critical, Analytical)

Section B: 1X15= 15 (Critical and Argumentative)

Section C: 1X15 =15 (Comprehension and Problem Oriented)

ESE: Section A: 5X10 =50 marks (Conceptual, Critical, Analytical, Argumentative)

Case Studies and Additional Sources:

Think tanks:

Carnegie Endowment for Ethics in International Affairs

[https://www.carnegiecouncil.org/en\\_US/index.html/view/lang=en\\_US](https://www.carnegiecouncil.org/en_US/index.html/view/lang=en_US)

Excellent website with case studies, education exercises and theoretical material.

Institute for Global Ethics, <https://www.globoethics.org/>

Discipline-relevant journals:

Ethics and International Affairs <https://www.ethicsandinternationalaffairs.org/>

Journal of Global Ethics <http://www.tandfonline.com/toc/rjge20/current>

Ethics and Global Politics <http://www.ethicsandglobalpolitics.net/index.php/egp>

Global Journal of Business Ethics <http://iosrd.org/journals/index.php/GJOBE>

The Journal of Law, Medicine and Ethics [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1748-720X](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1748-720X)

The Journal of Ethics <http://link.springer.com/journal/10892>

International Journal of Ethics Education <http://www.springer.com/social+sciences/applied+ethics/journal/40889>

Philosophy of Management <http://www.springer.com/philosophy/journal/40926>

Life Sciences, Society and Policy <http://www.springer.com/philosophy/journal/40504>

Journal of Mass Media Ethics <http://www.tandfonline.com/toc/hmme20/current#.V5x7tbhDPIU>

**Evaluation Pattern****CIA - Evaluation Pattern**

<b>Individual Assignment</b>	<b>Group Assessment</b>	<b>Mid Semester</b>
<b>20</b>	<b>20</b>	<b>25</b>

**Mid Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>	<b>Total</b>
<b>2X10=20</b>	<b>1X15=15</b>	<b>1X15=15</b>	<b>50</b>

**End Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>	<b>Total</b>
<b>2X10=20</b>	<b>1X15=15</b>	<b>1X15=15</b>	<b>50</b>

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs. per week	Level of Knowledge
BECO191 A	Institutions of Informal Economy	Common Core	100	3	45 hrs	Basic

### Course Description

The primary aim of this course is to introduce students to the concept of institutions and the informal economy in a global context. The discourse examines the informal economy through the lens of institutional economics. The aim is to acquaint students to significant discourses and issues in policy design and intervention.

### Course Objectives

This course will:

- introduce students to the institutions and institutional change through major concepts in institutional economics;
- discuss the informal economy through concepts, theory and measurement;
- examine the linkages of formal and informal economy;
- train students to hone their writing and presentation skills to effectively discuss these complex ideas.

### Learning Outcomes

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

- understand the concepts and some of the theoretical discourses in the study of institutional change and informal economy;
- examine how the formal and informal economies are no longer separate watertight compartments but function together as an interactive system;
- effectively communicate these complex ideas through written and oral presentation.

### UNIT 1: Institutions and Institutional change

**10 Hrs**

Institutions, Economic Theory and Economic Performance; Informal Constraints; Formal Constraints; The path of Institutional Change

### UNIT 2: Elements of Institutional Economics

**12 Hrs**

Contracts and Property Rights: the concepts of exchange and property, critique of the utilitarian calculus; Transaction Costs, Bargaining Power; Markets as Institutions; Firms and Markets

**UNIT 3: Informality: Concepts, Theory and Measurement****09 Hrs**

Bureaucratic Form and the Informal Economy; The Relevance of the Concepts of Formality and Informality: A Theoretical Appraisal; Formal and Informal Enterprises: Concepts, Definition, and Measurement Issues in India

**UNIT 4: Linking the Formal and Informal Economy****06 Hrs**

Rethinking Informal Economy: Linkages with the Formal Economy and the Formal Regulatory Environment; Technology and Informality

**UNIT 5: Empirical Studies in Institutional Change and Informality****08 Hrs**

The Impact of Regulation on Growth and Informality: Cross-Country Evidence; Blocking Human Potential: How Formal Policies Block the Economy in the Maputo Corridor; Enforcement and Compliance in Lima's Street Markets: The Origins and Consequences of Policy Incoherence towards Informal Traders

**Evaluation Pattern****CIA - Evaluation Pattern**

<b>Group Assignment</b>	<b>Group Presentation</b>	<b>Mid Semester</b>
<b>20</b>	<b>20</b>	<b>25</b>

**Mid Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>	<b>Total</b>
<b>3X5=15</b>	<b>2X10=20</b>	<b>1X15=15</b>	<b>50</b>

**End Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>	<b>Total</b>
<b>3X5=15</b>	<b>2X10=20</b>	<b>1X15=15</b>	<b>50</b>

**Essential Readings**

Alston, L. J., Eggertsson, P., Eggertsson, T., & North, D. C. (Eds.). (1996). *Empirical studies in institutional change*. Cambridge University Press.

Guha-Khasnobis, B., Kanbur, R., & Ostrom, E. (Eds.). (2006). *Linking the formal and informal economy: concepts and policies*. Oxford University Press.

Misztal, B. (2002). *Informality: Social theory and contemporary practice*. Routledge.

North, D. (1990). *Institutions, economic theory and economic performance. Institutions, Institutional Change and Economic performance*. Nueva York: Cambridge University Press.

## **Recommended Readings**

Arias, O., Fajnzylber, P., Maloney, W., Mason, A., Perry, G., & Saavedra - Chanduvi, J. (2007). *Informality: exit and exclusion*. Washington: The World Bank.

Harriss, J. (2006). *Power matters: essays on institutions, politics, and society in India*. Oxford University Press, USA.

Mehta, P. B., & Kapur, D. (2005). *Public institutions in India: performance and design*.

Nayyar, D. (Ed.). (2002). *Governing globalization: Issues and institutions*. Oxford University Press on Demand.

Oviedo, A. M. (2009). *Economic Informality: Causes, Costs, and Policies: A Literature Survey of International Experience*. Background Paper prepared for Country Economic Memorandum (CEM)—Informality: Causes, Consequences, Policies.

Sengupta, A. (2007). *Power matters: Essays on institutions, politics, and society in India*.

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs. per week	Level of Knowledge
BECO191 B	Economics of Corruption	Common Core	100	3	45 hrs	Basic

### Course Description

This course is aimed at undergraduate students to introduce to them the prominent debates in the economics of corruption. The course discusses how corruption acts as a constraint on economic growth using the theoretical constructs in Political Economy. It allows students to delve into the causes and consequences of corruption. In particular, the course will examine how corruption affects the emerging economies.

### Course Objectives

This course will:

- consider some of the seminal papers on the economics of corruption
- acquaint students to significant debates about transparency, competition and privatization and its relevance to corruption
- analyse corruption in emerging economies through various case studies
- discuss issues from various perspectives, such as, viewing corruption as erosion of trust and abuse of power
- train students to hone their writing and presentation skills to effectively discuss complex ideas.

### Learning Outcomes

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

- appreciate that nuances in the way corruption is defined and understood in different economies
- analyse the cause and consequences of corruption;
- examine some of the policies reforms aimed at tackling corruption
- investigate some impacts of corruption on emerging economies
- effectively communicate complex ideas through written and oral presentation.

### UNIT 1: Corruption, Poor Governance and Institutional Structure

08 Hrs

Causes and consequences of corruption: What do we know from a cross-section of countries? Democratic institutions and corruption: incentives and constraints in politics, Bargaining for bribes: the role of institutions

**UNIT 2: Corruption and the Private Sector****10 Hrs**

The Privatization of Rent-Generating Industries and Corruption; Corruption in Private Sector, Why the private sector is likely to lead the next stage in the global fight against corruption

**UNIT 3: Tackling corruption****15 Hrs**

Corruption and Policy Reform; Anti-Corruption Authorities: An Effective Tool to Curb Corruption? Corruption and Competition: Fair Markets as an Anticorruption Device

**UNIT 4: Corruption in Emerging Economies****12 Hrs**

The impact of corruption on entry strategy: Evidence from projects emerging economies; Government corruption and foreign stakes in international joint ventures in emerging economies; Institutions, resources, and entry strategies in emerging economies

**Evaluation Pattern****CIA - Evaluation Pattern**

<b>Group Assignment</b>	<b>Group Presentation</b>	<b>Mid Semester</b>
<b>20</b>	<b>20</b>	<b>25</b>

**Mid Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>	<b>Total</b>
<b>3X5=15</b>	<b>2X10=20</b>	<b>1X15=15</b>	<b>50</b>

**End Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>	<b>Total</b>
<b>3X5=15</b>	<b>2X10=20</b>	<b>1X15=15</b>	<b>50</b>

**Essential Readings**

Auriol, E., & Straub, S. (2011). Privatization of rent-generating industries and corruption. *International Handbook on the Economics of Corruption*, 2.

Burger, E. S., & Holland, M. S. (2006). Why the private sector is likely to lead the next stage in the global fight against corruption. *Fordham Int'l LJ*, 30, 45.

Cartier-Bresson, J. (2000). Economics of corruption. Organisation for Economic Cooperation and Development. *The OECD Observer*, (220), 25.

Jain, A. K. (2001). Corruption: A review. *Journal of economic surveys*, 15(1), 71-121.

- Jain, A. K. (Ed.). (2012). *Economics of corruption* (Vol. 65). Springer Science & Business Media.
- Meschi, P. X. (2009). Government corruption and foreign stakes in international joint ventures in emerging economies. *Asia Pacific Journal of Management*, 26(2), 241-261.
- Meyer, K. E., Estrin, S., Bhaumik, S. K., & Peng, M. W. (2009). Institutions, resources, and entry strategies in emerging economies. *Strategic management journal*, 30(1), 61-80.
- Nowakowski, K. (2010). CORRUPTION IN PRIVATE SECTOR. *Ekonomia i Prawo. Economics and Law*, 6(1), 345-360.
- Rose-Ackerman, S. (1975). The economics of corruption. *Journal of public economics*, 4(2), 187-203.
- Rose-Ackerman, S. (Ed.). (2007). *International handbook on the economics of corruption*. Edward Elgar Publishing.
- Rose-Ackerman, S., & Truex, R. (2012). *Corruption and policy reform*.
- Sørreide, T. (2014). *Corruption and Competition: Fair Markets as an Anticorruption Device*.
- Uhlenbruck, K., Rodriguez, P., Doh, J., & Eden, L. (2006). The impact of corruption on entry strategy: Evidence from telecommunication projects in emerging economies. *Organization science*, 17(3), 402-414.

<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Max. Marks</b>	<b>Credits</b>	<b>Total Hrs. per week</b>	<b>Level of Knowledge</b>
BMED191 A	Media Literacy	Common Core	100	3	45 hrs	Basic

### **Course Description**

Media literacy is designed to help students develop an informed and critical understanding of the nature of an ever expanding and increasingly dominating mass media –as information sources, as entertainment, and as an industry–as well as to examine, interpret, and evaluate the messages contained within, and their social, cultural and political implications. This course exposes the student to the base complexities of media literacy, develop critical thinking skills, the provides the methods of analysis necessary to interpret media content as well as methods of critical writing appropriate to media analysis.

### **Course Objectives**

- Understand how media messages create meaning
- Identify who created a particular media message
- Recognize what the media maker wants us to believe or do
- Name the "tools of persuasion" used
- Recognize bias, spin, misinformation and lies
- Discover the part of the story that's not being told
- Evaluate media messages based on our own experiences, beliefs and values
- Create and distribute our own media messages
- Become advocates for change in our media system Learning Outcome.
- Will be able to apply the principles of ethics to the subject of study (area of research), while appreciating the context in which the medium functions.

### **Learning Outcomes**

- To lay the foundation of Public Relations practice
- To train the students in media relations
- To introduce the concept of Corporate Communication
- To familiarize the students with concepts like propaganda, public opinion, advertising, and public relations.

### **UNIT 1 Introduction to Media Literacy**

**(10 hours)**

What is Media Literacy? The Power of Media Literacy, Conditions for Media Learning  
Media Literacy Skills

### **UNIT 2 Approaches to Media Literacy**

**(10 hours)**

5 Key Concepts of Media Literacy, The Media Triangle, Surveys, Media logs and historical perspectives,  
Understand, Analyze and Evaluate- finding hidden messages, Digital Citizenship

### **UNIT 3 Media Analysis**

**(10 hours)**

Deconstructing Ads, Detecting Bias in News, Critical Reading of Websites

#### **Testing Pattern:**

**CIA 1:** Submission 20 marks

**Mid Semester exam:** Written exam for 50 marks

**CIA 3:** Submission 20 marks

**MSE:** Section A: 3x5=15 (Conceptual, Critical, Analytical)

Section B: 2x10=20 (Critical and Argumentative)

Section C: 1x15 =15 (Comprehension and Problem Oriented)

**ESE:** Section A: 3x5=15 (Conceptual, Critical, Analytical)

Section B: 2x10=20 (Critical and Argumentative)

Section C: 1x15 =15 (Comprehension and Problem Oriented)

#### **Recommended Reading:**

Alexander, A. & Hanson, J. (2007). *Taking Sides: Clashing Views in Media and Society*. McGraw-Hill Contemporary Learning Series: Dubuque, IA. 384 pp.

Hiassen, C. (1998). *Team Rodent: How Disney Devours the World*. Ballantine Books. 96 pp

Kilbourne, J. (1999). *Can't Buy My Love: How Advertising Changes the Way We Think and Feel*. Simon and Schuster: New York. 366 pp.

McLuhan, M. (1998) *Understanding Media: The Extensions of Man*. Seventh Printing. MIT Press: MA 365 pp. (orig. pub. In 1911).

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs. per week	Level of Knowledge
BMED191 B	Understanding the Visual language of Cinema	Common Core	100	3	45 hrs	Basic

### Course Description

The course would provide the students a thorough knowledge of the conceptual and practical aspects of digital cinematography through engagement with works of eminent cinematographers from around the world and the equipment.

### Course Objectives

- Appreciate cinematography as a combination of artistic and technological endeavours
- Understand the basics concepts of cinematography and shot design
- Harness the power of natural and artificial lighting to compose powerful shots
- Explore the creative possibilities of cinematography and understands its importance in effective storytelling.

### Learning Outcomes

- To appreciate cinematography and understand its technicalities
- To understand the basic design and concepts of cinematography.
- To appreciate the importance of cinematography in cinema
- To familiarize the students with concepts of effective story telling

#### UNIT 1 Introduction to Cinematography

(10hours)

Cinematography as an art, Art of visual storytelling, Evolution of cinematography, Eminent cinematographers from world cinema, Cinematography and effective storytelling.

#### UNIT 2 The Cinematographer's medium and tools

(15hours)

Light, Camera, Lenses, Basics of Lighting, Various types of light sources and their practical application, colour temperature, Lens Choice, Lens filters, Exposure/F-Stop/Shutter/ISO Depth of field Camera operating, Hands-on introduction to camera equipment

#### UNIT 3 Visualising and Shot Design

(10 hours)

Composition & Framing – Types of Shots, Shot design for single camera and multi camera productions

#### UNIT 4 Camera Placement and movement

(10 hours)

Camera Placement – how does it affect the meaning, Motivated Camera Movement.

### Testing Pattern:

**CIA 1:** Submissions for 20 marks

**Mid Semester Submission:** 25 marks

**CIA 3:** Submissions 20 marks

**End Semester Submission:** Submission for 30 marks

**Recommended Reading:**

Block, Bruce *The Visual Story - Creating the Visual Structure of Film, TV & Digital Media.*

Alton John, *Painting with Light*; ASC

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs.	Level of Knowledge
BBST191 A	Sustainable Development	Common Core	100	3	45	Basic

**Course description**

Today many people are still far from being able to meet their basic needs, especially in developing countries. SD not only addresses the question of inter-generational justice but also this intra-generational issue: How to improve the life of the poor without overburdening the ecosystems? This is a challenge for individual lifestyles (especially in rich nations), for companies and for government policy. The lecture provides a basic understanding of these challenges, introduces strategies and instruments for sustainable development.

**Course Objectives**

- To create a sense of ownership of issues related to CSR, Environment and sustainability of businesses.
- Understand the basic concept of Sustainable Development (SD), the environmental, social and economic dimensions.
- To teach how to critically analyze, evaluate and judge competing perspectives on the challenge of creating a sustainable future.
- To understand the Sustainable development challenge for companies, their responsibility and their potentials for action.

**Learning outcome**

- Concern for society and nature
- Ability to create sustainable organizations

**Level of knowledge**

Basic understanding about subjects like Business Environment, Business Enterprise and Management Concepts.

**UNIT1Sustainability****7 Hrs**

Level of Knowledge: Conceptual

Meaning and Scope, Corporate Social Responsibility, Sustainability, Sustainability Terminologies and Meanings, why is Sustainability an Imperative, Sustainability Case Studies, Triple Bottom Line (TBL)

**UNIT2 Is it possible to combine sustainability and business success?****7 Hrs**

Level of Knowledge: Conceptual

Reasons to adopt sustainable strategy by firms, tools used by the firm to implement their sustainable development strategies, evaluation of firm's commitment to sustainable strategies by the stakeholders.

**UNIT3Environmental Management Systems: Using Standards, Certification and other Systems to further SD goals****7 Hrs**

Level of Knowledge: Conceptual

Introduction, Global management systems exist to guide firms in establishing and implementing a strategy, how do these various approaches, including certification, encourage sustainable business practices.

**UNIT4Taking charge and working together to change the future****8 Hrs**

Level of knowledge: Conceptual

Establishing priorities for sustainable future, Role of women in sustainability, Challenge of creating a green economy, Sustainability crisis in 21<sup>st</sup> century, failures of global capitalism, transforming global capitalism, creating a restorative economy.

**UNIT5 Corporate Sustainability Reporting Frameworks****8 Hrs**

Level of Knowledge: Conceptual

Global Reporting Initiative Guidelines, National Voluntary Guidelines on Social, Environmental and Economic Responsibilities of, Business, International Standards, Sustainability Indices, Principles of Responsible Investment, Challenges in Mainstreaming Sustainability Reporting, Sustainability Reporting Case Studies

**UNIT6 Legal framework, conventions, treaties on Environmental and social aspects****8 Hrs**

Level of Knowledge: Conceptual

United Nations Conference on Human Environment, United Nations Environment Programme Brundtland Commission United Nations Conference on Environment and Development Agenda 21, Rio Declaration on Environment and Development, Statement of Forest Principles United Nations Framework Convention on climate

change, Convention on Biological Diversity, Kyoto Protocol, Bali Roadmap, United Nations Conference on Sustainable Development, Rio+20, Millennium Development Goals to Sustainable Development Goals.

**Recommended Book:**

Andrew Crane & Dirk Matten (2010). *Business ethics*, Oxford.

**Reference Books:**

Balachandran V, & Chandrashekhara V, (2011). *Corporate Governance, Ethics and social responsibility*, PHI.

*Concepts of Environmental Management for Sustainable Development*

Baxi C. V & Rupamanjari Sinha Ray, (2012). *Corporate Social Responsibility: A Study of CSR Practices in Indian Industry*, Vikas Publishing House.

Corporate Governance – Badi N. V, Vrinda Publications, 2012.

Fernando A. C, (2011). *Corporate Governance: principles, policies and practices*, Pearson.

Ghosh B. N, (2012). *Business Ethics and Corporate Governance*, Tata McGraw-Hill.

Keshoo Prasad, Corporate Governance -, PHI.

Lawrence and Weber, (2010). *Business and Society*, Tata McGraw-Hill.

Prakash Pillappa, (2012). *Civic Sense*, Excel Books.

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs.	Level of Knowledge
BBST191 B	A Life Worth Living - From health to wellbeing	Common Core	100	3	45	Basic

### Course Description

To examine health in its truest sense, one must explore beyond the limits of medicine to engage a much wider set of questions embracing social, cultural, political, economic, moral and spiritual aspects of human experience. The aim of this course is for students to gain greater insight into the multi-dimensional aspects of health and to develop a more holistic and humanistic appreciation of wellbeing in both a personal and societal context. The course focuses on the knowledge and skills students require to lead a healthy, productive and balanced life.

### Learning Outcome

On completing the course, students will be able to:

- Explain health as a multi-dimensional and dynamic concept, which necessarily integrates individual, societal, biomedical, spiritual, cultural and historical influences, and how this relates to health issues encountered in everyday life.
- Assess the inter-relatedness of health perceptions and practices across cultures.
- Discuss personal responsibilities towards achieving wellbeing in a rational way and how this contributes to the individual, community and global good

### UNIT 1 Introduction to health

#### Level of Knowledge: Basic

Health of individuals and communities – The significance of determinants of health and how these raise or lower the health of individuals and communities - Health promotion to improve health - Personal and popular attitudes and beliefs and their impact on decision making - self-management - interpersonal and key consumer health skills - Factors influencing health, and actions and strategies to protect and promote health, through investigation and inquiry processes.

### UNIT 2 Food and Values

#### Level of Knowledge: Basic

Philosophy of food, Values – Three different types of values, Meat – Is it wrong to eat animals? Hunger – Do we have a duty to help starving people? - Drugs – Why is it wrong to take drugs? - GM food – How should food technology be regulated? - Capitalism – Food, globalization, and equality - Art – Can food be art? What is art? - Taste – Is taste entirely subjective? - Science – Can science explain conscious taste experiences? -Eating – Eat to live, or live to eat.

### **UNIT 3 Nutrition**

#### **Level of Knowledge: Basic**

Balanced diet & Nutrition, Macro and micro nutrients – Nutritive and nonnutritive components of diet – Eating for weight control – healthy weight – The pitfalls of dieting – food intolerance and food myths – Food supplements for adolescents.

### **UNIT 4 Physical Education**

#### **Level of Knowledge: Basic**

Concept of physical education – Meaning – definition – aims – objectives of physical education and fitness – Need & importance of fitness – Types of fitness – Health related physical fitness – performance related physical fitness – physical activities and health benefits - Activities for developing physical fitness

### **UNIT 5 Sleep**

#### **Level of Knowledge: Basic**

What is sleep? – The phylogeny of sleep – Developmental course of sleep – Dreams- Functions of sleep – Daytime sleepiness and alertness – Sleep disorders

### **UNIT 6 Safety education and health promotion**

#### **Level of Knowledge: Basic**

Principles of accident prevention – health and safety in daily life – health and safety at work – first aid and emergency care – common injuries and their management

### **UNIT 7 Spirituality, Religion and Social Change**

#### **Level of Knowledge: Basic**

Meaning of life - Meaning of death- Indian Rituals, symbols, and myths - Spirituality, altruism and moral justice - Resources to deal with stress, temptations, disappointments and failures, social oppression, the loss of possessions and of loved ones, and with one's own death.

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs.	Level of Knowledge
BBST191 C	Mahabharata and Modern Management	Common Core	100	3	45	Basic

### Course Description

The Mahabharata of the great Maharishi Veda Vyasa is a treasure trove of knowledge, principles and paradigms. It is written that what is not in the Mahabharata will not be found elsewhere. Written nearly thousands of years ago, the Mahabharata is as yet a source of knowledge, especially modern management principles. In essence it highlights the victory of Dharma in times of Adharma. This subject is a comprehensive learning on management lessons which can be inferred from the great epic. It gives a clear understanding and comparison of management Principles, practices and the various functions of management with the epic. The syllabus is structured to provide basic conceptual knowledge on the principles of management. It also deals with behavioral issues in the individual processes, group and interpersonal processes.

### Course Objectives

- Discuss the epic by summarizing the various parvas/units in class in accordance with the management concepts
- Review and make a critical estimate of the epic with a focus on morals, ethics, legal and management concepts.
- To develop competencies and knowledge of students to become effective professionals

### Course Learning Outcome

- Students will get to know team work and group dynamics
- Students will get to know determination and hard work and its implication on business decision
- Students will be able to appreciate the role of general management for the success of an organization
- This subject will enable them to enhance their Moral, social, ethical and professional skills
- To understand the manner in which strategic and competitive advantage is developed

### Level of knowledge

The subject aims to provide basic knowledge of management concepts which will help them appreciate its importance as they go through the course.

### Teaching methodology

The teaching methodology will comprise of discussions regarding terms and concepts and use of audio-visual aids. Additionally, articles, news clipping, videos, etc. will be used to further explain concepts i.e. enable a practical understanding of the concepts.

#### **UNIT 1 Introduction to Mahabharatha**

**9Hrs**

##### **Level of knowledge: Basic**

The older generations-The Pandava and Kaurava princes- Lakshagraha (the house of lac)

Establishment of the kingdom-Administration and Management principles

#### **UNIT 2 Marriage and Building of New city**

**9Hrs**

##### **Level of knowledge: Basic**

Marriage to Draupadi- An event study approach.

Indraprastha-A new beginning- Pressure for change – Change process, Types of change, Factors influencing change, Resistance to change

#### **UNIT 3 The Big Game**

**9Hrs**

##### **Level of knowledge: Basic**

The dice game- Cooperative strategies & Reasons for strategic alliances-

Exile and return- Risks and costs of strategic alliances

#### **UNIT 4 The battle at Kurukshetra**

**9Hrs**

##### **Level of knowledge: Conceptual and Analytical**

The battle at Kurukshetra - Strategic Planning and Management- levels at which strategy operates- Event approaches to strategic decision making,

#### **UNIT 4 Post Kurukshetra**

**9 Hrs**

##### **Level of knowledge: Conceptual and Analytical**

The end of the Pandavas- Succession Planning, Authority and Responsibility

The reunion Organizing- Choosing the organizational structure

**Essential Reading:**

Stoner, Freeman, Gilbert Jr. (2014). *Management* (6th edition), New Delhi: Prentice Hall India.

Rao, V.S.P., & Krishna, V.H., (2011). *Strategic Management: Text and Cases*. New Delhi: Excel Books.

Pratap Chandra Roy, *The complete Mahabharata translated into English prose directly from the original sanskrit text*.  
(1<sup>st</sup> Edition) oriental publishing co.

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs.	Level of Knowledge
BBST191 D	Cyber Security for millennial generation	Common Core	100	3	45	Basic

### Course Description

**45 Hours**

Any individual can have a real-time video conversation with someone on the other side of the planet, one can send and receive money without even taking out their wallet, and even can post content online that reaches millions of people in a matter minute. Unfortunately, the same technology that enables all this new freedom and convenience also exposes us to new security threats that we've never encountered. Malware that infects your computer and watches everything you do, phishing scams that steal private information from millions of people - today's digital world is a criminal's playground. It makes the process of stealing money or even stealing someone's entire identity way more efficient. Hence it becomes very important to protect yourself and your private data from cyber intruders. This course outlines a step-by-step roadmap that one can follow to build a tight wall of security around your digital life.

### Course Objectives

This course gives the background needed to understand basic cyber security. Students will be introduced to the world of spyware, phishing, malware, spam, social engineering, hacking and other common internet spying techniques. Students will also learn the intervention methods in securing themselves in cyber space.

### Course Learning Outcome

- Students will understand how to identify online scams.
- Students will develop the right mindset and habits for securing themselves from intruders.
- Students will learn how to secure their online browsing.
- Students will learn how to create super passwords and how to manage them.
- Students will practice cyber security skills in real world scenarios.

### Level of knowledge

The subject aims to provide basic knowledge of cyber security concepts which will help them appreciate its importance as they go through the course.

### Teaching methodology

The teaching methodology will comprise of discussions regarding terms and concepts and use of case studies. Additionally, articles, news clipping, videos, and the like. will be used to further explain concepts i.e. enable a practical understanding of the concepts.

### UNIT 1 Introduction to Cyber security

**9 Hours**

Why security matters – The importance of multi-layer security – the most common security threats – The dark side of Internet – The world of malware – phishing – social engineering – scams – hacking –cyber warfare.

## **UNIT 2 Mindset and Habits**

**9 Hours**

Developing the right mindset and habits for security – the importance of skepticism – avoiding malicious sites and applications – Tools needed to browse the Internet securely - why software updates matter – knowing (and limiting yourself).

## **UNIT 3 Smartphone security**

**9 Hours**

Why mobile security matters – setting up a passcode lock –importance of password security – best practices – using password manager- managing third-party app permissions – locating a lost or stolen smartphone.

## **UNIT 4 Multi-factor authentication and Connected apps**

**9 Hours**

Framework – types of mobile two-factor authentication – Two-Factor authentication: Google, Facebook, Twitter and other services - danger of rogue connected apps – managing connected apps on Google and Facebook – managing browser extensions/add-ons – staying secure with connected apps and extensions.

## **UNIT 5 Encryption**

**9 Hours**

Encryption definition – How SSL (HTTPS) protects your passwords and private data - encrypting your web traffic with a virtual private network (VPN) – encrypting computer's hard drive – encrypting smartphone – firewalls – antivirus.

## **Essential Reading**

Graham,James., Howard,Richard., &Olson,Ryan. (2011). *Cyber Security Essentials*. USA: CRC Press.

Lalit,Gulab Chandra. (2014). *Cyber security threats: An emerging challenge*. New Delhi: Mohit Publications.

Arora, A. (2014). *Information Warfare and Cyber Security*. Jaipur: Book Enclave.

Santanam, R., Sethumadhavan, M., &Virendra, M. (2011). *Cyber security, cybercrime and cyber forensics: Applications and perspectives*. Hershey, PA: Information Science Reference.

Ahamad, F. (2013). *Cyber Law and Information Security*. New Delhi: Dreamtech Press.

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs.	Level of Knowledge
BBST191 E	Tourism, Culture and Sustainable Development	Common Core	100	3	45	Basic

### Course Description

The Course presents several of the operational projects implemented by, or with the support of, UNESCO, to illustrate how cultural tourism policies developed in the spirit of the principles and values contained in the texts, standard-setting instruments, declarations and recommendations adopted by UNESCO, are put into practice.

### Course Objective

To open a debate on the complex questions that surround the relations between culture and tourism, tourism and development, tourism and dialogue among cultures

### Learning Outcomes

- To use Tourism as an instrument to bring individuals and human communities into contact
- To understand the role of cultures and civilizations in facilitating dialogue among cultures
- To recognise the capacity of Tourism in assisting the world's inhabitants to live better together and thereby contribute to the construction of peace in the minds of men and women

### UNIT 1

**08 Hours**

#### Introduction, Key Themes and Issues in Tourism, Culture and Development

Finding Meaning through Tourism, Tourism as a World of Paradoxes, The Centrality of Experiences, Changing Contexts and Emerging Challenges in the Context of Development  
Culture, Heritage and Diversity as Tourism Resources, Understanding Culture and Cultural Resources in Tourism, Cultural Tourism as a Means of Economic Development, Developing the Cultural Supply Chain, Exploitation of Culture

### UNIT 2

**05 Hours**

#### Tourism as a Vehicle for Inter-Cultural Dialogue

Tourist – Host Encounters, The Role of Routers / Intermediaries / Media, Tourism – Tourist Education, Cross Cultural Understanding

### UNIT 3

**05 Hours**

#### Tourism and Environmental Protection

Introduction to the Natural Environment, Tourism and the Spirit of Nature, Fragile and Vulnerable Ecosystems, Cultural Implications of Mobilizing Natural Resources for Tourism, From Ecotourism to Integrated Tourism

### UNIT 4

**10 Hours**

#### Issues of Governance in Tourism, Culture and Development

Developing Structures to Develop and Manage Tourism and Culture, Complexities and Challenges of Policy Making in Tourism and Culture, Responsibilities / Tensions and Actions, The Gender Dimension, Stakeholders and Collaborations

### UNIT 5

**12 Hours**

#### Preservation and Mobilization of Cultural Resources

Cultural Tourism Itinerary, Raising Awareness about the Fragility of Heritage Sites, Education for Lasting Tourism  
Case Studies from The Palestinian Territories, Central America, Western Africa, Mauritania and Angkor  
Economic Empowerment and poverty Alleviation, Sustainable Tourism Development Strategy, Forging Innovative and Inter-Disciplinary Approaches, Indigenous Resource Management Systems, Empowering Communities through Tourism

Case Studies from The Aral Sea Basin, Local Effort in Asia and Pacific (LEAP), Mountainous Regions of Central and South Asia. Dissemination of Knowledge and Reconciliation with the Past, Local and Indigenous Knowledge Systems in a Global Society (LINKS), UNESCO's Actions in the field of Tourism, Culture and Development Case Studies on UNESCO's Conventions, Seminars and Universal Declarations

## **UNIT 6**

**05 Hours**

### **Mobilizing Nature for Sustainable Tourism**

Capacity Building and Youth Poverty Alleviation through Tourism and Heritage (PATH)

*Case Studies on Sao Paulo's Green Belt Biosphere Reserve*

### **Suggested Readings**

Appadurai A. (2002) Cultural Diversity: A Conceptual Platform. In K. Stenou (ed.) UNESCO Universal Declaration on Cultural Diversity. UNESCO Publishing, Paris, pp. 9-16.

Appadurai A. (2003) Modernity at Large. Cultural Dimensions of Globalization. Minneapolis, University of Minnesota Press.

Boumedine R. S. and Veirier L. (2003) Towards a Strategy for the Sustainable Development of Tourism in the Sahara in the Context of Poverty Eradication. UNESCO Publishing, Paris.

Cohen E. (2004) Contemporary Tourism. Diversity and Change. Elsevier, London.

Hemmati, M. ed. (1999) Women's Employment and Participation in Tourism, Report for UN Commission on Sustainable Development 7th Session. UNED.

Intergovernmental Conference on Cultural Policies for Development (1998) Final Report. (Also referred to as Stockholm Action Plan). UNESCO Publishing, Paris.

International Labour Organisation (2001) Human resources development, employment and globalization in the hotel, catering and tourism sector (Report for discussion at the Tripartite Meeting on Human Resources Development, Employment and Globalization in the Hotel, Catering and Tourism Sector, Geneva, ILO).

Komla E.E. and Veirier L. (2004) Tourism, Culture and Development in West-Africa: For a Cultural Tourism Consistent with Sustainable Development. UNESCO Publishing, Paris.

Posey D.A. (Ed) (1999) Cultural and Spiritual Values of Biodiversity. A Complementary Contribution to the Global Biodiversity Assessment. Intermediate Technology Publications, London (on behalf of United Nations Environment Programme (UNEP), Nairobi).

Robertson, R. (1990) Mapping the Global Conditions: Globalization as the Central Concept. In M. Featherstone (ed.) Global Culture: Nationalism, Globalization and Modernity. Sage, London, pp. 15-30.

Steck B., Strasdas W., and Gustedt, E. (1999) Tourism in Technical Co-operation. A guide to the conception, planning and implementation of project-accompanying measures in regional rural development and nature conservation. GTZ, Eschborn.

Tour Operators' Initiative for Sustainable Tourism Development (2004) Supply Chain Engagement for Tour Operators: Three Steps towards Sustainability. UNEP-Sustainable Tourism, Paris.

Winkin Y. (2002) Cultural Diversity: A Pool of Ideas for Implementation. In K. Stenou (ed.) UNESCO Universal Declaration on Cultural Diversity. UNESCO Publishing, Paris, pp. 17-60.

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs. per week	Level of Knowledge
BBST191 F	Digital Transformation & Its Impact on Society	Common Core	100	3	45 hrs	Basic

### Course Description

**45 Hours**

This course deals with interaction between technology, its transformation and the impact it has in today's society. An interdisciplinary course giving overview about the various business models, platforms companies use for creating values among the people and initiatives taken by government related to technology for nation building. This course also engages the students to confront the realities brought by disruptive technologies and the change in lifestyle of society.

### Course Objective

This course attempts to be more effective in dealing with digital transformation and its impact on society.

**COURSE LEARNING OUTCOME:** The students will:

- Understand the evolving technologies and platforms used by business
- Analyze the impact of technology on day-day life
- Aware about various initiatives taken by government for nation building

**TEACHING METHODOLOGY:** The course will be taught by combination of pedagogical methods like class discussion, case studies and videos.

### UNIT 1 Introduction & Platform Trends

**09 Hrs**

Digital Transformation in the global enterprise, Digital business ecosystem, Multi-sided platform Business- Two-sided platform Mediated Networks, Management challenges for Networked Business, Difference between platform and merchant models-Digital Business Models, Value co-creation, Data Business, Data Security.

### UNIT 2 Managing Disruptive Technologies

**09 Hrs**

Disruptive innovation-Transformation enabled by business analytics, Machine learning management, Internet of Things-AI& Human Intelligence, Cloud computing, Social media and social content strategies, Digital transformation in selected industry sectors.

### **UNIT 3 Operational Excellence and Customer Intimacy**

**09Hrs**

Enterprise system-business achieving operational excellence, business achieving customer intimacy, challenges faced by enterprise application, next generation enterprise applications.

### **UNIT 4 Technology & Nation Building**

**09Hrs**

Indian government DST Agenda, Major development programs in technology in India, Contribution of technology in leveraging nation development.

### **UNIT 5 IT & Society**

**09Hrs**

Information technology and society- an introduction, Social shaping of Technology, Globalization and domestication, Social implications of online data, IT intervention and changes in lifestyle-Baby boomers, GenX, GenY, GenZ.

### **References**

Winning the Race with Ever Smarter Machines, Andrew McAfee and Erik Brynjolfsson,

Sloan Management Review, Winter 2012, pp. 53-60. (HBS)

Alibaba and the Future of Business (HBR, Zeng, Sept-Oct. 2018)

Nintendo Game On! Ivey 2016: W16600

Voice War: Hey Google vs. Alexa vs. Siri (HBS 2018: 718519)

HatsuneMiku: Japanese virtual idol ignites global value co-creation (Ivey, 2015: W14631)

Carolina Healthcare System: Consumer Analytics (HBS 2015: 9-515-060)

Digitalization at Siemens (HBS 2017: 9-717-428)

AccorHotels and the Digital Transformation: Enriching experiences through content strategies (INSEAD 2018, IN1251),

“The Digitization of Just About Everything,” Andrew McAfee and Erik Brynjolfsson,

Rotman Management Magazine, Fall 2015, pp. 39-42. (HBS)

<https://dst.gov.in/>

<https://dst.gov.in/st-articles>

Baron, Naomi S. Always On: Language in an Online and Mobile World. 2008. New York: Oxford University Press.

Gutmann, Michael (2001), Information Technology and Society,  
<https://www.zurich.ibm.com/pdf/news/Gutmann.pdf>

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs. per week	Level of Knowledge
BBST191 G	Technology and Life	Common Core	100	3	45 hrs	Basic

### Course Description

**45 Hrs**

Technological development has contributed many innovations and ease of life for the human beings. However, it has also generated problems. This course is offered to provide the basic knowledge of technology and the uses of technology in different areas of life basically hospitals and banks. The course focuses on identifying the technological benefits and finding solutions to the challenges generated by the technology in daily life. The course will be offered with an intention of enabling the students to visit the different institutions and to identify the technological needs and develops. Finally, the course creates awareness about the dangerous of continuous usage of technology;

### Course Objectives

- To know the history of technological developments in the daily life.
- To Understand the impact of technology in different areas of society
- To identify the technological progress in the health care centre of Bangalore City.
- To identify the technological progress in the Financial Institutions functioning in Bangalore.
- To find the solutions to the tech-based problems of day to day life.

### Course Learning Outcome

- Clear understanding of technology and its impact on daily life.
- Practical knowledge of technological developments in the health and banking sector
- Solution to the problems originated by the tech addiction.

### Level of knowledge

The subject aims to provide basic knowledge of Technology and daily life which will help them to know the technological developments and balance the usage of technology in daily life.

### Teaching methodology

The teaching methodology will comprise of discussions, Presentations, Group Discussions, Visits to the institutions, Video Presentations

### UNIT 1 Introduction to Technology and Life:

Meaning- Definitions- evolution of technology-growth in the use of technology in daily life. Disruptive technologies transforming life, business and global economy- Disruptive technology trends in recent years. live reports and cases-

### **UNIT 2 Impact of technology on daily life:**

Overview of Impact of technology on- Business-Society-Education-Agriculture-Banking-Health Care –Positive and negative impacts.

### **UNIT3 Technology and Health Care in Bangalore:**

Instruments required in the field of Hospitals-Identify the different technologies used in the different hospitals – Need for new technology and the Plans of the Institutions to acquire-Identifying the affordable health services from the perspective of individuals.

### **UNIT 4 Technology and Financial Services in Bangalore**

Introduction to the different digital services offered by the banks and financial institution- Identify the different technologies used in the city- most demanded services-scope for introduction of new technical support by the banks and financial institutions

### **UNIT 5 Future of Well-Being in a Tech-Saturated World:**

Themes about the future of well-being and digital life-The benefits of digital life

Concerns over harms-Effects on technology on the youths of today-Tech Experts big predications-Solutions to the technology driven daily life problems

### **Essential Reading:**

The People Vs Tech: How the internet is killing democracy (and how we save it) v Byby Jamie Bartlett

New Thinking: From Einstein to Artificial Intelligence, the Science and Technology at Transformed Our World by [DagogoAltraide](#)

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs. per week	Level of Knowledge
BPOL191 A	Peace and Conflict Management	Common Core	100	3	45 hrs	Basic

### Course Description

This course, views conflict as an ever-present component of any decision-making environment, including Planning and Public Administration and International Relations. It offers tools for: understanding the nature of conflict at different levels and of individual and joint decision-making processes; devising individual and group strategies that minimize the destructive consequences of conflict; and, identifying solutions satisfactory to all involved. Some conflict-related concepts and processes are general and context-free, while others are specific to the planning and policy fields. Some simulation games and cases, and the students' reaction to them, will provide the basis for class discussions about the nature of various decision mechanisms and the role of perceptions in managing conflicts. The course introduces students to the key concepts and theoretical approaches employed to explain and understand conflict, and the range of policies and practices that seek to manage, resolve and transform conflicts. Case studies from South Asia and the rest of the world are used to provide empirical illustrations in class. Students will be invited to analyze the successes/failures of different techniques employed by peace activists, policy makers, and peace research scholars. The final weeks of the course, this will be dedicated to examining challenges in contemporary conflict resolution. In addition to regular classes, students are also expected to attend specialized workshops organized for this course on the following themes: nonviolence (by an invited expert, tbc) negotiation and mediation (simulation exercise), and gender and peacebuilding.

### Course Objective

- To provide a systematic introduction of concepts, theories and practices, with a focus on equipping students with toolkits of handling conflict and negotiation.
- To make students understand the mechanism of creating values and achieving integrative negotiation outcomes.
- To take an informed stand on the debates over the main ideas that constitutes the fields of conflict management and peace.

### Learning Outcomes:

- To understand the importance of and the ability of using communication and information exchange in conflict and negotiation contexts
- To provide a global outlook with comfort and competence in handling conflicts with employers, colleagues, customer, business partners, and clients from different cultural/country backgrounds.
- Students will also critically assess the study of conflict management and peace studies and will analyse how this subject has prompted enormous scholarly debate and disagreement both in history and other fields.

### UNIT 1 Introduction

9 hrs

#### Level of Learning: Conceptual

The Nature and Origins of Conflict: How and Why People Conflict, Differences, diversity and opportunity

Conflict: Meaning, Nature and types and levels of conflict, Violent and Non-Violent Conflicts

Approaches to conflict studies– From definition to process.

## **UNIT 2 Conflict Management**

**12 hrs**

**Level of Learning:** Analytical

A Holistic Approach to Conflict Management

Conflict Prevention and Preventive Diplomacy

Conflict Prevention and Early Warning

Stages in Conflict Management

Conflict Mapping and Tracking

## **UNIT 3 Peacebuilding**

**12 hrs**

**Level of Learning:** Conceptual/Interpretative

Understanding Peace Process

Stages In the Peace Process

Peacemaking, Peacekeeping and Peacebuilding

Negotiation and Mediation

Arbitration and Adjudication

## **UNIT 4 Challenges for Conflict Management**

**12 hrs**

**Level of Learning:** Conceptual/Interpretative

Unit description

Variation in Contexts: Culture, Religion and Identity

Contemporary Challenges: (1) Terrorism; (2) Environmental Conflicts

Prospects for Conflict Resolution

## **Essential Readings**

Baker, D. P. (2010). Conflict management for peacekeepers and peacebuilders: by Cedric de Koning and Ian Henderson

Galtung, Johan (1969), "Violence, Peace, and Peace Research", Journal of Peace Research, 6(3): 167-191.

Bajpai, Kanti (2004), "A Peace Audit on South Asia", in RanabirSammadar (ed.) Peace Studies: An Introduction to the Concept, Scope, and Themes, New Delhi: Sage.

Pammer, W. J., & Killian, J. (Eds.). (2003). Handbook of conflict management. CRC Press.

Fischer, R., Ury, W., & Patton, B. (1981). Getting to yes. Negotiating Agreement Without Giving in.

### **Suggested readings**

Bercovitch, Jacob and Richard Jackson (2009), Conflict Resolution in the Twenty-first Century: Principles, Methods and Approaches, Ann Arbor (MI): University of Michigan Press.

Levy, Jack S. (2007), "International Sources of Interstate and Intrastate War", in Chester

Crocker et al. (eds.) Leashing the Dogs of War, Washington DC: USIP.

Menon, Ritu (2004), "Doing Peace: Women Resist Daily Battle in South Asia", in

Radhika Coomaraswamy and DilrukshiFonseka (eds.), Peace Work: Women, Armed

Conflict and Negotiation, New Delhi: Women Unlimited.

Zartman, I. William (2001), "Preventing Deadly Conflict", Security Dialogue, 32(2):

137-154.

Ramsbotham, Oliver et al. (2011), Contemporary Conflict Resolution, 3rd Edition,

Cambridge and Malden (MA): Polity

### **CIA - Evaluation Pattern**

<b>Assignment</b>	<b>Presentation</b>	<b>Test</b>	<b>Mid Semester</b>
<b>20</b>	<b>10</b>	<b>10</b>	<b>25</b>

### **Mid Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Total</b>
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<b>2X15=30</b>	<b>2X10=20</b>	<b>50</b>
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**End Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Total</b>
<b>2X10=20</b>	<b>2X15=30</b>	<b>50</b>

<b>Course Code</b>	<b>Course Title</b>	<b>No. of Hours/Week</b>	<b>Marks</b>	<b>Credits</b>
BPOL191 B	Global Power and Politics	3	100	3

### **Course Description**

**45 hrs**

The global balance of power is changing dramatically. As the world seems to be moving away from American Hegemony, the question of where power lies in global politics is becoming ever more significant. Great powers remain as the critical actors in the international system and the nature of the international order is determined by their interactions in war and peace.

This course focuses on the transformation of the global power politics particularly focusing on the power shifts in the post-cold war international system. The course will also introduce students to the emergence of new powers such as China, India, Brazil and South Africa and the changing dynamics of the international system. The course will examine whether great powers can cooperate in addressing the consequential challenges in the new century; climate change, nuclear proliferation, refugee crisis, international terrorism and other issues. The course will also examine the competition among the great powers in the South and East China Sea, and the West Asian region.

### **Course Objectives**

The Course introduces the students to some of the key concepts of international relations, theories of international relations and key issues pertaining to great power politics in the twenty first century. It provides the overview of the dynamics of strategic interaction between great powers and focus on great power competition during World Wars, Cold War period and the post-Cold War period. The purpose of this course is to develop an understanding of the great power dynamics, the use of power by great powers in international relations.

### **Course Learning Outcomes**

The course will help students to develop a good overview of the major contemporary challenges and issues in the Global politics. The course will demonstrate to explain the role of power in international relations. Students will develop an understanding of global power politics in the twenty first century.

### **UNIT 1 Introduction to International Relations**

**9 Hrs**

International Relations: Meaning, nature and scope of international relations; Key Concepts of International Relations: Sovereignty, Anarchy, Balance of Power, National Power, Security and Globalization.

### **UNIT 2 Theorization of Great Power in International Relations**

**12 hrs**

Theories of International Relations: Realism (Classical Realism and Neo-Realism), Liberalism (Neo-Liberalism), Constructivism, and Marxism.

### **UNIT 3 Great Power Politics in the Cold War era**

**12 Hrs**

First World War, Second World War: Causes and Consequences, dynamics of strategic interaction between the great powers including the alliances, Inter war period (multipolarity), the Cold War (bipolarity) and the post-Cold War period (unipolarity).

**UNIT 4 Globalization and Great Power Politics**

**12 Hrs**

Power shifts in the post-Cold War international system, Emergence of new powers (rise of China and India as a challenge to the west), Great Powers; traditional and non-traditional security threats, Great Power Politics in the 21<sup>st</sup> century.

**Essential Readings**

John J. Mearsheimer, *The Tragedy of Great Power Politics*, updated ed. (New York: Norton, 2014).

William C. Wohlforth, "The Stability of a Unipolar World," *International Security* 24.1 (Summer 1999): 5-41.

Ikenberry, G. John, Ed. 2002. *America Unrivaled: The Future of the Balance of Power*, Ithaca, NY: Cornell University Press.

Barry Buzan and Ole Weaver (2003), 'Regions and Powers: The structure of International Security' Cambridge.

Baylis and Smith (eds) (2014), 'The Globalization of World Politics'. Sixth edition, New York: Oxford University Press.

**CIA-Evaluation Pattern**

Assignment	Presentation	Test	Mid-Semester
20	10	10	25

**Mid Semester Examination**

Section A	Section B	Total
2X15=30	2X10=20	50

**End Semester Examination**

Section A	Section B	TOTAL
2X10=20	2X15=30	50

**Assessment Pattern**

<b>Course title</b>	<b>CIA (Weight)</b>	<b>ESE(Weight)</b>
Global Power and Politics in the International System	<b>70%</b>	<b>30%</b>

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs. per week	Level of Knowledge
BHIS191 A	Encountering Histories: The Future of the Past	Common Core	100	3	45 hrs	Basic

### Course Description

The influence and presence of the past is felt everywhere and every day in our lives. Movies, newspapers or the internet bombard us and expose us to the past – both familiar and unfamiliar. However, the barrage of information and the forces of globalisation have led to increasing questions on the relevance and the value of the past – indeed a denial even. This course will engage the students with the myriad ways in which the past, though no longer present – is a presence in our lives today. It will introduce the students to think historically, relate to their memories of their own past and make them aware of the multiple perspectives which will enable them to read, write and reflect on the past; or in other words, make history.

This course will introduce students to the methodological and theoretical questions that animate and inform the practice of history. How do professional historians work? What is their goal? How do they locate and analyze source materials? What kinds of arguments do historians try to make? How, ultimately, is history produced? This course will ask how (or whether) historians' particular sources – and their location in the archives – can give voice to the ordinary and of things 'past'. Moreover, the course will address how the advent of the information age impact upon the historians' profession by exploring how modern technology – whether film, photography, or the internet – changed the way historians work and address their audience.

### Course Objectives

- To familiarise the students with foundational concepts in history and historical enquiry such as fact, fiction, truth, narrative, memory, conservatism and counterfactuals.
- To identify and make students aware of the importance of historical awareness to arrive at independent and informed opinion and contribute meaningfully in local and global affairs and debates.
- To equip students with an understanding of 'history' and the characteristics of 'the past' in present day society.
- To help develop proficiency in research, analysis and writing; and to encourage wide, independent, selective reading on historical subject matter to foster a sustained, reasoned, well focused argument, based on a broad selection of evidence.
- To identify arguments in historical works in order to be able to critique evidence used in support of the arguments.
- To interpret varied sources and place them within their proper historical context to integrate secondary sources into their own original narratives and distinguish between different kinds of history.

### Learning Outcomes

- Students will discover how and why historians debate issues of evidence and interpretation and learn to distinguish between various schools or styles of academic history.
- Students will learn to critically engage with representations of the past in the present to enable them to analyse and use evidence in interrogating historical accounts.
- Students will be able to critically reflect and engage with the interface between the past and the present, fostering a healthy appreciation for history and its imprint on our present world.

- Students will understand how historical narratives are shaped by states, organizations, and individuals.
- Students will better analyze the interaction between history and politics when following the news and in examining historical cases.
- Students will appreciate how issues of identity and memory factor into our historical understandings and how this can condition present day policies and decision-making.

### **Teaching Methods**

Lectures complement readings, focus on individual aspects of special interest, offer alternative interpretations, and expose students to key issues of scholarly debate. Documentaries, films and docu-dramas will be viewed, providing visual material with commentary, enriching and deepening readings and lectures. In this course we will explore, examine and discuss the various ways in which historians have attempted to understand and write about the past. While emphasizing on critical reading and writing skills, the students will be encouraged to learn the tools to research and write history papers, in effect, to *do* history.

### **UNIT 1 The Many Pasts**

**12 hrs**

#### **Level of Learning:** Basic

Doing History - The Place of the Past.

Facts, Fiction and Lies: Interrogating evidence - paintings, films, novels.

### **UNIT 2 The Use and Abuse of History**

**16 hrs**

#### **Level of Learning:** Conceptual/Interpretative

Voice and the Subject: Narratives and Counter-narratives – Winston Churchill, VelupillaiPrabhakaran, Pirates of the Caribbean, Tom and Jerry

Locating the Popular: Historical Fiction or Fictionalised History – Exploring the Fantasy Worlds of Ice Age, Hogwarts, Narnia, Westeros and Middle-earth.

The Past Today: The Ayodhya Debate and the Ram Janmbhoomi issue, Dwarka, Kapilavastu.

Historical Monuments and their Authorship/Ownership: The Temple Mount and Taj Mahal.

### **UNIT 3 Locating Sources: The Historian's Voice**

**16 hrs**

#### **Level of Learning:** Analytical

History and the Visual: Photography, Film and the Image – Gladiator, Schindler's List, 300, Gone with the Wind, Jodha Akbar and MohenjoDaro

Historical Re-enactments? Light and Sound Shows at Golconda, Red Fort and Khajuraho.

Alternate Histories: Oral Histories, Sports Histories, Graphic Novels, Caricatures and Political Cartoons.

## UNIT 4 Memory, Commemoration, and Silence

16 hrs

### Level of Learning: Conceptual/Interpretative

Memory and History: Power and the Production of History –Museums and Memorials.

‘Truth’ and ‘myth’: History as Conspiracy – Insider and Outsider Perspectives – the Aryan Debate, Hindutva Ideology and Neo-Nazis.

Private Lives and Public Affairs: The British Monarchy, the Nehru-Edwina Affair.

Suppressing the Text: State Secrets and Declassification – Wikileaks and the Netaji Files.

### Essential Readings

Davis, Natalie Z. 1981. The Possibilities of the Past, *Journal of Interdisciplinary History*, Vol. 12, No.2, The New History: The 1980s and beyond II, pp. 267-275.

Gaddis, John Lewis. 2002. *The Landscape of History: How Historians Map the Past*, New York: Oxford Univ Press.

Gathercole, Peter and David Lowenthal (eds.) 1994. *The Politics of the Past*, New York: Routledge.

Hodder, Ian and Scott Hutson. 2003 (Third Edition). *Reading the Past*, New York: Cambridge Univ. Press.

Kumar, Ravinder 1989. The Past and the Present: An Indian Dialogue, *Daedalus*, Vol. 118, No.4, pp. 27-49.

Thompson, Paul. 2000. *The Voice of the Past: Oral History*, New York: Oxford Univ Press.

### Suggested readings

Banerjee, Sumanta, 2003. Ayodhya: A future bound by the past, *Economic and Political Weekly*, Vol. 38, No. 27, pp. 2795-2796.

Buchli, Victor and Gavin Lucas 2001. *Archaeologies of the Contemporary Past*, Routledge.

Carr, E.H. 1967. *What is History*, Vintage.

Chalcraft, David et.al. 2008. *Max Weber Matters: Interweaving Past and Present*, Ashgate.

Chapman, James 2005. *Past and Present: National Identity and the British Historical Film*, I.B.Tauris.

Clarke, Katherine 2008. *Making Time for the Past: Local History and the Polis*, Oxford Univ Press.

Damm, Charlotte 2005. Archaeology Ethno-History and Oral Traditions: approaches to the indigenous past, *Norwegian Archaeological Review*, Vol. 38, No. 2, pp. 73-87.

Fowler, Don D. 1987. Uses of the past: Archaeology in the service of the state, *American Antiquity*, Vol. 52, No. 2, pp. 229-248.

Greene, Naomi 1999. *Landscapes of Loss: the Nationalist Past in Postwar French Cinema*, Princeton Univ Press.

Hamilakis et. al. 2001. Art and the Re-presentation of the Past, *The Journal of the Royal Anthropological Institute*, Vol. 7, No. 1, pp. 153-156.

Muller, Jan-Werner 2004. *Memory and Power in Post-War Europe: Studies in the presence of the past*, Cambridge Univ. Press.

Murray, Williamson and Richard Hart Sinnreich (eds.) 2006. *The Past as Prologue: The Importance of History to the Military Profession*, Cambridge Univ Press.

Piercey, Robert 2009. *The Uses of the Past from Heidegger to Rorty: Doing Philosophy Historically*, Cambridge Univ. Press.

Shrimali, K.M. 1998. A Future for the Past? *Social Scientist*, Vol. 26, No. 9, pp. 26-51.

Stone, Peter G. and Philippe G. Planel 1999. *the Constructed Past*, Routledge.

Walsh, Kevin 1992. *The Representation of the Past: Museums and heritage in the post-modern world*, Routledge.

#### **CIA - Evaluation Pattern**

<b>Assignment</b>	<b>Presentation</b>	<b>Test</b>	<b>Mid Semester</b>
<b>20</b>	<b>10</b>	<b>10</b>	<b>25</b>

#### **Mid Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Total</b>
<b>2X15=30</b>	<b>2X10=20</b>	<b>50</b>

#### **End Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Total</b>
<b>2X10=20</b>	<b>2X15=30</b>	<b>50</b>

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs. per week	Level Of Knowledge
BPSY191 A	Science of Wellness	Common Core	100	3	45 hrs	Basic

### Course Description

This course heralds the emergence of a new field of science that endeavours to understand how individuals and societies thrive and flourish, and how this new knowledge can be applied to foster happiness, health and fulfilment. Taking a dynamic, cross-disciplinary approach, the course explores the most promising routes to well-being, derived from the latest research in psychology, neuroscience, economics, and the effects of our natural environment. The course provides an overview of the latest insights and strategies for enhancing our individual well-being, or the well-being of the communities in which we live and work.

### Course Objectives

- Understand the evolution and development of health and well-being
- Develop a holistic approach to living life well.
- Create optimal programs for individuals and populations.

### Learning Outcomes

At the end of the course, students will display:

- Ability to analyze various perspectives from the from the latest research in psychology, neuroscience, economics, and the effects of our natural environment on well being
- Integration of various aspects to have a holistic perspective on wellbeing
- Ability to design interventions to enhance positive mental health in individuals and populations

### UNIT 1 Introduction to Well-Being

Wellbeing as a concept, happiness and subjective well-being, Expanding the repertoire of positive emotions: The broaden-and-build theory of positive emotions; Relationship with reality and its role in the well-being of young adults; Increasing happiness in life, Positive mental health in individuals and populations.

### UNIT 2 Well-being across life-span

Living well at every stage of life: Resilience in childhood, positive youth development, life tasks of adulthood and successful aging;

Role of meaningful relationships: infant attachment, adult attachment, love and flourishing relationships; Seeing the future through self-efficacy and optimism; Role of Self efficacy in life arenas, learned optimism.

**UNIT 3 Socio-cultural and Economic Considerations**

The relevance of subjective well-being to social policies: optimal experience and tailored intervention; The social context of well-being; Does money buy happiness? A well-being manifesto for a flourishing society.

**Essential Reading**

*Felicia A. Huppert, Nick Baylis, and Barry Keverne (2005). The Science of Well-Being. Oxford University Press.*

Snyder, C.R., & Lopez, S.J. (2007). *Positive Psychology*. New Delhi: Sage Publishing House.

**Recommended Reading**

Coan, R. W. (1977). *Hero, artist, sage, or saint? A survey of what is variously called mental health, normality, maturity, self-actualization, and human fulfillment*. New York: Columbia University Press.

Boniwell, I. (2012). *Positive Psychology In a Nutshell: The Science of Happiness (3rd edition)*. London: Mc Graw Hill.

Bradburn, N. M. (1969). *The structure of psychological well-being*. Chicago, IL: Aldine.

**CIA Evaluation pattern**

Individual Assignment	lab work and report writing	Group Assignment/ field work/	Exhibition/ case study / activity	Test/quiz	Attendance	Total
20	20	20	15	20	5	100

**Assessment Pattern**

<b>CIA (Weight)</b>
100 %

<b>Course Code</b>	<b>Course Title</b>	<b>No of Hours/Week</b>	<b>Total Teaching Hours</b>	<b>Marks</b>	<b>Credits</b>	<b>Level of Knowledge</b>
BPSY191 B	Advertisement Psychology	3	45	100	3	Basic

### **Course Description**

Advertisement psychology is a branch of psychology which studies the pattern of responses by the human system to advertisement stimuli. Advertising is the art of influencing human behaviors to buy certain products. Recently advertisers are discovering the need to know the facts which psychology can give about what attracts attention, what sticks in memory, what gives a pleasant impression, what persuades and what leads to the act of purchase. The field helps marketers and copywriters to prepare effective advertisements.

### **Course Objectives**

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

- Understand the historical and scientific origin and development of the field.
- Learn the cognitive, affective and behavioural responses to the advertisement stimuli.
- Develop the skills to evaluate effectiveness of advertisements from psychological perspectives.

### **Learning outcomes**

At the end of the course, students will display:

- To apply the psychological perspectives of advertisements in the real life setting.
- To integrate different domains such as cognitive, affective and behavioral responses in the field of advertisement.
- To develop the ability to make applications based on understanding of marketing strategies.

### **UNIT 1 Introduction to advertisement psychology**

Introduction to advertisements; its objectives and importance; Types and forms of advertising; Effects of advertisements - a psychological perspective; Classic and contemporary approaches of classifying advertisement effectiveness.

### **UNIT 2 Cognitive processing of advertisements**

Influence of advertisements on buying behaviors; Dynamics of Attention, Comprehension, Reasoning for advertisements; Attitudes and attitude changes with the influence of advertisements; Principles of persuasion and attitude change; Achieving advertisement compliance without changing attitude.

**UNIT 3 International Advertising and Creating Brand**

Emergence of International Advertising; Advertising in Multicultural Environment; Ethics in Advertising; Integrated marketing communication and marketing mix.

**Essential Reading**

Fennis, B. M., &Stroebe, W. (2015). *The Psychology of Advertising*. New York: Psychology Press.

Andrew,A. Mitchell. (1993). *Advertising Exposure, Memory and Choice*.Lawrence Erlbaum Associates. Hillsdale, NJ.

**Recommended Reading**

Linda, F. Alwitt& Andrew, A. Mitchell. (1985). *Psychological Processes and Advertising*

*Effects: Theory, Research, and Applications*. Lawrence Erlbaum Associates. Hillsdale, NJ. London.

Rolloph, M.E. & Miller, G.R. (Eds) (1980). *Persuasion: New Directions in Theory and Research*.Sage. N.Y.

Eddie. M. Clark, Timothy.C. Brock, & David W. Stewart. (1994). *Attention, Attitude and Affect in Response to Advertising*. Lawrence Erlbaum Associates. Hillsdale, NJ.

**CIA Evaluation pattern**

<b>Reflective Assignment</b>	<b>Presentation</b>	<b>Module Development</b>
30	30	35

**Assessment Pattern**

<b>CIA (Weight)</b>
100 %



## SEMESTER 2

<b>Course Name: Organisational Behaviour</b>	<b>Course Code: BBA 231</b>
<b>Total number of hours: 60 Hrs</b>	<b>Credits: 4</b>
<b>Course Description:</b> The course focuses on the basic elements that determine human behavior in an organizational context. It provides various theoretical frameworks to understand human behaviours at individual, group and organization level. The course provides insights into the foundation of human behaviours such as personality, learning, values, attitudes and perception. At the group level its characteristics in terms of size, status, norms, role and cohesiveness makes it functional or dysfunctional. Leaders who are able to influence the individual and group behaviours create positive organisations culture. Thus it is essential for manager to develop an understanding about human behaviours at the workplace and manage them for organizational effectiveness.	
<b>Course Objectives:</b>  <ol style="list-style-type: none"><li>1. To examine the impact of globalization, diversity and ethics on organizational behaviours.</li><li>2. To analyse the individual's work behaviours due to personality, attitudes and perceptions.</li><li>3. To assess the dynamics of group behaviours and its influence on group effectiveness.</li><li>4. To compare and contrast various leadership style as in classic and modern theories.</li><li>5. To determine practices that creates positive organisation culture.</li></ol>	
<b>Course Learning Outcomes:</b> On having completed this course student should be able to:  <ul style="list-style-type: none"><li>• CLO1 Identify the social and ethical issues emerging due to trends in environment.</li><li>• CLO2 Propose initiative to address the social and ethical issues at individual and organizational level</li><li>• CLO3 Demonstrate understanding personality traits and suitable occupation/job.</li><li>• CLO4 Identify factors that leads to formation of work related attitude.</li><li>• CLO5 Suggest practices that create favorable work related attitude</li><li>• CLO6 Determine the group properties and its implication on group dynamics.</li><li>• CLO7 Evaluate various leadership styles that enhance group effectiveness.</li><li>• CLO8 Discuss practices that create positive organizational culture.</li></ul>	
<b>Pedagogy:</b> This course uses multiple pedagogies like interactive lectures, classroom discussions & presentations, case studies, research papers, movie review and role plays.	
<b>Unit I Introduction to Organizational Behavior</b>	<b>(8 Hrs)</b>
Definition of Organizational Behavior, OB as systematic study, Contribution from other disciplines, Challenges and Opportunities in organizational behavior, OB Model/Framework- Individual, Group and Organisational Level.	

**Unit II Personality, Learning & Values****(10 Hrs)**

Defining and Measuring Personality, Determinants of Personality, The Big Five Personality Model, Myers-Briggs Type Indicator, and Other Personality Traits like Authoritarianism, Locus of Control, Machiavellianism, Self Esteem, Risk Taking, Self-Monitoring and Achievement Oriented. Importance of values- instrumental and terminal values.

Meaning of Learning; Theories of Learning- Classical Conditioning, Operant conditioning, Cognitive theory, Social learning theory, Principles of learning, Schedule of Reinforcement.

**Unit III Attitude****(8 Hrs)**

Components of Attitude- ABC model, Function of Attitude, Cognitive Dissonance Changing Attitude, Work Attitudes- Job Satisfaction and Organisation Commitment.

**Unit IV Perception****(6 Hrs)**

Meaning, Factors influencing perception, Attribution Theory, Common short cuts in judging others.

**Unit VI Group Dynamics****(8 Hrs)**

Define Group and different type of Groups, Stages of Group Development, Group Properties-Roles, Norms, Status, Size, Cohesiveness; Group Decision making, Groupthink and Group Shift

**Unit VI Leadership****(10 Hrs)**

Concept of Leadership-Trait Theories-Behavioral Theories, Ohio & Michigan Studies - Managerial Grid; Contingency Theory-Situational Leadership and Path & Goal of leadership; Contemporary Theories- Transformational, Transactional, Charismatic Leadership, Ethical Leadership and Servant Leadership.

**Unit VII Organization Culture****(10 Hrs)**

Definition of organizational culture and its characteristics, Strong versus Weak culture, Function and Dysfunction of Culture, Creating & Sustaining Culture, -How employee learn culture-Creating Positive organizational culture.

**Essential Reading:**

- Stephen P. Robbins, Timothy A. Judge and Neharika Vohra (2018), 18<sup>th</sup> Ed. *Organizational Behaviour*. Pearson Education Asia.

**Recommended Reading**

- Aswathappa, K. (2016). *Organizational Behaviour(Text, Cases and Games)*, 12<sup>th</sup> Ed. Bangalore: Himalaya Publication.
- Fred Luthans (2017). *Organizational Behavior: An Evidence - Based Approach*, 12<sup>th</sup> Ed. McGraw Hill Education.
- Gupta, C. B. (2014). *A textbook of organisationalbehaviour: With text and cases*. New Delhi: S Chand & Company.

<b>Course Name: Organizational Behaviour</b>	<b>Course Code: BBA231</b>
<b>Total number of hours: 60 Hours</b>	<b>Credits: 4</b>
<p><b>Course Description:</b> The course focuses on the basic elements that determine human behavior in an organizational context. It provides various theoretical frameworks to understand human behaviours at individual, group and organization level. The course provides insights into the foundation of human behaviours such as personality, learning, values, attitudes and perception. At the group level its characteristics in terms of size, status, norms, role and cohesiveness makes it functional or dysfunctional. Leaders who are able to influence the individual and group behaviours create positive organisations culture. Thus it is essential for manager to develop an understanding about human behaviours at the workplace and manage them for organizational effectiveness.</p>	
<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>6. To examine the impact of globalization, diversity and ethics on organizational behaviours.</li> <li>7. To analyses the individual's work behaviours due to personality, attitudes and perceptions.</li> <li>8. To assess the dynamics of group behaviours and its influence on group effectiveness.</li> <li>9. To compare and contrast various leadership style as in classic and modern theories.</li> <li>10. To determine practices that creates positive organisation culture.</li> </ol>	
<p><b>Course Learning Outcomes:</b> On having completed this course student should be able to:</p> <ul style="list-style-type: none"> <li>• CLO1 Identify the social and ethical issues emerging due to trends in environment.</li> </ul>	

- CLO2 Propose initiative to address the social and ethical issues at individual and organizational level

- CLO 3 Demonstrate understanding personality traits and suitable occupation/job.
- CLO 4 Identify factors that leads to formation of work related attitude.
- CLO5 Suggest practices that create favorable work related attitude
- CLO6 Determine the group properties and its implication on group dynamics.
- CLO7 Evaluate various leadership styles that enhance group effectiveness.
- CLO8 Discuss practices that create positive organizational culture.

**Pedagogy:** This course uses multiple pedagogies like interactive lectures, classroom discussions & presentations, case studies, research papers, movie review and role plays.

### **Unit I Introduction to Organizational Behavior**

#### **8 Hours**

Definition of Organizational Behavior, OB as systematic study, Contribution from other disciplines, Challenges and Opportunities in organizational behavior, OB Model/Framework- Individual, Group and Organisational Level.

### **Unit II Personality, Learning and Values**

#### **10 Hours**

Defining and Measuring Personality, Determinants of Personality, The Big Five Personality Model, Myers-Briggs Type Indicator, and Other Personality Traits like Authoritarianism, Locus of Control, Machiavellianism, Self Esteem, Risk Taking, Self-Monitoring and Achievement Oriented. Importance of values- instrumental and terminal values.

Meaning of Learning; Theories of Learning- Classical Conditioning, Operant conditioning, Cognitive theory, Social learning theory, Principles of learning, Schedule of Reinforcement.

### **Unit III Attitude**

#### **8 Hours**

Components of Attitude- ABC model, Function of Attitude, Cognitive Dissonance Changing Attitude, Work Attitudes- Job Satisfaction and Organisation Commitment.

### **Unit IV Perception**

#### **6 Hours**

Meaning, Factors influencing perception, Attribution Theory, Common short cuts in judging others.

### **Unit V Group Dynamics**

#### **8 Hours**

Define Group and different type of Groups, Stages of Group Development, Group Properties-Roles, Norms, Status, Size, Cohesiveness; Group Decision making, Groupthink and Group Shift

### **Unit VI Leadership**

#### **10 Hours**

Concept of Leadership-Trait Theories-Behavioral Theories, Ohio & Michigan Studies - Managerial Grid; Contingency Theory-Situational Leadership and Path & Goal of leadership; Contemporary Theories- Transformational, Transactional, Charismatic Leadership, Ethical Leadership and Servant Leadership.

### **Unit VII Organization Culture**

#### **10 Hours**

Definition of organizational culture and its characteristics, Strong versus Weak culture, Function and Dysfunction of Culture, Creating & Sustaining Culture, -How employee learn culture-Creating Positive organizational culture.

#### **Essential Reading:**

- Stephen P. Robbins, Timothy A. Judge and Neharika Vohra (2018), 18<sup>th</sup> Ed. *Organizational Behaviour*. Pearson Education Asia.

#### **Recommended Reading**

- Aswathappa, K. (2016). *Organizational Behaviour(Text, Cases and Games)*, 12<sup>th</sup> Ed. Bangalore: Himalaya Publication.
- Fred Luthans (2017). *Organizational Behavior: An Evidence - Based Approach*, 12<sup>th</sup> Ed. McGraw Hill Education.
- Gupta, C. B. (2014). *A textbook of organisational behaviour: With text and cases*. New Delhi: S Chand & Company.

<b>Course Name: Business Statistics</b>	<b>Course Code: BBA232</b>
<b>Total number of hours: 60 Hours</b>	<b>Credits: 4</b>
<b>Course Description:</b> Business Statistics helps us to make business decisions under uncertainties. Such decisions	

must be objective and unbiased and based on quantitative data. This necessitates an analysis of data as well as understanding of statistical tools and models. With the business entities keen on making data-driven decisions it is essential for individuals working in this environment to possess skills to use appropriate statistical tools and techniques in order to make decisions backed by data.

**Course Objectives:**

- To demonstrate data handling skills and summarize data with clarity.
- To extend an understanding of application of relevant concepts of Statistics to a given context/business scenario.
- To demonstrate the knowledge on the process of organizing a problem/data and conduct statistical tests/treatment.
- To solve real world business problems by evaluating data with appropriate statistical techniques
- To explain trends exhibited by data.

**Course Learning Outcomes:** On having completed this course student should be able to:

CLO 1 Demonstrate data handling skills with clarity.

CLO2 Outline the relevant concepts of Statistics to a given context/business scenario

CLO3 Organize a problem/business data and conduct statistical treatment.

CLO4 Evaluate data with appropriate statistical techniques.

CLO5 Explain data trends using time series analysis

**Pedagogy:** This course uses multiple pedagogies like interactive lecture, case study discussions & presentations and by conducting a mini research project

**Unit I Introduction to Statistics**

**6Hours**

Meaning, Definition, Features, Importance and limitations of statistics. Meaning and difference between primary and secondary data, data collection methods. Classification and tabulation of data including tally marks, methods of classifying data - quantitative, qualitative, geographical, chronological, Discrete and continuous frequency distribution.

## **Unit II Measures of Central Tendency**

### **10 Hours**

Meaning, measures of Central Tendency- Arithmetic Mean, Weighted Arithmetic Mean, median, mode, geometric mean and harmonic mean (only theory) and partition values- quartiles, deciles, percentiles.

## **Unit III Measures of Dispersion and Skewness**

### **10 Hours**

Meaning, Definitions, Properties of dispersion - Range, Quartile Deviation, Mean Deviation from Mean and Median, Standard Deviation and coefficient of variation. Skewness-meaning, difference between dispersion and skewness, Karl Pearson's and Bowley's measures of skewness.

## **Unit IV Correlation and Regression**

### **8 Hours**

Meaning, Definition and Use of Correlation, Scatter diagram, Types of correlation, Karl Pearson's correlation coefficient, Spearman's Rank correlation, Probable Error. Regression- Meaning and utility of Regression analysis, Comparison between Correlation and Regression, regression lines -  $X$  on  $Y$ ,  $Y$  on  $X$ , Regression Equations and Regression Coefficients.

## **Unit V Time Series**

### **6 Hours**

Meaning, Components of time series, Calculation of Secular Trend-Moving Average method - odd and even period moving average and method of Least Squares.

## **Unit VI Probability and Probability distributions**

### **8 Hours**

Introduction to Probability, Basic Concepts of Probability, Probability Distributions - Binomial, Poisson and Normal distributions, Expected Value.

## **Unit VII Sampling Distribution and Introduction to Inferential statistics**

### **12 Hours**

Introduction to testing of Hypothesis: Procedure for testing hypothesis - Setting of Hypothesis - Null and alternative hypotheses, Estimation, Computation of Test statistics, - Types of errors in hypothesis testing - Level of significance - Critical region and value - Decision making. Test of significance for Large and small sample tests, Z

and t tests for mean and proportion, one-way ANOVA, Chi-square test for goodness of fit and independence of attributes.

**Essential Reading:**

Sharma, J.K (2020) *Business Statistics 5<sup>th</sup> edition* Delhi: Vikas Publishing House

**Recommended Reading:**

1. Levin R. I.& Rubin D. S. (2014). *Statistics for Management*. Delhi: Pearson.
2. Pillai & Bagavathi (2016) *Statistics, Theory and Practice*, S Chand Publishing
3. SP Gupta (2017). *Statistical Methods*, Sultan Chand and Sons
4. SC Gupta (2018). *Fundamentals of Statistics*, Himalaya Publishing House

<b>Course Name: Macroeconomics</b>	<b>Course Code: BBA233</b>
<b>Total number of hours: 60 Hours</b>	<b>Credits: 4</b>
<b>Course Description:</b> The course aims at providing a systematic introduction to mainstream approaches to the study of macroeconomics in the current century. It has been designed in such a way that it stimulates awareness on macroeconomic challenges and policy management in progressive nations. It also aims at developing the ability for objective reasoning about macroeconomic issues.	
<b>Course Objectives:</b> This course intends to: <ul style="list-style-type: none"><li>● Demonstrate understanding of macroeconomic aggregates and measurement.</li><li>● Explain macroeconomic indices and interpreting them.</li><li>● Analyse economic growth and money market dynamics and its impact.</li><li>● Identify macroeconomic policies and its impact on the economy.</li><li>● Demonstrate the understanding of concepts related to Unemployment and market.</li><li>● Examine the relationship between macroeconomic variables and dynamics of the policies.</li></ul>	
<b>Course Learning Outcomes:</b> After completing the course, the student will be able to:	

**CLO1:** Explain the measurement of GDP and its components.

**CLO2:** Explain the methodology/stages of constructing the cost-of-living index and summarise the impact of such indices on the Economy.

**CLO3:** Analyse the economic growth and market for loanable funds and illustrate its impact on the economy.

**CLO4:** Summarise the concept of unemployment and its implication on the market.

**CLO5:** Identify the implications of monetary and fiscal policy.

**CLO6:** Examine the relationship between macroeconomic variables/policies with theoretical backing.

**Pedagogy:** This course uses multiple pedagogies like interactive lecture, student discussions and use of PPTs and case studies.

### **Unit I Measuring a Nation's Income and Cost of Living**

#### **10 Hours**

Economy's Income and Expenditure - Measurement of GDP - Components of GDP - Real versus Nominal GDP - The GDP Deflator; The Consumer Price Index (CPI) - Calculation of CPI - GDP Deflator versus CPI - Correcting economic variables for the effects of inflation - Real and Nominal Interest Rates - Limitations

### **Unit II Production and Growth**

#### **9 Hours**

Economic Growth around the world: Productivity: Its Role and Determinants-Economic Growth and Public Policy - Investment-Human Capital.

### **Unit III Goods and Money Market**

#### **9 Hours**

Saving and Investment in the National Income Accounts - The Market for Loanable Funds - Policy Changes and Impact on the Loanable fund Market; Money - Meaning and Functions-Money Supply; Full Reserve Banking and Fractional Reserve Banking - Central Bank Tools of Monetary Control; Classical Theory of Inflation - Classical Dichotomy and Monetary Neutrality - Velocity and Quantity equation - Fisher Effect - Costs of Inflation.

### **Unit IV Unemployment**

#### **7 Hours**

Identifying Unemployment - Labour Force - Unemployment Rate - Labour Force Participation - Types of Unemployment - Unemployment Insurance - Minimum Wage Laws.

## **Unit V Aggregate Demand, Aggregate Supply and Influence of Monetary and Fiscal Policy on Aggregate Demand**

### **9 Hours**

Three Key Facts about Economic Fluctuations - Short run Economic Fluctuations - Aggregate Demand Curve, Aggregate Supply Curve, Two Causes of Economic Fluctuations; Monetary Policy Influence on Aggregate Demand - The Theory of Liquidity Preference; Fiscal Policy influence on Aggregate Demand - The Multiplier Effect - Crowding out effect - Stabilisation Policy; Active Versus Automatic Stabilizers.

## **Unit VI Short Run Tradeoff between Inflation and Unemployment**

### **8 Hours**

The Phillips Curve - Shifts in Phillips Curve and the Role of Expectations - Shifts in Phillips Curve and The Role of Supply Shocks; The Cost of Reducing Inflation Rational Expectations and the Possibility of Costless Disinflation.

## **Unit VII Six Debates over Macroeconomic Policy**

### **8 Hours**

Economic Stabilization - Monetary vs. Fiscal Policy; Handling Recession - Higher Spending vs. Tax Cuts; Monetary Policy - Rule vs. Discretion Based; Central Bank Goal: Zero vs. Non-zero Inflation; Government Budget- Balanced vs. Unbalanced; Tax Laws for Savings – Reformed vs. Not Reformed.

### **Essential References**

Mankiw, G.N. (2018). *Principles of Macroeconomics* (8<sup>th</sup> ed.). Cengage Learning India.

### **Recommended References**

Abel, A. B. & Bernanke, B. S. (2011). *Macroeconomics* (7<sup>th</sup> ed.). Pearson Education.

Blanchard, O. (2009). *Macroeconomics* (5<sup>th</sup> ed.). Pearson Education.

Dornbusch, R., Fischer, S., & Startz, R. (2015). *Macroeconomics* (11<sup>th</sup> ed.). McGraw Hill Education.

Froyen, R. (2014). *Macroeconomics: Theories and Policies* (10<sup>th</sup> ed.). Pearson Education.

Mishkin, F. S. (2016). *Macroeconomics: Policy & Practice* (2<sup>nd</sup> ed.). Pearson Education.

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<b>Course Name: INDIAN TOURISM PRODUCTS AND GEOGRAPHY</b>	<b>Course Code: BBAT234</b>
<b>Total number of hours: 60 Hrs</b>	<b>Credits: 4</b>
<b>Course Description:</b> This subject emphasizes the importance of having an in depth knowledge about Indian Tourism products and geography. It elucidates different types of tourism products and their role in promoting tourism.	
<b>Course Objective</b>	
This course aims at developing the knowledge of Tourism Products, Assets and Resources of India. The module aims at creating a systemized method of classifying the various products and resources and examining them.	

**UNIT I - Tourism Resource / Product**

**05 Hours**

Understanding Tourism Product. Defining categories of tourism products: Natural, Historical, Geographical, Spiritual, Religious, Socio-cultural, and Adventurous etc.. Statistics in terms of arrivals (domestic & international) contribution to tourism revenue, popularity, etc

**UNIT II - Natural Tourism Resources**

**10 Hours**

Mountain & Hill Resources: All destinations in India popular mountain and hill tourism. Adventure Tourism associated with mountain tourism: Trekking, Rock-Climbing, Wind Surfing, Camping, White Water Rafting, Skiing etc.. Island, Sea & River Tourism: Coastlines, Beaches, Lagoons, Backwaters Fishing Camps, Water Sports, environmental concerns, issues relating to the depletion of marine life. Desert Tourism: Desert Safaris, Desert Sports, etc.

**UNIT III - Socio-Cultural Resources**

**20Hours**

Architectural Heritage of India: Styles adapted over the ages. Historical Monuments: Significant to tourism from ancient, medieval to contemporary styles. Spatial and religious dimensions Important Historical and Archeological sites Renowned Museums, Art Galleries, and Libraries, location assets and characteristics. Religious shrines / centers – Hindu, Buddhist, Jain, Sikh, Muslim, Christian and others. Yoga meditation, martial arts, and other contemporary mind & body healing concepts. Performing Arts of India; Classical Dances and various Dance styles Indian Folk Dances, Centre for learning and performances. Indian Music and Musical instruments Different schools of Indian Music Status of vocal and instrumental music, new experiments Indian Painting Handicrafts of India Fairs & Festival – Social, religious and commercial fairs, festivals Tourism promotional fairs – Kite festival, white water festival, snake boat race etc... Indian Folk Culture – folk custom and costumes, settlement patterns, religious observations, folklore and legends.

**UNIT IV - Manmade Resources**

**05 Hours**

Created tourist destinations – Academic, scientific, and industrial institutions.

**UNIT V - Wildlife Flora & Fauna**

**10 Hours**

National Parks, Sanctuaries, Biosphere Reserve etc. Wildlife Protection laws and regulations, rare and extinct species.

## UNIT VI - Geographical Features & Bio-diversity

10 Hours

Physical features of India & Biodiversity

### Essential Reading

Acharya, Ram (2007), *Tourism and Cultural Heritage of India*, RBSA Publishers, Jaipur. Basham, A. L. (2008), *The Wonder that was India*: Rupa & Co, New Delhi.

### Recommended Reading

Scott, J., & Selwyn, T. (2010). *Thinking through tourism*. Oxford: Berg.

Fuller, G. (2012). *The trivia lover's guide to the world: Geography for the lost and found*. Lanham, MD: Rowman & Littlefield.

Berger, A. A. (2011). *Vietnam tourism*. New York: Haworth Hospitality Press.

<b>Course Name: Language in Context II</b>	<b>Course Code: ENG 221</b>
<b>Total number of hours: 45</b>	<b>Credits: 03</b>
<b>Course description:</b> This course has been conceptualized in order to impart the language skills in a natural way through the contents that are important not only to self but also to society. The course consists of four units, i.e., Technology and Self, Society and Sports, Popular Culture and Social Issues, and Life and Choices. The course aims at improving the learners' language skills that can help them to take a leap from textbooks to newspaper or full-length novels. The contents of the course carry the message of ethical concerns that the future business entrepreneurs are supposed to equip themselves with for a progressive and equitable society. In addition to the multiple forms of readings i.e., essays, poems, short stories, blog posts, graphic essays and comics, Language in Context II also focuses on contemporary forms of expressions like rap songs, slam poetry, memes, short speeches etc. which are not only highly popular but very effective modes of expression. Building upon the language skills developed over the course of Language in Context I, Language in Context II further initiates the development of analytical and critical thinking skills by exposing the learners to a range of issues which are highly contemporary and relatable in nature. The course aims to familiarize the students to multiple modes of narrative, make them aware of the ethical concerns that are relevant to contemporary society. Along with sensitizing with regard to these important issues, the course also passively aims to help students improve their listening, speaking, reading and writing skills. It aims to create an environment in the class where students critically engage with multiple modes of expressions.	
<b>Course outcomes:</b> By the end of the course the learner should be able to:	
<ul style="list-style-type: none"><li>● Demonstrate good understanding of the usage of English language through reading simple as well as complex essays and poems.</li><li>● Apply the writing, spoken, and analytical skill to write and speak about the concerns and care they have for the society.</li><li>● Analyse the texts for its contextual and meanings and beyond.</li><li>● Apply reading, writing, listening and speaking skills within the context of the topics studied.</li></ul>	

**Pedagogy:** The teachers in charge of taking this course to the class are not only expected to elaborate, discuss and deliberate upon the topics given as a part of this course but are also expected to incorporate passive grammar and vocabulary development instructions as deemed fit according to the needs of the learners. The compulsory readings for the course would be decided by the team of instructors and so, not all readings here are compulsory, but are recommended.

### Unit I: Technology and SelfHours: 10

This unit deals with write-ups about the various technological interventions one come across each day in life. From selfies to likes, it incorporates all themes which not only influence the youth but effect and shape them. The main objective of this unit is to place oneself in the digital era and analyse one's predicaments.

1. Becca Klaver (2018), Manifesto of the Lyric Selfie (Poem) <https://www.poets.org/poetsorg/poem/manifesto-lyric-selfie>
2. Kim Z Dale (2014), Licensed to kill time (Poem) <http://www.chicagonow.com/listing-beyond-forty/2014/03/licensed-to-kill-time/#image/1>
3. Sarah Shun-lien Bynum (2017), Likes (Story) <https://www.newyorker.com/magazine/2017/10/09/likes>
4. Leandra Cole, Flor Mirror Exercise (Photo Essay)

### Unit II: Society and Sports

Hours: 10

Moving from the idea of self and its construction through various technological interventions in the previous unit, this unit takes sports as the central theme, and explores how the ideas of nation and nationalism are constructed by means of active participation/viewership in various sports events. Sports has been taken as the central theme for its relevance and importance in the life of the learners.

1. Watching the World Cup Through Sociological Lenses (Essay) <https://thesocietypages.org/engagingsports/2018/06/20/watching-the-world-cup-through-sociological-lenses/>
2. Rahul Dravid's Don Bradman Speech (Speech) <https://www.sportskeeda.com/cricket/transcript-of-rahul-dravids-speech-at-the-sir-donald-bradman-oration>  
<https://www.youtube.com/watch?v=7m9j4FZWtUY>
3. Unity for What? The Togetherness Created by Sports (Comment) <https://thesocietypages.org/engagingsports/2017/01/23/unity-for-what-the-togetherness-created-by-sports/>
4. Yogi by Rodger Kamenetz (Poem) <https://www.poets.org/poetsorg/poem/yogi>
5. *Invictus or Chak de India* (Visual text)

### Unit III: Popular Culture and Social IssuesHours: 15

This unit incorporates multiple forms of expressions i.e., Graphic narrative, Rap Songs, Tribal/ Folk Songs, Slam Poetry, and Short Video which actively express dissent against the dominant and stable voices in the society. While the last two units had global representations of texts from across the world, this unit and unit after this explores various issues and

problems and expressions especially focussed in India. Dominant social issues related to caste, class and gender have been taken for discussions and deliberations in this unit.

1. Kodaikanal Won't, (2015) by Sofia Thenmozhi Ashraf from the album 'Unilever's Racist Fever'. (Category: Rap Song)  
<https://www.youtube.com/watch?v=nSal-ms0vcI>
2. Gaon Chorabnahin, (Category: Tribal/Folk Song <https://www.youtube.com/watch?v=8M5aeMpZOLU>)
3. A Brown Girl's Guide to Beauty, (2017), Aryana Johar (Category: Slam Poetry  
<https://www.youtube.com/watch?v=ZX5soNoPiII>)
4. Appupen. (2016), *Rashtraman* (Category: Graphic Novel <https://appupen.wordpress.com/2016/02/22/rashtraman/>)
5. Boys don't cry. (2014), Vogue India (Category: Short Video)
6. Memetics and the Science of Going Viral, (2016), *The Conversation* (Category: Article  
<https://www.youtube.com/watch?v=0Nj99epLFqg>)

Memes on any contemporary topics can be taken along with the primary reading about meme.

#### Unit IV: Life and Choices

Hours: 10

This unit aims at developing an understanding on the issue of life and its choices. Food and displacement have been selected to throw light on this concept. It takes the area of food and tries to analyse the contemporary politics associated with the same. The area of displacement has been taken to understand how the right to live in one's birthplace gets compromised due to political interventions.

1. Vegetarians Only (short story) <https://www.downtoearth.org.in/blog/food/food-and-dissent-57869>
2. Dalit Identity and Food: The memoirs of trauma on a plate (article)  
[https://homegrown.co.in/article/803216/dalit-identity-and-food-memories-of-trauma-on-a-plate?fbclid=IwAR1zmyvjaMoRLSo3\\_DhM5GC7h\\_tPLKzFYhXcTKDCGg-IIzvG\\_hioe\\_ygRw](https://homegrown.co.in/article/803216/dalit-identity-and-food-memories-of-trauma-on-a-plate?fbclid=IwAR1zmyvjaMoRLSo3_DhM5GC7h_tPLKzFYhXcTKDCGg-IIzvG_hioe_ygRw)
3. A homeless Sindhi Woman by Popati Hiranandani (poem)  
<https://www.poetryinternationalweb.net/pi/site/poem/item/18457/auto/0/28794/A-HOMELESS-SINDHI-WOMAN>
4. Exclusionary State (Editorial, The Hindu)<sup>[SEP]</sup>  
<https://www.thehindu.com/opinion/op-ed/exclusionary-state/article24671602.ece>
5. Begum Jaan: Bollywood movie on partition, 2017 (visual text)
6. Optional reading: "Food and dissent" (blog post) <https://www.cseindia.org/food-and-dissent-6948>

**Essential references:** The course-content is based on cloud-sourcing and is already provided in the respective units.



<b>Course Name: Thought, Writing, &amp;Visuality</b>	<b>Course Code: LAN 221</b>
<b>Total number of hours: 45</b>	<b>Credits: 2</b>
<p><b>Course description:</b> As a continuation of the course on writing, this course will specifically aim towards developing a nuanced sense of the visuality we have come to inhabit today. The course is specifically designed to help students read, interpret and deploy visuals effectively for their business requirements.</p>	
<p><b>Course outcomes:</b> By the end of the course the learner should be able to:</p> <ol style="list-style-type: none"> <li>1. Analyse and Interpret visual data</li> <li>2. Create meaningful and relevant visual data for business contexts</li> <li>3. Develop an awareness about the social, cultural, and political contexts of the creation and reception of visuals.</li> </ol>	
<p><b>Pedagogy:</b> <i>The instructor should engage the learners in various writing activities and enhance writing skills among the learners specifically for Business English contexts by specifically focussing on visual contexts and texts.</i></p>	
<p><b>Unit I: Reading Images (Level of Knowledge: Basic) Hours: 15 hours</b></p> <p>This unit will introduce the visual field as an important field of inquiry in business contexts. The unit will provide a detailed understanding of the elements of visuality. <i>Skill Focus :</i></p> <ol style="list-style-type: none"> <li>1. <i>Understanding how ideas in a visual text are linked</i></li> <li>2. <i>Locating and positioning speaker emphasis</i></li> </ol> <p><b>Unit II: Interpreting and Analysing Visual Content (Level of Knowledge: Conceptual) Hours: 15 hours</b></p> <p>This unit will facilitate students to be able to read, analyse and interpret visual fields. A wide range of data from the visual context including infographics, advertisements, films, documentaries, social media, fashion, among others will be used to train students to develop modes of critical, analytical and written skills to analyse and interpret the data. Social, political and cultural factors that determine the creation, dissemination and interpretation of visuals in our contemporary context.</p> <p><i>Skill Focus:</i></p> <ol style="list-style-type: none"> <li>1. <i>Recognising the writer’s stance</i></li> <li>2. <i>Inferring implicit ideas</i></li> <li>3. <i>Analysing and critiquing images</i></li> <li>4. <i>Evaluation of visuality in images</i></li> </ol> <p><b>Unit III: Creating effective visual content (Level of Knowledge: Creative) Hours: 15 hours</b></p>	

This unit will facilitate students to create meaningful, critically informed and culturally sensitive visual content that will aid in their business contexts. Mind mapping techniques, Advertisements, photo essays, documentaries, and other forms of visual infographics and vlogs will be facilitated as newer modes of engaging with business today.

*Skill Focus*

1. *Creating effective visual content*
2. *Familiarity with a wide range of visual genres for content creation*
3. *Recognising the purpose of visual content creation*
4. *Determining the right visuality to represent given data*
5. *Use visuals to effectively interpret, analyse and generate data*

**Essential references:** Readings will be provided as a compilation by the course Instructor at the beginning of the course.

## INTERDISCIPLINARY COURSES

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs.	Level Of Knowledge
BENG291 B	Reading the Cyberspace: The Public and the Private	Common Core	100	3	45	Basic

### Course Description

We become savvy about the world on a daily basis. Cyberspace aided by the internet is one agency that enables our knowledge and entertainment production, dissemination and consumption. We interact with the virtual space much more than we often interact with the real to the extent that the simulacra we live in have become more real/hyperreal than the real itself. In this scenario, it is important to read, understand, critique and reorient our relationship with the cyberworld we live in and breathe through. The course will also deal with aspects of the public as personal and the personal as public. This course is an attempt to engage with these aspects by negotiating with the virtually real.

### Objectives

- To read and comprehend the cyberspace
- To critically engage with the virtual and the real
- To examine our own production, dissemination and consumption of realities in this virtual world we negotiate
- To understand the nuances of the private space and public space
- To understand internet and its potential

### Level of Knowledge

A fair understanding of the cyberspace and an open and critical bent of mind to critique one's own engagements in the cyberspace.

### Learning Outcomes

- To equip students with critical and analytical tools to comprehend and negotiate with the virtual world
- To develop a critical objectivity towards the indispensable cyberworld and internet
- To engage with social activism through responsible use of the internet and related media.

## UNIT 1 Introduction to Cyberculture and the Cyberspace

(10 hrs)

To enable students to understand what we understand by the terms cyberspace and cyberculture. Will discuss key terms and modes of understanding the concepts and the manner in which this course will progress along with its aims and objectives.

Steven G Jones: “The Internet and its Social Landscape”

Ananda Mitra: “Virtual Commonality: Looking for Indian on the Internet”

David Thorburn: “Web of Paradox”

## **UNIT 2 Cyberliteratures**

**(15 hrs)**

This unit will attempt to enable students to deal with new forms of literature enabled by the cyberspace. It will look at how the internet and the cyberworld has reconfigured language, grammar, meaning, form and content for the digital native cyborg who seamlessly traverse the real and the virtual, the banal and the political. This section will deal with genres and the student and faculty can mutually decide on select examples from each genre.

Terribly Tiny Tales

Fan fiction

Hypertext Poetry

Slam Poetry

Twitterature

## **UNIT 3 Social Networking and Online Shopping**

**(10 hrs)**

This unit will discuss aspects of freedom and the empowerment of communities through the cyberspace be it through social networking sites, online shopping, youtubing, Netflix, vlogging and blogging. It will look at how choices are mediated in the name of empowering the common public and how a certain hegemony gets constructed through manipulated consent.

Lloyd Morrisset: “Technologies of Freedom”

Film: *The Social Network*

Drama: An episode from *Black Mirror*

Andrei Gornyk: “From Youtube to Ru Tube, or How I Learnt to Love All Tubes”

Youtube

Netflix

Vlogging and Blogging

## **UNIT 4 Surveillance and Knowledge Systems**

**(10 hrs)**

This unit will attempt to look at the various aspects of surveillance that the digital and cybertechnology has equipped us with. It will examine how this constructs discourses of the body, gender and selfhood. This unit will also look at the manner in which knowledge and information has also been reconfigured and appropriated through digital and cybertechnology.

Pramod K Nayar: Biometric Surveillance

Swati Chaturvedi: *I am a Troll: Inside the Secret World of the BJP's Digital Army*.

### Compulsory Reading

A Compilation of all prescribed texts

### Evaluation Pattern

#### CIA - Evaluation Pattern

Individual Assignment	Group Assessment	Mid Semester
20	20	25

#### Mid Semester Examination

Section A	Section B	Section C	Total
2X10=20	1X15=15	1X15=15	50

#### End Semester Examination

Section A	Section B	Section C	Total
2X10=20	1X15=15	1X15=15	50

### Recommended Reading

Thorburn, David and Henry Jenkins eds. *Rethinking Media Change: The Aesthetics of Transition*. MIT Press, 2003. Print.

Jenkins, Henry and David Thorburn, eds. *Democracy and New Media*. MIT Press, 2003.

Snickars, Pelle and Patrick Vonderau, eds. *The Youtube Reader*. National Library of Sweeden, 2009.

Jones, Steve G. ed. *Virtual Culture: Identity and Communication in Cybersociety*. Sage Publications, 2002.

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs. per week	Level of Knowledge
BECH291 A	Economics and Literature	Common Core	100	3	45 hrs	Basic

### Course Description

This course is aimed at undergraduate students to introduce to them the idea literature and economics are closely intertwined. The course discusses how literature is not just a reflection of the society; it is also a powerful tool for furthering the public debate on socio-economic issues. In that, literature is both influenced by economics and influences economics. The course will examine selected works of literature to analyse the characters and plots from the point of view of economics.

### Course Objectives

This course will:

- acquaint students to significant discourses in literature that deal with the portrayal of economic issues
- help them understand how ideology, interests and power influence economic narratives in society
- through class discussions help students analyse fictional events and themes such as the arbitristas' campaign against idleness, the idle and those unproductively employed, or the debate on individual versus regulatory ethics
- train students to hone their writing and presentation skills to effectively discuss complex ideas.

### Learning Outcomes

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

- appreciate that fictional literature captures and discusses some of the most pressing socio-economic issues in our society.
- understand the interplay between economics and literature and how that has in the past influenced the decisions of the state/monarchy;
- read and discuss selected works in literature from an economics perspective;
- effectively communicate complex ideas through written and oral presentation.

**UNIT 1 Shelley’s Radicalism: The Poet as Economist****08 Hrs**

Reading works such as ‘The Mask of Anarchy’ and ‘The Revolt of Islam’, where the poet Percy Bysshe Shelley explicitly satirises the government and calls for a radical transformation of society. In ‘*An Address to the Irish People*’, which opposed the huge divide between rich and poor in society. His writings have had a huge impact on the society then inspiring working class to organise mass movements against the oppression and hypocrisy of the ruling order.

**UNIT 2 The Invisible Man and the Invisible Hand: H.G. Wells’ Critique of Capitalism****10 Hrs**

First published in 1897, H.G. Wells’ *The Invisible Man* has given birth to innumerable literary imitations, film adaptations, and even a couple of television series, thus becoming a kind of modern myth. But as often happens in Wells’ work, the science-fiction situation in *The Invisible Man* provides a vehicle for exploring a larger set of economic and political problems that preoccupied him throughout his career. In particular, although Griffin’s invisibility has scientific causes, it largely has economic effects, above all, on the movement and transfer of money.

**UNIT 3 The Capitalist Road: The Riddle of the Market from Karl Marx to Ben Okri****12 Hrs**

In spite of the refutation of Marxism in practice (and Marxism, remember, claimed to be above all a practical philosophy), and its repudiation by all who had any experience of the consequences of its grip on material life, it continues to exercise a significant influence among the denizens of one corner of the academy: in literary criticism. To be sure, not all are unreconstructed Marxists (indeed, some have been deconstructed and then constructed anew); and not all are Marxists of the same stripe. Yet they remain Marxists nonetheless.

**Evaluation Pattern****CIA - Evaluation Pattern**

<b>Group Assignment</b>	<b>Group Presentation</b>	<b>Mid Semester</b>
<b>20</b>	<b>20</b>	<b>25</b>

**Mid Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>	<b>Total</b>
<b>3X5=15</b>	<b>2X10=20</b>	<b>1X15=15</b>	<b>50</b>

**End Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>	<b>Total</b>
<b>3X5=15</b>	<b>2X10=20</b>	<b>1X15=15</b>	<b>50</b>

**Essential Reading**

Cantor, P., & Cox, S. (2009). *Literature and the Economics of Liberty: Spontaneous Order in Culture*. Ludwig von Mises Institute.

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs. per week	Level of Knowledge
BECH291 B	Designing Policies for Sustainable Development	Common Core	100	3	45 hrs	Basic

### Course Description

This course is aimed at undergraduate students to introduce to them the idea of sustainable development and social/public policies within that context. The course discusses the challenges of sustainable development, and of designing policies for it, in a global setting. It examines the interplay of politics and economics, with emphasis on modes and instruments of producing public policy.

### Course Objectives

This course will:

- acquaint students to significant discourses and issues in policy design and intervention with regards to sustainable development
- help them understand how political ideology, interests and power influence economic actions, processes and planning at the macro level.
- through class discussions acquaint students to ideas agenda setting and policy dynamics in the context of sustainable development goals (SDGs).
- train students to hone their writing and presentation skills to effectively discuss complex ideas.

### Learning Outcomes

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

- appreciate the concept of development goals and the emergence of SDGs.
- understand the interplay between politics and economics and how that influences the decisions at state level;
- identify and examine some the major themes in public policy intervention and measurement of SDGs;
- effectively communicate complex ideas through written and oral presentation.

### UNIT 1 Institutional and Historical Background

08 Hrs

The Historical Roots of the Field; Emergence of Schools of Public Policy; Sustainable Development Goals – the Concept

**UNIT 2 Modes of Policy Analysis****10 Hrs**

Policy Analysis as Puzzle Solving; Policy Analysis as Critique

**UNIT 3 Producing Public Policy****15 Hrs**

Agenda Setting; Arguing, Bargaining and Getting Agreement;

Reframing Problematic Policies; The Tools of Government in the Information Age

**UNIT 4 Constraints on Public Policy****12 Hrs**

Challenges of achieving the SDGs in the context of: Economic Constraints on Public Policy; Political Feasibility: Interests and Power; and Institutional Constraints on Policy

**Evaluation Pattern****CIA - Evaluation Pattern**

<b>Group Assignment</b>	<b>Group Presentation</b>	<b>Mid Semester</b>
<b>20</b>	<b>20</b>	<b>25</b>

**Mid Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>	<b>Total</b>
<b>3X5=15</b>	<b>2X10=20</b>	<b>1X15=15</b>	<b>50</b>

**End Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>	<b>Total</b>
<b>3X5=15</b>	<b>2X10=20</b>	<b>1X15=15</b>	<b>50</b>

**Essential Reading**Moran, M., Rein, M., & Goodin, R. E. (2006). *The Oxford handbook of public policy*. Oxford University Press.**Recommended Readings**Addison, T., Harper, C., Prowse, M., Shepherd, A., Armando Barrientos, with, Brauholtz-Speight, T., ... Zohir, S. (2009). The Chronic Poverty Report 2008–09. Retrieved from <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/2566.pdf>

- Bellinger, W. K. (2007). *The economic analysis of public policy*. Routledge.
- Griggs, D., Stafford-Smith, M., Gaffney, O., Rockström, J., Öhman, M. C., Shyamsundar, P., ... & Noble, I. (2013). Policy: Sustainable development goals for people and planet. *Nature*, 495(7441), 305-307.
- Hausman, D. M., & McPherson, M. S. (2006). *Economic analysis, moral philosophy, and public policy*. Cambridge University Press.
- Kates, R. W., Parris, T. M., & Leiserowitz, A. A. (2005). What is sustainable development? Goals, indicators, values, and practice. *Environment (Washington DC)*, 47(3), 8-21.
- Mehta, A. K. (2002). *Chronic Poverty in India: Overview Study*. CPRC Working Paper 7. Retrieved from [http://www.chronicpoverty.org/uploads/publication\\_files/CRPC-IIPA\\_2.pdf](http://www.chronicpoverty.org/uploads/publication_files/CRPC-IIPA_2.pdf)
- Sachs, J. D. (2012). From millennium development goals to sustainable development goals. *The Lancet*, 379(9832), 2206-2211.

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs.	Level Of Knowledge
BMED291 A	Intercultural Communication	Common Core	100	3	45	Basic

### Course Objectives/Course Description

The aim of the course is to offer students the opportunity to understand, explore and appreciate the nature of human diversity and globalization by providing a direct international experience in a virtual collaborative learning environment with students.

### Learning Outcome

- Identify and explain basic theories of human interaction within multi-cultural environments.
- Apply basic principles of communication within various cultural settings.
- Identify and explain the specific culturally oriented communication needs of a variety of marginal or sub-cultural groups
- Apply principles of human communication in cross-cultural settings.

### UNIT1 Introduction

(15 hours)

Definitions and a basic understanding of the cross-culture communication, Differences between cross culture and intercultural communication. Dimensions & Models for Cultural Analysis- Popular models of cross-cultural communication.

### UNIT 2 Context, Culture and Identity

(15 hours)

**Level of knowledge:** Analytical

Context, Situation & Action Chains- Culture, Technology, workforce and environment, Countering oppression through inclusion. Culture & Identity - Educational attainment, Geographical locations, ethnicity.

### UNIT 3 Global Identity

(15 hours)

Intercultural Relations & Globalization (Case Study Work). Global Identity: Communicating with a Cross-Cultural Audience. Reading: Cross-cultural conflict by Kevin Avruch (UNESCO EOLSS (Encyclopedia of life support systems) - Sample Chapter.

### Testing Pattern

**CIA 1:** Submission 20 marks

**Mid Semester exam:** Written exam for 50 marks

**CIA 3:** Submission 20 marks

**MSE:** Section A: 3x5=15 (Conceptual, Critical, Analytical)

Section B: 2x10=20 (Critical and Argumentative)

Section C: 1X15 =15 (Comprehension and Problem Oriented)

**ESE:** Section A: 3x5=15 (Conceptual, Critical, Analytical)

Section B: 2x10=20 (Critical and Argumentative)

Section C: 1X15 =15 (Comprehension and Problem Oriented)

### **Recommended Reading**

William B. Gudykunst and Carmen M. Lee. 2003, "Introduction to Cross-Cultural Communication"- Sage Publications.

Cross-Cultural Communication Theories-Gerry Philipsen

Adorno, Theodor W. and Horkheimer, Max. 1972. "The Culture Industry: Enlightenment as Mass Deception". *Dialectic of Enlightenment* (trans. John Cumming). New York: Herder and Herder, 120-167

<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Max. Marks</b>	<b>Credits</b>	<b>Total Hrs.</b>	<b>Level Of Knowledge</b>
BMED291 B	Audio Consumption in Everyday Life	Common Core	100	3	45	Basic

### **Course Description**

Acoustic Phonetics is a study of understanding sound and its importance in mass media. This course is audio-visual friendly, and requires an active engagement with listening and viewing materials. Each session will feature analyzing and listening and understating sounds and its importance.

### **Course Objectives**

- How sound & listening can serve as foundational elements for studying society
- How sound & listening habits are present in our daily (urban) lives, and what are the implications of this fact
- How we can use every day sounds to reflect on the present and conceive
- alternative futures

### **Learning Outcome**

- To understand the importance of sound
- To examine different aspects of sounds and emotions.
- To analyze the importance of sounds in mass media.

### **UNIT 1 Introduction to Sound**

**(15 hours)**

Importance of sound, introduction to studying sound, why understand the concept of sound, the Importance of using sound as an effective medium, sound and its impact.

### **UNIT 2 Importance of Sound in Mass Media**

**(15 hours)**

Usage of sounds in mass media; Radio (music, silence, BGM, signature tunes etc) Television, Films (BGM/BGS, Soundtracks, music etc.), how to use sounds to aid visuals, techniques of using sound to get the audience's attention .Folk Media and Theater (Puppetry, Street plays, Dance, Mime etc.)

### **UNIT 3 Understanding Sound (Practical Component)**

**(15 hours)**

Recording Sounds, analyzing sounds, creating visuals with usage of sounds (Silent Films), Pod casts, Radio Jingles, Promos,

#### **Testing Pattern**

**CIA 1:** Submissions for 20 marks

**Mid Semester Submission:** 25 marks

**CIA 3:** Submissions 20 marks

**End Semester Submission:** Submission for 30 marks

#### **Recommended Reading**

Adorno, Theodor W. and Horkheimer, Max. 1972. "The Culture Industry: Enlightenment as Mass Deception". *Dialectic of Enlightenment* (trans. John Cumming). New York: Herder and Herder, 120-167

Theodor W. Adorno.2002. "On Popular Music". *Essays on Music* (transl. Susan H. Gillespie) Berkeley, Los Angeles, London: California University Press, 437-468

*The Auditory Culture Reader* (eds. Michael Bull and Les Back). 2006. Oxford and New York: Berg. Sterne, Jonathan. 2003. *The Audible Past: Cultural Origins of Sound Reproduction*. Durham and London: Duke University Press.



Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs. per week	Level of Knowledge
BBS291 A	Applied Ethics-A multicultural approach	Common Core	100	3	45 hrs	Basic

**Course Description:** Ethics or moral philosophy is a branch of philosophy that involves systematizing, defending, and recommending concepts of right and wrong conduct. While it is easy to argue that what is right and wrong should be the same across all cultures, surprisingly it is not. This course is an attempt to enable students understand that moral principles though expected to be universal, have deep rooted connotations that make them unique in each culture.

**Learning Objectives:** On completing the course, students will be able to:

- Appreciate multicultural perspectives of ethics
- Make informed decisions on issues which involve ethical dilemma

**Learning Outcomes:** On the completion of the course, students will be equipped with:

- Ethical decision making
- Global mindedness
- Critical thinking

### **UNIT 1 Human Rights**

**(10 Hrs)**

United nations universal declaration of human rights, articles of the declaration, women's rights as human rights, political implications, practical approaches, women's rights as political and civil rights, democracy as a universal value, the Indian experience, democracy and economic development, functions of democracy, universality of values.

### **UNIT 2 Racial and Ethnic Discrimination**

**(10 Hrs)**

Philosophical and social implications of Race, scientific literacy about race, race and social construction, social justice implications, collective responsibility and multiple racial, the over lapping characteristics approach defining a community, two general norms to assess collective responsibility ethnic and cultural identities, the color-blind principle, color blind and color conscious policies, the responsibility criterion.

### **UNIT 3 Gender roles and morality**

**(10 Hrs)**

Introduction, kinds of social construction, construction of ideas, concepts and objects, Gender and social construction, intrinsic inclinations, explaining gender and sexual diversity, domestic violence against women and autonomy.

#### **UNIT 4 Abortion**

**(5Hrs)**

Moral and legal status, defining human, moral community, right to life, the problem of coerced abortion in China and the morality of abortion in Japan (case studies)

#### **UNIT 5 Euthanasia**

**(10 Hrs)**

Active and passive euthanasia, intentional termination of life, risks and objections to the institutionalization of euthanasia, conceptualizing euthanasia in the context of the US, Netherlands and Germany, a critique on such practices.

#### **Essential Readings**

May L & Delston J B (2016) *Applied Ethics: A multicultural approach*, Routledge

#### **References books**

Lawrence and Weber, (2015). *Business and Society*, Tata McGraw-Hill.

Prakash Pillappa, (2015). *Civic Sense*, Excel Books.

#### **Testing Pattern**

CIA 1: Group discussion for 20 marks

Mid Semester exam: Exhibition for 50 marks

CIA 3: Group presentations 20 marks

End Semester exam: Written exam and Movie review for 50 marks

ESE: Section A: 5X5 =25 marks

Movie review (Group work) =25 marks



Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs. per week	Level of Knowledge
BBS291 B	Global leadership and culture	Common Core	100	3	45 hrs	Basic

### Course Description

Leadership and the ability to lead is an important concept within our world of work. Though It has been studied and analysed for centuries there is no doubt that it is a complex subject. This challenge is amplified when we look at multi-cultural environments and global leadership. In recent years there has been an increasing amount of research into the role of cross-cultural leadership. However, the operationalization of global leadership differs widely from culture to culture. In Indonesia describing your past successes is an important part of motivating your team. In Japan this would be seen as bragging and be strictly frowned upon. It is evident that successful global leadership behaviours vary widely. This course is an attempt in helping students understand such diversities and help them cultivate global leadership skills.

**Learning Objectives:** On completing the course, students will be able to:

- Understand the complications involved in leadership across cultures
- Appreciate the need to lead people differently in different cultures
- Inculcate decision making

**Learning Outcomes:** On the completion of the course, students will be equipped with:

- Global leadership skills
- Empathy towards critical issues that bother leaders at global level
- Decision making skills in cross cultural contexts

### UNIT 1 Introduction

**(5 Hrs)**

Culture, systems approach to culture, key cultural terminology, cultural understanding and sensitivity, global transformation.

### UNIT 2 Global leaders and intercultural communication

**(10 Hrs)**

Introduction, intercultural communication process, models, non-verbal communication, guidelines.

### UNIT 3 Global leaders learning in response to change

**(10 Hrs)**

Introduction, aspects of organizational learning, management mindsets and learning, individual learning

**UNIT 4 Women leaders in global business****(10 Hrs)**

Current status of women global leaders, cultural stereotypes, balancing work and family, glass ceiling, company initiatives to break glass ceiling, women and overseas assignments

**UNIT 5 Leadership skills to make globalization work****(10 Hrs)**

Lessons from CEOs, description of competencies, framework.

**Essential Readings:**

Abramson N R & Moran R T (2016) Managing cultural differences-Global leadership for 21<sup>st</sup> century: Routledge

**References books**

[Kaitholil,George](#)Make leadership your target, Bombay [Better Yourself Books](#)

Sethi& Rajiv, Tips for effective leadership, Beacon books

Marshal & Tom, Understanding leadership, [Sovereign World Ltd](#)

**Testing Pattern:**

CIA 1: Class Test for 25 marks

Mid Semester exam: Written exam for 50 marks

CIA 3: Presentation/Group discussion 25 marks

End-of Semester exam: Written exam for 50 marks



Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs. per week	Level of Knowledge
BBS291 F	Consumption and Culture in India	Common Core	100	3	45 hrs	Basic

### Course Description

**45 Hours**

This course provides an opportunity to the students engage with theories of culture through the context of consumption and contemporary consumer society. It focuses on the role of commodities and consumer practices in everyday life and in culture at large. The emphasis is given particular attention to consumption's role in the construction of social and cultural identities. Students will consider critical responses to consumer culture, including the resistance and refusal of consumption as well as the attempted mobilization of consumption toward social change.

### Learning Objectives

- Understand the cultural, group and individual relationships on the consumption
- Identify the economic and political environmental influences on consumption
- Studying ethical consumption and anti- consumption practices.

### Learning Outcomes

- Upon completion of this course, students will be well equipped to:
- Define consumption as it relates to culture and individual/group/national identity
- Summarize key debates on the economic, political and spatial effects of consumer culture
- Classify consumption with regard to lifestyle, consumer subjectivity, meaning making and resistance, keeping in mind that identity (race, class, gender, intersectionality, etc.) plays a role in determining the former.
- Analyse refusal, ethical consumption and anti-consumption practices and how counteract mainstream media and cultural tendency to consume.

### Level of knowledge

The subject aims to provide basic knowledge of consumer behavior in cultural perspective which will help them appreciate its importance as they go through the course.

### Teaching methodology

The teaching methodology will comprise of discussions regarding terms and concepts and use of audio-visual aids. Additionally, articles, news clipping, videos, etc. will be used to further explain concepts i.e. enable a practical understanding of the concepts.

### UNIT 1 Introduction to Consumption, Culture and Identity

**9 Hours**

Consumption and its relationship to Culture and Identity. Material culture and Consumer culture. Making sense of the Commodity.

**UNIT 2 The Economics, Politics and Spaces for Consumer Culture** **9 Hours**

Exchanging Things: The Economy and Culture, Capital, Class, and Consumer Culture. Taste & Life style and Consumer Culture. Making Sense of Shopping, Conspicuous consumption.

**UNIT 3 Branding, Gender and Consumer Subjectivity** **9 Hours**

Brands: Markets, Media and Movement. Circuit of Culture and Economy: Gender, Race and Reflexivity.

**UNIT 4 Nation, Religion and Politics** **9 Hours**

Identities as a multimedia spectacle, Consume culture identity and politics. Consumer Culture on the border

**UNIT 5: Consumption Ethics** **9 Hours**

Consuming Ethics: What goes around and comes around. Articulating the subject and Spaces of Ethical Consumption and anti-consumption practices.

**Essential Readings**

Celia Lury, Consumer Culture, Second Edition (Routledge, 2011)

Elizabeth Chin, My Life with Things: The Consumer Diaries (Duke University Press, 2016)

Course Code	Course Title	Course Type	Max. Marks	Credits	Total Hrs. per week	Level of Knowledge
BBS291 D	Mahatma and Management	Common Core	100	3	45 hrs	Basic

### Course Description

**45 Hrs**

Business leaders across the globe have heralded Mahatma Gandhi, the Father of the Indian Nation as a Management Guru. The Mahatma is now being rediscovered as more than just a political leader who gained independence for the country but is being looked upon as a master strategist and an exemplary leader whose ideas and strategies have great meaning for the corporate world. His high moral standards are what leaders today should strive to achieve. The syllabus is devised to enable students to understand the Gandhian principles and its relevance in the field of modern management.

### Course Objectives

- To have an overview on the life and message of Mahatma Gandhi.
- To understand the Gandhian ways of management and leadership.
- To practice the Gandhian model of conflict resolution.
- To inculcate high ethical and moral standards for the betterment of the society at large.

### Course Learning Outcome:

- Enable students to understand Mahatma and his way of life.
- Facilitate in assimilating and practicing the Gandhian ways of management and principle centered leadership.
- Enable students to be better citizens upholding Mahatma's high ethical and moral standards.

### Level of knowledge:

The subject aims to provide basic understanding of Gandhian principles which has applicability in the present-day management.

### Teaching methodology

The teaching methodology will comprise of discussions, role plays, book reviews and audio-visual aids. Additionally, articles, news clippings, movies etc. will be used to further a practical understanding of the concepts involved.

## **UNIT 1 Introduction to Mahatma**

**9Hrs**

### **Level of knowledge: Basic**

Understanding Gandhi: Childhood to adulthood transformation, influence of Books, Individuals, Religion, Family, and Social factors. Gandhi as rebel, as lawyer, as a political leader and reformer.

## **UNIT 2 Management**

**9Hrs**

### **Level of knowledge: Basic**

Concept of Modern Management, Gandhian Concept of Management - Self Management, Emotional Intelligence, Social Inclusion, Communication; Different facets of Gandhiji - as a planner, organizer and administrator.

## **UNIT 3 Principle Centered Leadership**

**9Hrs**

### **Level of knowledge: Basic**

Characteristics of Principle-Centered Leaders - Understanding the seven deadly sins - Importance of building human relations - Pursuance of truth and nonviolence, openness, transparency, love and kindness in handling relationship.

## **UNIT 4 Conflict Resolution**

**9Hrs**

### **Level of knowledge: Conceptual and Analytical**

Gandhi as a Conflict Resolver and Problem Solver- Gandhian concept of Development and Conflict Management - Conflict resolution practices, art of forgiveness and reconciliation and Shanti Sena.

## **UNIT 5 Trusteeship Management**

**9 Hrs**

### **Level of knowledge: Conceptual and Analytical**

Salient features of Trusteeship Management - Personnel Management in Trusteeship, Examples of Trusteeship Management - Experiments of SarvodayaSanghs, SarvaSevaSangh, ASSEFA and other Gandhian/Sarvodaya Organizations.

### **Essential Readings:**

M.K. Gandhi, (2012) *An Autobiography or The Story of My Experiments with Truth*, Navajivan Publishing House, Ahmedabad. B.R. Nanda. (2011)

*Mahatma Gandhi: A Biography*, Allied Publishers Private Ltd., New Delhi.

Louis Fisher (2010) *Gandhi:*

*His Life and Message*

Bose, Nirmal Kumar, (1948),

*Gandhiji's Concept of Trusteeship*, BhangiyaPradeshikChatraSamshid, Calcutta.

Bose, D. C. (2012). *Principles of management and administration*. PHI Learning Pvt. Ltd.

Covey, S. R.

(1992). *Principle centered leadership*. Simon and Schuster.

**Films:**

Richard Attenborough, **Gandhi.**

SyamBenegal, **The Making of Mahatma.**

Anupam P. Kher, **Mine Gandhi KoNahin Mara.**

Peter Ackerman and Jack Duvall, **A Force More Powerful.**

<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Max. Marks</b>	<b>Credits</b>	<b>Total Hrs. per week</b>	<b>Level of Knowledge</b>
BBS291 E	Sacred Games and the Rule of Law	Common Core	100	3	45 hrs	Basic

**Course Description**

**45 Hrs**

Mankind has always improved its mental and physical potential under the garb of sporting activities. Hence, Sports and Games has evolved with the society and has become a major part of our everyday lives. With increasingly commercialisation of sports today, its challenges have become multifaceted. This course is trying to analyse and assess this relationship of Sports and society through multiple lenses of Law and its systems.

### **Course Objectives**

This course intends to familiarise the role of sports in society beyond entertainment. It tries to locate Sports and gaming's position in contemporary legal system in India and the world.

### **Course Outcomes**

- To provide an exposure of evolution of Sports and Law along with their relationships.
- To familiarize the students with the rising ethical and moral questions in sports.
- To orient the students with the knowledge and skills required to take up challenges and exploit opportunities in the Business of sports.

### **UNIT 1 Introduction to Sports and Law**

History of Sports and its relationship with the law, Sports Law and the Rise of International Autonomous Sports Law bodies, EU law and Sport, Indian Law and Sport, US Law and Sport. Sports Laws in India, National Sports Policy, 1984/2001, Sports governing bodies in India, Recommendations by several committee.

### **UNIT 2. Sports Governance and Discipline**

Global Governance of Sports Law, Sporting bodies, Organisational structure; setting up a club, Taxation of sports organisations, Funding and grant applications; lottery licences, Player and management liability.

Disciplinary codes: Internal disciplinary procedures, On-field offences, Dispute resolution bodies, Role of courts in the governance of sport and how courts gain jurisdiction to get involved in the affairs of sports governing bodies, Arbitration in sport (ADR), Court of Arbitration for Sport, Suspensions and appeals, Challenging decisions.

### **UNIT 3 Sports and Business**

Sponsorship agreements, Ambush marketing, Broadcasting, Ticketing, Merchandising. Sports Marketing: Trends and strategies. Sports communication: Social media, Crisis communication, Celebrity handling.

### **UNIT 4 Ethics and Sports**

What is Doping? World Anti-Doping Code, Purpose and scope of World Anti-Doping Agency, Responsibilities of Sports person, Identify the various violations under the World Anti-Doping Code (WADA), Therapeutic use:

exemptions to anti-doping regulation, sanctions for anti-doping rule violations. Match-Fixing, Betting and Gambling. The treatment of gambling laws in various jurisdictions. The applicable Indian law on Match-Fixing and Spot-Fixing, Indian Criminal Law and Spot-Fixing. International Cricket Council's Anti-Corruption Code and compare it with football's response. Protection of players. Club policies and procedures. Social media policies. Data protection. Equality and discrimination, Gender Discrimination. Sexual Harassment Issues in Sports. Corruption in sport, Violence in sport, Concussion; second impact syndrome, Gambling and manipulation of sports, Sport and technology, Application of the WADA Code, Therapeutic use exemption, Testing and exemptions, Sanctions.

## **UNIT 5 Sports and Intellectual Property**

Concept of Intellectual Property. IP and media rights, Image and player rights, Player contracts and rights protection, The role of Trade Mark law, The role of Intellectual Property Rights, Competition Law and Sports, Team Owners and IP, Olympic Games and Intellectual Property, Case Studies: English Premier League, Indian Premier League, Pro Kabaddi, etc.

### **Recommended Readings:**

Gardiner, John O'Leary, Roger Welch Simon Boyes, Urvasi Naidoo, *Sports Law*, Routledge; 4 edition (7 December 2011)

Dasgupta and Shameek Sen, *Sports Law in India: Policy, Regulation and Commercialisation*, SAGE Publications Pvt. Ltd; First edition (15 June 2018)

Mudgal and VidushpatSinghania, *Law & Sports In India- Developments, Issues And Challenges*, Lexis Nexis; Fifth edition (24 December 2015)

Katarina Pijetlovic, *EU Sports Law and Breakaway Leagues in Football (ASSER International Sports Law Series)*, Springer Nature; 2015 edition (25 February 2015)

Andre M. Louw, *Ambush Marketing & the Mega-Event Monopoly: How Laws are Abused to Protect Commercial Rights to Major Sporting Events (ASSER International Sports Law Series)*, T.M.C. Asser Press; 2012 edition (18 July 2014)

Frans de Weger, *The Jurisprudence of the FIFA Dispute Resolution Chamber: 0 (ASSER International Sports Law Series)*, Asser Press; 1st edition (19 June 2008)

Russell Hoye, Aaron C.T. Smith, Matthew Nicholson and Bob Stewart. *Sport Management: Principles and Applications (Sport Management Series)*, Routledge; 5 edition (12 January 2018)

### **Assessment**

CIA 1- MCQs and Written assignments (Topics covered in the class) 30 Marks

CIA 2- Presentations (Sporting events) 40 Marks

CIA 3- Presentations (Ethics and Sports) 30 Marks

<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Max. Marks</b>	<b>Credits</b>	<b>Total Hrs. per week</b>	<b>Level of Knowledge</b>
BBS291 C	Courtesy and Etiquettes	Common Core	100	3	45 hrs	Basic

### **Course Description**

This course examines the relationship between language use, enormous variety of language experiences, belief systems, and behavioral patterns. On the other hand Etiquette helps smooth the path of our daily activities, whether it's meeting others in our daily interactions talking to someone on the phone, offering condolences properly or understanding how to talk to colleagues at a business conference. Being aware of the beliefs attitudes and etiquettes of individuals will help one to become more tolerant from one individual to the next and from one group to the next.

Learning Outcomes: Students will practice critical thoughts in comprehending the notion of culture, its relationship with language, Etiquettes and the key concepts of cross –cultural Communication. It also describes ways to apply proper courtesy in different situations. It will also help to better understand the change that constantly undergoes in personal and social use.

### **UNIT 1 Introduction: Grace and Courtesy**

**Hours 7**

Greeting a person, saying good bye to another person, Thank You, Excuse me, Introduction to oneself, Yawning, Coughing, Interrupting, Offering help, refusing help, requesting privacy, speaking in a low voice, waiting for help, accepting or declining an invitation, expressing admiration, The key principles of common courtesy, professional manners and the Golden Rule as they are practiced in the workplace environment, Classroom Etiquette and Student Behavior Guidelines, The guidelines for maintaining a civil classroom environment.

**UNIT 2 Manners and civility****Hours 7**

Introduction to adjusting to a new culture, Theories on second language and culture acquisition, communication, National Standards, Culture acquisition through family and Homestays, Distinguish among the three main forms of communication in the workplace: verbal, nonverbal, and virtual. Proper and improper uses of workplace communication, the potential repercussions of poor listening in the workplace, the proper and improper use of technology in the workplace.

**UNIT 3 Etiquette****Hours 7**

Why Etiquette Matters, identify common cultural differences, taboos, and customs that may be practiced in the workplace, discuss ways to navigate and honor cultural differences in the workplace, describe how to express an appropriate awareness of international and other customs. The Common Courtesies of Life, Polite Conversation, Telephone Etiquette, Correspondence, Basic Table Manners, Overnight Guests, Wedding Etiquette, Moments of Sorrow, Appropriate Behavior for Children, Gift Giving Guidelines.

**UNIT 4 Business Etiquette****Hours 7**

Introduction to Modern Etiquette, The Rules of the Workplace, Meetings and Introductions, Conversation and Listening Skills, Telephone/Cell Phone, Texting, Emailing and Internet Etiquette, Etiquette in Public Places, Employment/Volunteer Etiquette, Dining Etiquette, Social Gathering Etiquette (Guest and Host/Hostess), School Etiquette, Confidence Without Arrogance

**UNIT 5 Personal and professional Presentation****Hours 7**

Restaurant Etiquette, Cellphone Etiquette, Voice Mail Etiquette, Air Travel Etiquette, Cocktail Party Etiquette, Office Gossip Etiquette, Business Dress Etiquette, Email Etiquette, Social Media Etiquette, Job Interview Etiquette, International Etiquette



Course Code	Course Title	No. of Hours/Week	Marks	Credits
BPOL291 B	Politics in India	3	100	3

### Course Description:

India is the largest democracy of the world and its diverse society, vast geographical expanse and different cultural-social values make it an extremely complex political system. How does politics in a country like this operate? What are the historical influences and their impact on the modern democratic institutions of India? How has modern India managed to accommodate or shed off its century's old traditional values in the clash between tradition and modernity? How have modern democratic institutions in India evolved, what are the pressures working upon them and how have these institutions performed till now? How does developmental state in India device and run welfare policies, maintain legitimacy and respond to crisis? The present course will give the students a basic understanding of all these aspects so that they can make sense of the ways in which democracy and political system operates in the country.

### Course Objectives

The objectives of offering this course are:

- To introduce students to the political processes, fault lines and institutions in India
- To make them understand the relationships between these processes and institutions
- To acquaint them with the dominant debates and pressing issues lying before Indian political system

### Learning Outcomes

At the end of the course, a student should be able to:

- Understand the fundamental aspects of Indian Political System
- Enrich the understanding of politics in India through study of its strengths and fault lines
- Understand how democracy and democratic institutions function and are challenged in India

**Level of Knowledge:** Basic, conceptual and analytical.

### UNIT 1 Introduction and Background

**06 Hrs**

Colonial State and Economy

Development of India's Constitution

### UNIT 2 Institutions and Structures

**15 Hrs**

The Indian Parliament

The Judicial System of India

Union and State Executive, Office of the Governor and Bureaucracy

Federalism

Party System in India

**UNIT 3 The Processes and Fault lines**

**15 Hrs**

Elections in India

Movements in India

Communalism and Secularism

Caste and Reservations

**UNIT 4 Policies and Problems**

**09 Hrs**

Public Policy

Foreign Policy

Regionalism and Terrorism

**Essential Readings**

Chatterjee, Partha (ed.), 1997. *State and Politics in India*, New Delhi: Oxford University Press.

Jayal, Niraja Gopal and Mehta, PratapBhanu (eds.), 2019. *Politics in India*, New Delhi: OUP.

Roy, Himanshu and Singh, Mahendra Prasad (eds.), 2018. *Indian Political System*, New Delhi: Pearson.

**Recommended Readings**

Bhargava, Ashutosh and Acharya, Ashok (eds.), 2017. *Political Theory: An Introduction*, New Delhi: Pearson

Austin, Granville, 2014. *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press.

**Evaluation Pattern**

<b>Evaluation Pattern</b>	CIA1	MSE* (CIA2)	CIA3	ESE**	Attendance
<b>Weightage</b>	20	25	20	30	05

\* Mid Semester Exam \*\* End Semester Exam

**Question Paper Pattern:** MSE and ESE (Max. Marks = 50)

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>
5 x 3 = 15 Marks	10 x 2 = 20 Marks	1 x 15 = 15 Marks

Course Code	Course Title	No. of Hours/Week	Marks	Credits
BPOL291 C	State and Terrorism	3	100	3

### Course Description

**45 hours**

This course covers conceptual understanding of evolution, kinds, roots and causes of terrorism. The course will also acquaint the student about the human rights related issues on counter terrorism activities carried out by the state. The students will be asked prepare and debate on pertinent issues regarding the role of state in terrorism. In addition to that the course will also acquaint the student about the issues in modern terrorism. Upon completion, the student will have a basic understanding of terrorism.

### Objectives

To introduce students to

- Define the term of terrorism.
- Understand the causes of terrorism.
- Define the term counterterrorism and its various strategies.
- Acquaint with the debates on terrorism.
- Explain the issues in Modern Terrorism

### Course Outcomes

At the completion of this course, the student will be able to

- Know the different perspective of terrorism
- Roots and kinds of terrorism
- Role of state in countering terrorism
- Current debates and trends in terrorism

### UNIT 1

**10 hours**

#### Introduction

What Is Terrorism—Debates on Definition

Evolution of Terrorism

Kinds of terrorism

Root causes of terrorism

## **UNIT 2**

**10 hours**

### **State and Terrorism**

Counter Terrorism

Various strategies to counter terrorism,

Human Rights and Counter-Terrorism

Role of state in creating and countering terrorism

## **UNIT 3**

**12 hours**

### **Debates on Terrorism**

Is one person's terrorist another person's freedom fighter?

What causes terrorism and terrorists?

Prevention and preparedness

The legal framework governing counter-terrorism efforts

## **UNIT 4**

**13 hours**

### **Issues in Modern Terrorism**

Terrorism and the Media

Responding to the Tragedy of 13th Dec 2001- attack on Indian Parliament

### **Essential Reading**

Wilkinson, P. (1977). *Terrorism and the liberal state*. Halsted.

Wilkinson, P. (2006). *Terrorism versus democracy: The liberal state response*. Routledge.

Griset, P. L., Mahan, S., & Griset, P. L. (2003). *Terrorism in perspective*. Thousand Oaks: Sage Publications.

Crenshaw, M. (1981). The causes of terrorism. *Comparative politics*, 13(4), 379-399.

Primoratz, I. (2004). State terrorism and counter-terrorism. In *Terrorism* (pp. 113-127). Palgrave Macmillan, London.

Bjørger, T. (Ed.). (2004). *Root Causes of Terrorism: Myths, reality and ways forward*. Routledge.

Laqueur, W. (1986). Reflections on terrorism. *Foreign Aff.*, 65, 86.

Miller, A. H. (Ed.). (1982). *Terrorism, the Media and the Law* (p. 58). Dobbs Ferry, NY: Transnational Publishers.

**Recommended textbook**

Newman, E. (2006). Exploring the “root causes” of terrorism. *Studies in Conflict & Terrorism*, 29(8), 749-772.

Crenshaw, M. (2008). The debate over “new” vs.“old” terrorism. In *Values and Violence* (pp. 117-136). Springer, Dordrecht.

Crenshaw, M. (1981). The causes of terrorism. *Comparative politics*, 13(4), 379-399

**Additional Reading**

Fitzpatrick, J. (2003). Speaking law to power: the war against terrorism and human rights. *European Journal of International Law*, 14(2), 241-264.

Brown, C. (2007). The new terrorism debates. *Alternatives: Turkish Journal of International Relations*, 6(3&4).

Hoffman, P. (2004). Human rights and terrorism. *Hum. Rts. Q.*, 26, 932.

Dreher, A., Gassebner, M., & Siemers, L. H. (2010). Does terrorism threaten human rights? Evidence from panel data. *The Journal of Law and Economics*, 53(1), 65-93.

Tilly, C. (2004). Terror, terrorism, terrorists. *Sociological Theory*, 22(1), 5-13.

Levitt, G. M. (1988). The western response to state-supported terrorism. *Studies in Conflict & Terrorism*, 11(1), 53-62.

Rapoport, D. C. (2013). The four waves of modern terrorism: David C. Rapoport. In *Terrorism Studies* (pp. 63-82). Routledge.

Gearson, J. (2002). The nature of modern terrorism. *The Political Quarterly*, 73, 7-24.

Pylee, M.V. (2012). *Constitutional Amendments in India*. New Delhi: Universal Law.

Sundar Ram, D. (Ed.). (2007). *Federal System and Coalition Government in India: Conflict and Consensus in Centre-State Relations*. New Delhi: Kanishka.

**Evaluation Pattern**

**CIA Evaluation Pattern**

<b>Individual Assignment</b>	<b>Group Assessment</b>	<b>Mid Semester</b>
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<b>20</b>	<b>20</b>	<b>25</b>
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**Mid Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>	<b>Total</b>
<b>2X10=20</b>	<b>1X15=15</b>	<b>1X15=15</b>	<b>50</b>

**End Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Section C</b>	<b>Total</b>
<b>2X10=20</b>	<b>1X15=15</b>	<b>1X15=15</b>	<b>50</b>

<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Max. Marks</b>	<b>Credits</b>	<b>Total Hrs. per week</b>	<b>Level of Knowledge</b>
BHIS291 A	The Politics of Memory: The Makings of Genocide	Common Core	100	3	45 hrs	Basic

**Course Description**

The course will look at Genocide – trace its ideological foundations and historical evolution from antiquity to the late 20<sup>th</sup> century. Genocide is a topic of enormous contemporary relevance, with implications for the construction of national identity and the responsibilities of the international community. While the focus will be on the Shoah (or Holocaust) due to its centrality within Genocide Studies, the course will also look at American, Asian and African cases. The analysis will be focused on the historical, cultural and social contexts along with the spatial, cultural and political memories they engender. The course will look at the phenomena of genocide through history. It will explore the causes and course of various episodes of genocide throughout world history, using a comparative approach.

The core case studies are Armenia, the Jewish Holocaust, Cambodia and Rwanda, as well as pre-1900 genocides (particularly Native Americans and Africans). The students will analyse how the memory of genocide has been used and abused for political and other ends. This course is designed to challenge and enhance students pre-existing

historiographical skills and encourage interdisciplinary awareness. The course concludes by asking students whether historical understanding can help us to prevent genocide in the future.

### **Course Objectives**

- To investigate the ideological, cultural, social, and economic causes of persecution, including but not limited to genocide according to strict legalistic definitions.
- It will examine the strategies that victims and perpetrators have used to cope at the time and afterwards with the moral issues involved.
- To consider the moral and ethical choices made by the individuals/institutions involved in planning, perpetrating, witnessing, ignoring, or being victimized during genocides and mass atrocities.
- To prod students to consider the uses and abuses of genocide history, such as genocide memorials and Holocaust denial.
- It will study the influence of political memory and the role it plays in making of and deciding genocide.
- Students will also critically assess the study of genocide and how this subject has prompted enormous scholarly debate and disagreement both in history and other fields.

### **Learning Outcomes**

- This course is designed to teach students both the importance and limitations of history as an academic discipline, and the dangers of history when misused in the construction of national and other group identities.
- This course will enable the students to identify the nature of ethnic cleansing and genocide and to discover the common historical, political and sociological threads that unite these tragedies.
- The discussion and analysis of a series of case studies including, among others: the near extermination of First Nations people by colonisers of the New World, the Armenian genocide, the man-made famines, the Holocaust, the displacement of peoples in the aftermath of the Second World War in Europe and Africa, and the case of ethnic cleansing and genocide during the wars – will expose the students to the multiple narratives and memories of what constitutes Genocide.
- Students are forced to confront core disciplinary issues related to the construction of political memory through their study of the makings of Genocide vis-à-vis the attempt to annihilate people because of their membership of a real or perceived group.
- The students will be made aware of the adequacies and shortcomings in the historians' tools to address this phenomenon, compare episodes of genocide, relate to the disagreements over the fundamental definition of genocide, how societies have constructed 'us and them' dichotomies of difference and how these been mobilized in genocidal projects.
- It is unlikely that students will enjoy studying the history of genocide. On the other hand, it is almost certain that each student will finish the course with a different perspective on world history and human society.

### **Teaching Methods**

- Lectures will be designed to stimulate debate and reflection among the students. To interrogate and question the received knowledge.
- Lectures will be complemented with readings, focusing on individual aspects of special interest while seeking to offer alternative interpretations, and thereby exposing students to key issues of scholarly debate.
- Documentaries, films and docu-dramas will be viewed, providing visual material with commentary, enriching and deepening readings and lectures.
- On occasion, guest lectures and workshops will be organized.

**Level of Learning:** Conceptual

Origins of Genocide: Why study genocide and other mass atrocities?

Approaches to Genocide – From definition to process.

Antiquity of Genocide – Carthage, General Ran Min, Albigensian Crusade, Genghis Khan and the Mongol hordes – Were these episodes of Genocide?

**UNIT 2 Empires, Race and Genocide**

**12 hrs**

**Level of Learning:** Analytical

Empire building and the roots of mass murder – Native Americans and French conquest of Algeria

Ordinary murderers and a genocidal mind- Nazism, Stalinism and Maoism

The economics of mass atrocities – Colonization of Australia and Tasmania

**UNIT 3 Patterns of Mass Violence**

**12 hrs**

**Level of Learning:** Conceptual/Interpretative

Genocide and morality – Great Irish famine and famines in British India

The logistics of annihilation – Rwanda and Cambodia

**UNIT 4 Genocide in Collective Memory**

**12 hrs**

**Level of Learning:** Conceptual/Interpretative

The strategic logic of mass killing – Bangladesh and Sri Lanka

History, politics, memory and representation of genocide - Perpetrators and collaborators

**Essential Readings**

Adam Jones, *Genocide: A Comprehensive Introduction*, Routledge, 2006.

Donald Bloxham and A. Dirk Moses (ed.), *The Oxford Handbook of Genocide Studies*, Oxford University Press, 2010.

Edward S. Herman and David Peterson, *The Politics of Genocide*, Monthly Review Press, 2011.

Graham C. Kinloch and Raj P. Mohan (eds) *Genocide: Approaches, Case Studies, and Responses*, Algora Publishing, 2005.

John Docker, *The Origins of Violence: Religion, History and Genocide*, Pluto Press 2008.

Robert Gellately and Ben Kiernan (eds.), *The Specter of Genocide: Mass Murder in Historical Perspective*, Cambridge University Press, 2003.

### **Suggested readings**

Adam LeBor, "Complicity with Evil": *The United Nations in the Age of Modern Genocide*, Yale University Press, 2006.

Alan S. Rosenbaum (ed) *Is the Holocaust Unique? Perspectives on Comparative Genocide (Third Edition)*, Westview, 2008.

Dinah L. Shelton (ed) *Encyclopedia of Genocide and Crimes Against Humanity, Vol. 1-3*, MacMillan Library Reference, 2004.

Donald Bloxham, *Genocide on Trial: War Crimes Trials and the Formation of Holocaust History and Memory*, Oxford University Press, 2001.

Donald Bloxham, *The Great Game of Genocide: Imperialism, Nationalism, and the Destruction of the Ottoman Armenians*, Oxford University Press, 2005.

Donald G. Dutton, *The Psychology of Genocide, Massacres, and Extreme Violence: Why "Normal" People Come to Commit Atrocities*, Praeger Security International, 2007.

Helmut Dubiel and Gabriel Motzkin (ed.), *The Lesser Evil: Moral Approaches to Genocide Practices*, Routledge, 2004.

Howard Ball, *Genocide: A Reference Handbook*, ABC-CLIO, 2011.

Jay Winter (ed), *America and the Armenian Genocide of 1915*, Cambridge University Press, 2003.

John Laband (ed.), *Daily Lives of Civilians in Wartime Africa: From Slavery Days to Rwandan Genocide*, Greenwood Press, 2007.

*The Great Irish Famine Reader*, Prepared by the Irish Famine Curriculum Committee, 1998.

Tom Fawthrop and Helen Jarvis, *Getting Away with Genocide: Elusive Justice and the Khmer Rouge Tribunal*, Pluto Press, 2004.

### **Useful Web Sites**

- <http://www.preventgenocide.org/law/convention/text.htm> List of States Parties to the UN Convention on Genocide.
- <http://www.usip.org/pubs/specialreports/sr990107.html> William Schabas, "The Genocide Convention at Fifty," Jan. 7, 1999, Special Report No. 41, US Institute of Peace.
- <http://www.yale.edu/gsp/index.html> Yale University's Genocide Studies Program.
- <http://www.genocidestudies.org/Main/Default.htm> Genocide and Human Rights University Program, organized by the International Institute for Genocide and Human Rights Studies (a division of the Zoryan Institute) and the University of Minnesota.

- <http://www.ess.uwe.ac.uk/genocide.htm> Web Genocide Documentation Centre, University of the West of England.
- <http://www.isg-iags.org/index.html> Institute for the Study of Genocide, based at the John Jay College of Criminal Justice of the City University of New York.
- <http://www.preventgenocide.org> Prevent Genocide International, a global education and action network for the prevention of genocide and crimes against humanity.
- <http://www.genocidewatch.org> Genocide Watch, the Founder and Chair of the International Campaign to End Genocide, founded in The Hague, Netherlands, May 1999.
- <http://www.gendercide.org> Gendercide Watch, based in Edmonton, AB.
- <http://www.cilicia.com/armo10.html> Background on the Armenian Genocide by the Armenian Encyclopedia.
- <http://www.armenian-genocide.org/index.html> Armenian National Institute, Washington, DC.
- <http://www.zoryaninstitute.org/> Zoryan Institute for Contemporary Armenian Research and Documentation (Cambridge, Massachusetts) and The Zoryan Institute of Canada, Inc. (Toronto).
- <http://www.ushmm.org/> US Holocaust Memorial Museum.
- <http://www.yadvashem.org/> YadVashem Memorial to the Holocaust, Jerusalem (including online testimonies by Holocaust survivors).
- <http://www.cybercambodia.com/dachs/> Digital Archive of Cambodian Holocaust Survivors.
- <http://www.cambodiangenocide.org/genocide.htm> Cambodian Genocide Group.
- <http://preventgenocide.org/edu/pastgenocides/guatemala/resources/> Resources on Genocide in Guatemala compiled by Prevent Genocide International.
- <http://www.hrw.org/summaries/s.bosnia9510.html#SUMMARY> Human Rights Watch's report on the massacre at Srebrenica, Bosnia, in July 1995.
- <http://www.preventgenocide.org/edu/pastgenocides/formeryugoslavia/resources/> Resources on Genocide in Bosnia compiled by Prevent Genocide International.
- <http://www.hrw.org/reports/1999/rwanda/> Human Rights Watch's report on genocide in Rwanda.
- <http://preventgenocide.org/edu/pastgenocides/rwanda/resources/> Resources on Genocide in Rwanda compiled by Prevent Genocide International.

#### CIA - Evaluation Pattern

Assignment	Presentation	Test	Mid Semester
<b>20</b>	<b>10</b>	<b>10</b>	<b>25</b>

**Mid Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Total</b>
<b>2X15=30</b>	<b>2X10=20</b>	<b>50</b>

**End Semester Examination**

<b>Section A</b>	<b>Section B</b>	<b>Total</b>
<b>2X10=20</b>	<b>2X15=30</b>	<b>50</b>

<b>Course Code</b>	<b>Course Title</b>	<b>No of Hours/Week</b>	<b>Total Teaching Hours</b>	<b>Marks</b>	<b>Credits</b>	<b>Level of Knowledge</b>
BPSY291 A	Appreciating Aesthetics	3	45	100	3	Moderate

### **Course Description**

This course aims at exploring the phenomenon of aesthetics from a multidisciplinary perspective. Further it helps the students to get exposed to multidisciplinary approach of understanding realities.

### **Course Objectives**

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

- Understand the philosophy behind aesthetics
- Understand human perception of aesthetics
- Appreciate morality and aesthetic judgements
- Take cognizance of the influence of technology on aesthetics

### **Learning Outcomes**

At the end of the course, students will display

- Knowledge about philosophy behind human aesthetics
- Appreciation for aesthetics from multiple perspectives
- Ability to create aesthetically appealing products

### **UNIT 1 Aesthetica**

Origin of modern aesthetics; philosophy behind Aesthetics

### **UNIT 2 Aesthetic Mind**

Psychology of Aesthetics; morality; aesthetic judgements; appreciation of environment

### UNIT 3 Functional Aesthetics

Globalization and Technological influence on Aesthetics; digital interface; military; fashion; culture; art and architecture

#### Essential Reading

Carlson, A. (2002). *Aesthetics and the environment: The appreciation of nature, art and architecture*. Psychology Press.

Schellekens, E., & Goldie, P. (Eds.). (2011). *The aesthetic mind: Philosophy and psychology*. Oxford University Press

#### Recommended Reading

Kivy, P. (Ed.). (2009). *The Blackwell guide to aesthetics*. John Wiley & Sons.

Hughes, F. (2009). *Kant's 'Critique of Aesthetic Judgement': A Reader's Guide*. Bloomsbury Publishing.

#### CIA Evaluation pattern

Reflective Assignment	Creative Design	Mid semester
25	25	50

#### Mid Semester Test (Written)

Section A (Short Note)	Section B (Essay)	Total
4 x 5 = 20	2 x 15 = 30	50

#### Assessment Pattern

CIA (Weight)
100 %

<b>Course Code</b>	<b>Course Title</b>	<b>No of Hours/Week</b>	<b>Total Teaching Hours</b>	<b>Marks</b>	<b>Credits</b>	<b>Level of Knowledge</b>
BPSY291 B	Human Engineering and Ergonomics	3	45	100	3	Basic

### **Course Description**

This course will cover topics related to human engineering and ergonomics more from a psychological perspective. Students will get to learn cognitive, social, organizational and safety aspects of the result of man-machine interaction. This course provides an overview of the systems design and strategies for effective understanding of man-machine interface.

### **Course Objectives**

- To understand resultant factors of man-machine interaction
- Cognize with pertinent factors related to increasing the efficiency of people in their working environment
- Develop the competency of theoretical understanding for human engineering and ergonomics

### **Learning outcomes**

After the completion of the course, students will be able to:

- Have an understanding of how man-machine interaction is an important aspect to work upon for increasing the efficiency of the people
- Develop the understanding of the factors which are important for making an optimum working space and conditions

- Have a proper theoretical knowledge of human engineering and ergonomics as a field

### **UNIT 1 Introduction to Human Engineering and Ergonomics**

Introduction to human engineering and ergonomics; Human factors engineering and systems design; Sensation and perception;

Cross-cultural design; Mental workload and situation awareness.

### **UNIT 2 Job, Equipment, Workplace and Environmental Design**

Task design and motivation; Job and team design; Workplace design;

Sound and noise; Illumination.

### **UNIT 3 Design for Health, Safety and Comfort**

Health and safety management: Organization and public spaces; Warnings and hazard communications;

Design for people with functional limitations; Design for aging.

### **Essential Reading**

Salvendy, G. (Ed.). (2012). *Handbook of Human Factors and Ergonomics* (4<sup>th</sup> ed.). New Jersey, USA: John Wiley & Sons, Inc.

Helander, M. (2006). *A Guide to Human Factors and Ergonomics*. USA: Taylor & Francis.

### **Recommended Reading**

Hancock, Peter. A. (Ed.). (1999). *Human Performance and Ergonomics* (2<sup>nd</sup>ed.). San Diego, California: Academic Press.

Lee, J. D., Wickens, C. D., Liu, Y. & Boyle, L. N. (2017). *Designing for People: An Introduction to Human Factors Engineering*. Charleston, South California: CreateSpace.

Guastello, S. J. (2014). *Human Factors Engineering and Ergonomics*. Boca Raton, Florida: CRC Press.

### **CIA Evaluation pattern**

<b>Theory Based Assignment</b>	<b>Mid Semester Test</b>	<b>Case Study/Exhibition/ Activity/Field work</b>	<b>Total</b>
30	40	30	100

**Mid Semester Test (Written)**

<b>Section A (Definition)</b>	<b>Section B (Short note)</b>	<b>Section C (Essay)</b>	<b>Total</b>
5×2=10	4×5=20	1×10=10	40

**Assessment Pattern**

<b>CIA (Weight)</b>
100 %

**SEMESTER 3**

<b>Course Name: Financial Management</b>	<b>Course Code: BBA331</b>
<b>Total number of hours: 60 Hours</b>	<b>Credits: 4</b>
<p><b>Course Description:</b> Financial Management is an introductory core course that is offered with an intent to equip the students with the basic knowledge of finance theory and its application to develop relevant financial strategies pertinent to profit-seeking organizations. The theme of financial management is structured around three decision making financial areas: Investment- long term as well as working capital, Financing and Dividend policy. This imbibes students with analytical and decision-making skills in managing finance through application of theoretical questions and practical problems.</p>	
<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the basics of finance function and the concepts of financial management</li> <li>2. To apply the knowledge in taking finance decisions</li> <li>3. To develop analytical skills to identify financial management problems and solve them.</li> <li>4. To analyse the relationship among capital structure, cost of capital, dividend decisions, and value of the business.</li> <li>5. To assess a firm's requirement for long-term assets by applying capital budgeting techniques.</li> </ol>	
<p><b>Course Learning Outcomes:</b> On having completed this course student should be able to:</p> <p>CLO1 Demonstrate understanding of the principles and concepts of financial management.</p> <p>CLO2 Summarise the motives behind financial decision making.</p> <p>CLO3 Interpret the relevant theories and concepts of various practices of financial management.</p> <p>CLO4 Analyze the relationship among capital structure, cost of capital, dividend decisions, and value of the business.</p> <p>CLO5 Evaluate projects for profitability</p>	
<p><b>Pedagogy:</b> This course uses multiple pedagogies like interactive lecture, article reviews, case analysis, and flip classes</p>	
<p><b>Unit I Introduction to financial management</b></p> <p><b>6 Hours</b></p> <p>Meaning of finance and financial management, Types of finance – public and private finance , classification of private finance – personal finance, business finance and finance of non-profit organization Importance and Scope of financial management, Approaches to finance function Relationship of finance with other business functions, Objectives of financial management – profit maximization and wealth maximization - merits and criticisms Financial decisions, Internal relation of financial decisions, Factors influencing financial decisions Functional areas of financial management, Functions of a finance manager.</p>	
<p><b>Unit II Sources of finance and Capitalization</b></p> <p><b>9 Hours</b></p> <p>Ownership securities – Equity shares, Preference shares, Deferred shares, No par stock/shares, Shares with differential rights, Sweat Equity Creditorship securities – Debentures – Zero coupon bonds, Callable bonds,</p>	

Deep discount bonds Internal financing or ploughing back of profit – factors affecting ploughing back of profits – merits and demerits Loan financing – short term and long term sources. Meaning of capitalization – Theories of capitalization – cost theory and earnings theory. Over capitalization and under capitalization – causes – effects and remedies, Watered stock, Over trading and under trading

### **Unit III Capital Structure**

#### **10 Hours**

Meaning of capital structure and financial structure, principles of capital structure, optimum capital structure, determinants of capital structure, theories of capital structure and EPS – practical problems. Point of indifference, capital gearing

### **Unit IV Cost of capital and Leverages**

#### **12Hours**

Meaning of cost of capital, significance of cost of capital, components of cost of capital – computation of cost of capital and Weighted Average Cost of Capital – practical problems. Meaning of leverage, types of leverages – operating, financial and combined leverage, risk and leverage – practical problems

### **Unit V Capital budgeting**

#### **10 Hours**

Meaning of capital budgeting, Importance, Need, Time value of money (using Table Value), capital budgeting process, project appraisal by using traditional methods and modern methods Practical problems on payback period, Accounting rate of return, NPV method , Profitability index, IRR methods

### **Unit VI Dividend policy decisions**

#### **6 Hours**

Meaning, Kinds, Bonus shares – merits and demerits, theories of dividend decisions, determinants of dividend policy decisions. (Theory only)

### **Unit VII Management of working capital**

#### **7 Hours**

Meaning of working capital, types of working capital, working capital cycle, adequate working capital, determinants of working capital, estimation of working capital. Management of cash –practical problems. Management of inventory and debtors – theory only.

**Essential references:**

1. Khan, M, Y, & Jain, P, K (2018). *Financial Management*. Tata Mc Graw Hill.

**Recommended references:**

1. Chandra, P. (2019). *Financial Management*. New Delhi, India. Tata McGraw Hill Book Co.
2. Pandey, I.M. (2015). *Financial Management*. New Delhi, India. Vikas Publishing House.
3. Gupta, S, K., Sharma, R.K. & Gupta, N (2013). *Financial Management*. Kalyani Publishers.

<b>Course Name: Human Resource Management</b>	<b>Course Code: BBA332</b>
<b>Total number of hours: 60 Hours</b>	<b>Credits: 4</b>
<p><b>Course Description:</b> This subject is a comprehensive learning on what management is all about and different schools of thoughts on management. It gives a clear understanding of management practices and the various functions of management and also gives away the principles of management developed by eminent management thinkers. The syllabus is structured to provide basic conceptual knowledge on the principles of planning, organizing, staffing, motivation, leadership, controlling and to offer orientation to the recent dynamics of managerial practice.</p>	
<p><b>Course Objectives:</b></p> <ul style="list-style-type: none"> <li>• To develop understanding of conceptual foundations of HRM</li> <li>• To understand the processes and practices in HR functions</li> <li>• To explain important labour laws and its implications</li> <li>• To identify contemporary trends and challenges in the field of HRM</li> <li>• To assess the application of appropriate HR intervention in conjunction with organization need.</li> </ul>	
<p><b>Course Learning Outcomes:</b> On having completed this course student should be able to:</p> <ul style="list-style-type: none"> <li>• CLO1 Demonstrate conceptual clarity on various concepts, theories and frameworks in HRM</li> <li>• CLO2 Apply different HR techniques for effective human resource management</li> <li>• CLO3 Explain industrial relations and its implications</li> <li>• CLO4 Develop appropriate policies and procedures according to organisational requirements</li> <li>• CLO5 Outline ethical issues &amp; other contemporary issues related to work place</li> </ul>	
<p><b>Pedagogy:</b> This course uses multiple pedagogies like interactive lecture, students' discussions and PPTs, case studies, role plays, and form of experiential learning.</p>	
<p><b>Unit I Introduction</b></p>	

**6 Hours**

Concept of HRM, Evolution of HRM, Role of Human Resource Manager, Functions of HRM, HR Structure and Concept of Strategic HRM.

**Unit II Job Analysis and Human Resource Planning****10 Hours**

Concept of Job Analysis, Importance and Benefits of Job Analysis, Job Analysis Process, Job Description, Job Specification and other Job-related concepts- Job Enrichment, Job Enlargement, Job Rotation, Flexi timing, Telecommuting and Ergonomics.

Concept & Importance of HRP; Different stages of HR Planning Process; Action Plans in case of shortage and surplus of workforce.

**Unit III Recruitment and Selection****8 Hours**

Concept of Recruitment, Factors affecting Recruitments, Sources of Recruitment; Definition and Importance of Selection, Stages involved in Selection Process, Types of Selection Tests and Types of Interviews. Meaning and Benefits of Induction, Content of an Induction Program.

**Unit IV Learning & Development and Career Mobility****8 Hours**

Meaning and Importance of Training and Development Programs, Stages involved in Training Process, On-the Job and Off-the-Job Training & Development Methods. Career Management Process, Models of Career Management, Role & Challenges of Career Development, Career Development Initiatives, Stages in Career Planning, Internal and External Mobility of Employees.

**Unit V Performance Appraisal & Compensation Management****12 Hours**

Purpose of Performance Appraisal, Trait, Behavioural and Result Methods of Performance Appraisals, Process of Performance Appraisal, Components of compensation, incentive payments, scope of incentive schemes, types of incentives, group incentives, managing employee benefits and services

**Unit VI Introduction to Industrial Relations & Labour laws****8 Hours**

Meaning of Industrial Relations, Theories of IR, Meaning and Sources of Employee Grievance, Grievance Handling Systems, Meaning & Process of Collective Bargaining, Indiscipline, Settlement Machinery of Industrial Conflicts. Labour laws related to social security measures

### **Unit VII Contemporary issues and trends in HRM**

#### **8 Hours**

Gig workers, Work from home, Ethical Issues in HRM, E-HRM, Introduction to International HRM

#### **Essential references:**

- Gary Desler, Biju Varkkey (2018). *Human Resource Management*. Fifteenth Edition. Pearson

#### **Recommended references:**

1. L M Prasad. (2018). *Human Resource Management*. Sultan Chand & Sons
2. K Aswathappa. (2019). *Human Resource Management: Text & Cases*. Mc Graw Hill Education (India) Private Limited.
3. Rao, S. (2018). *Essentials of Human Resource Management & Industrial Relations: Text & Cases*. New Delhi: Himalaya Publication.
4. Noe. Hollenbeck. Gerhart. Wright. (2019). 7<sup>th</sup> Edition. *Fundamentals of Human Resource Management*. Mc Graw Hill.

<b>Course Name: Marketing Management</b>	<b>Course Code: BBA333</b>
<b>Total number of hours: 60 Hours</b>	<b>Credits: 4</b>
<p><b>Course Description:</b> Marketing a particularly stimulating subject for learners, since its practical application is visible every day. Old rules of marketing are no longer useful to those who want to influence these new consumer's choices. This course will lead the exploration of the leading edge of this paradigm shift that is now underway. This course introduces students to the concepts and processes of marketing and takes them deeper into the world of marketing.</p>	
<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the application of Marketing concepts and techniques</li> <li>2. To analyse marketing from a managerial perspective, including the critical analysis of functions of marketing opportunity assessment</li> <li>3. To enhance team decision making skills and communication skills from a Marketing perspective</li> </ol>	
<p><b>Course Learning Outcomes:</b> On having completed this course student should be able to:</p> <p>CLO1: Outline the impact of marketing environments by analysing demographics and consumer behaviour.</p> <p>CLO2: Create a detailed marketing plan and implementation schedule for a company.</p> <p>CLO3: Evaluate marketing strategies for new products.</p> <p>CLO4: Analyse the strategies used within each of the marketing mixes.</p> <p>CLO5: List best practices for responsible marketing and how to manage marketing efforts.</p>	
<p><b>Pedagogy:</b> This course uses multiple pedagogies like case study discussions, interactive lecture, presentations, review of research article, in class group exercises and activities.</p>	
<p><b>Unit I Introduction to Marketing Fundamentals</b></p> <p><b>8 Hours</b></p> <p>Meaning Definition marketing, scope of marketing, core marketing concepts, Marketing and Customer Value.</p>	
<p><b>Unit II Connecting with Customers</b></p> <p><b>10 Hours</b></p> <p>Models of Consumer Behavior, characteristics Affecting consumer Behavior, Types of Buying Decision Behavior, The Buyer Decision Process, The Buyer Decision Process for New Products; Business Buyer Behavior, The Business Buyer Decision Process, Institutional and Government Market. Segmentation, targeting and positioning for competitive advantage.</p>	

### **Unit III Product Decision**

#### **10 Hours**

Product Levels, Product Characteristics and Classifications, New product development stages, categories of new product, reasons for launching new products and its failure. Product life cycle strategies and its extension, Ansoff's Matrix, BCG Matrix, meaning of services, unique characteristics of services, 7Ps of service marketing, Service delivery process.

### **Unit IV Pricing**

#### **8 Hours**

Types of pricing, Pricing strategies: New product pricing strategies, Product mix pricing strategies, Price adjustment strategies, Price changes, Public policy and pricing.

### **Unit V Distribution Channels**

#### **8 Hours**

Marketing channels, structure, types and criteria of selecting a channel, wholesaling, retailing, and physical distribution.

### **Unit VI Promotion**

#### **10Hours**

An overview. Advertising, sales promotion, personal selling and sales management. Public and customer relations, direct and online marketing, multilevel marketing-the new marketing model, Significance of Integrated Marketing Communication.

### **Unit VII Socially Responsible Marketing**

#### **6 Hours**

Sustainable Marketing, Social Criticisms of Marketing, Marketing's Impact on Individual, Marketing's Impact on Society as a Whole, Marketing's Impact on Other Businesses, Actions to Promote Sustainable Marketing, Business Actions Toward Sustainable Marketing, Principles and Marketing Ethics.

#### **Core Text:**

1. Kotler.P, &Keller.K.L., Koshy &Jha (2020). *Marketing Management*, 20<sup>th</sup> edition, Pearson.

**Reference Books:**

1. Marshall & Johnston, Marketing Management, McGraw Hill
2. Kotler & Armstrong, 15th ed., Principles of Marketing Management, Pearson publication
3. Chernev & Kotler, 5th ed., Strategic Marketing Management, Brightstar Media
4. Stanton, Etzel, Walker, Fundamentals of Marketing, Tata-McGraw Hill, New Delhi.
5. Saxena, Rajan, Marketing Management, Tata-McGraw Hill, New Delhi.
6. McCarthy, E.J., (2016). *Basic Marketing: A managerial approach*. Irwin, New York.

<b>Course Name: GLOBAL TOURISM GEOGRAPHY I</b>	<b>Course Code: BBAT334</b>
<b>Total number of hours: 60 Hrs</b>	<b>Credits: 4</b>
<p><b>Course Description:</b> The paper will provide a thorough overview to destination geography in international tourism. The learners should be able to develop an in-deep knowledge and understanding on the major international tourist destinations. They will gain a clear overview and familiarity on the intra-regional tourism trends in major tourism generating areas of the world.</p> <p><b>Learning Outcomes</b></p> <p>Global Tourism Geography is offered with an objective to introduce students to understand the significance of destination geography in international tourism. The modules are developed to familiarize students with the intra-regional tourism trends in major tourism generating areas. The paper comprehensively examines to develop in depth knowledge about major international destinations. Students studying this paper are to be equipped with primary knowledge in reading and interpreting the world map. Level of knowledge is conceptual, analytical and enhances clear understanding about the major international tourist destinations and the recent trends in intra-regional tourism in major tourist generating areas of the world.</p>	

**UNIT I – Introduction to Tourism Geography****10 Hours**

Importance of Geography in Tourism, Destination Geography: 5 A's of Destination – Attractions – Accessibility – Cost and Standards of Living – Culture – Climate – Physical Geography – Cultural Geography – Introduction to World Continents and Oceans; Map Plotting

**UNIT II – Tourism Geography of North America (Canada and USA)****15 Hours**

Introduction to North America, Intra-Regional Tourism between Canada and USA, Major Cities and their Tourist Attractions in Canada and United States of America; Map Plotting

**UNIT III – Tourism Geography of Latin America****10 Hours**

Introduction to Latin America; Intra-Regional Tourism between Mexico and Central American Countries; Tourist Attractions in Mexico and in the Central American Countries; Map Plotting  
(LATIN AMERICA- Belize, El Salvador, Costa Rica, Venezuela, Honduras, Nicaragua)

Central America- Panama

**UNIT IV – Tourism Geography of South America**

**15 Hours**

Introduction to South America; Intra-Regional Tourism between the South American Countries; Tourist Attractions in Brazil, Argentina, Peru, Chile; Paraguay and Uruguay; Map Plotting

**UNIT V – Tourism Geography of Africa**

**10 Hours**

Introduction to Africa; Political, Geographical and Physical Features of Africa, Tourist Attractions in Morocco, Egypt, Kenya, Tanzania, Ethiopia, South Africa and Zimbabwe; Map Plotting

**Essential Reading**

Burton, Rosemary, Travel Geography, Longman Edn. 2010.

Cooper, Chris and Bonifare, Worldwide Destinations, the Geography of Travel and Tourism, Butterworth

**Suggested Reading**

Hudman, Lloyd and Jackson Richard, Geography of Travel and Tourism, Delmar Publishers, Edn: 2011

Perlitz, Lee and Elliot, Steven, International Destinations, Prentice Hall, Edn. 2012.

IATA/UFTAA Foundation Course Study Materials

<b>Course Name: Travel Agency and Tour Operation</b>	<b>Course Code: 335</b>
<b>Total number of hours: 60 Hrs</b>	<b>Credits: 4</b>
<b>Course Description:</b> Travel agency and tour operation is offered with an objective to understand the relevance of tourism business as an important stakeholder in the tourism segment. The modules are developed to enhance specialized knowhow on the technical aspects of travel business with practical approach. Travel agency and tour operation business comprehensively examines the theoretical and applied dimensions of business practices in the current context of tourism with a global perspective. The paper provides the students with an understanding of the role, function, and operation of organization in travel trade and transport sectors.	
<b>Course Learning Outcomes:</b> On having completed this course student should be able to:  CLO1 Demonstrate the basic knowledge on travel agency and tour operation business.  CLO2 Identify skills, competencies and procedures to start travel agency and tour operation business.  CLO3 List out the various functions of travel agency and tour operator business.  CLO4 Explain the production of package holidays and ways of promoting it.  CLO5 Discuss on automation in travel trade and its implication on future travel and tourism business.	

**Pedagogy:** This course uses multiple pedagogies like interactive lecture, presentations, students discussions, case and article analysis, and a field visit in the form of experiential learning.

**Unit I: Travel Agency Business (10Hrs)**

Introduction to travel agency business – Definition: Operational, Marketing and Legal perspectives – Scope – Functions – Types of travel agencies – History of Travel Trade and Travel agency business – External factors affecting travel agency - All-inclusive travel system – Framework of travel trade – Roles and responsibilities of travel agents - Definition of Tour Operations – Functions – Types of Tour Operators – Challenges to tour operators - Travel distribution system.

**Unit II: Tourism Entrepreneurship**

**(10Hrs)**

Skills and competencies for operating a travel agency - How to start Travel Business – Procedure for approval at a Travel Agency and Tour Operator – Organization and Structure of a Travel Agency/ Tour Operator Registering business: Federal, Provincial and Municipal Sector - Specific Registration: Licenses, Fees and Permits, Insurance: Protecting business, Risk Management and Business Operations – Threats faced by a travel agency. Innovation and Entrepreneurship in Tourism - Small Tourism Enterprises and Innovation

**Unit III: Functions of a Travel Organization (8Hrs)**

Functional departments of a travel agency and tour operators business – Sales department: Retail sales, Channel sales, Ticketing, Issuance of Ticket – Marketing department – Product Development: Packaging – Operations – Finance department – HR and Administration – Subsidiary departments: Service delivery, Service quality, IT services, Insurance, Travel cards – Documentation: Passport and Visa – Types and Requirements – Forex department.

**Unit IV: Tour Operation (8Hrs)**

Tour Operating – Introduction – Package Holidays - The ‘economics’ of package holidays – Planning a package holiday programme: Research and product development, Contracting, costing- Fixed and variable costs in tour operations, Brochure production and pricing Selling package holidays - Mass Market Package Holidays – Specialist Tour Operators.

**Unit V: Itinerary Planning**

**(8Hrs)**

Importance of travel itinerary, Types of tour itinerary, Itineraries are also Differentiated According to the Person for it is Prepared for. Prerequisites of Itinerary Preparation. Required Resources / Material. Things to be Considered While Preparing an Itinerary. Step by Step Procedure. Do's and Don'ts of Itinerary Preparation.

**Unit VI:Automation in Travel Trade**

**(8Hrs)**

Information technology in travel agency business - Future of Travel and Tours Business – Automation in travel trade - Travel Trade and Transport Technology – Computer Reservation System – Global Distribution System – Skills required for working in a travel organization – sales techniques – clientele relations.

**Unit VII: Serving the travel Customer (8 Hrs)**

The role of travel professionals – Needs and expectations of the travel customers- Embracing technology to serve travel customers- Steps in delivering exceptional service – Responding to customer who is upset. Do's and Don'ts of calming the customers – Dealing with customers challenging request.

**Essential references:**

1. Bhatia, A. K (2012) Business of Travel Agency& Tour Operations Management, Sterling Publishers

**Recommended references:**

1. Chris Holloway, Claire Humphreys (2012),The Business of Tourism, Pearson Education
2. J. Christopher Holloway, Claire Humphreys (2016),The Business of Tourism , Pearson Education
3. Laws, E. (2000). *Managing Packaged Tourism*. International Thomson Business Press
4. Mohinder, C. (2009). *Travel Agency Management: An Introductory Test*. Anmol Publications
5. Negi, J. (2006). *Travel Agency and Tour Operation: Concepts and Principles*. KanishkaPublications
6. Assessment Outline:

Sl.No	Particulars	Weightage
1	CIA- I	20
2	CIA-II	25
3	CIA-III	20
4	End Semester Exam	30
5	Attendance*	05

Note: \* Refer to Students Handbook for particulars

<b>Course Name: Developing Fluency and Clarity in English for Business</b>	<b>Course Code: LAN 121</b>
<b>Total number of hours: 45</b>	<b>Credits: 3</b>
<b>Course description:</b> This course is designed for students to work with using English to help build business contexts for students' business studies. This course introduces students to read and write for Business Studies. Since the discipline of Business uses specific registers and contexts to create content for English. The course is divided across three genres – Cases, Critiques and Essays and draws from the British Council's course on Writing for Business'. The course instructors will put together a set of cases and contexts at the beginning of the semester drawing from the contemporary business climate and those would be discussed across the course.	
<b>Course outcomes:</b> By the end of the course the learner should be able to:  <ol style="list-style-type: none"><li>5. Recognise, appraise, evaluate cases</li><li>6. Develop critiques, and write essays</li><li>7. Analyse a case and arrive at structural modes through which problems can be solved in the case</li><li>8. Deploy critical tools to identify objects of study, construct arguments after evaluating the object, and provide a point of view to support claims made.</li></ol>	
<b>Pedagogy:</b> <i>The instructor should engage the learners in various writing activities and enhance writing skills among the learners specifically for Business English contexts.</i>	
<b>Unit I: Cases (Level of Knowledge: Basic)</b>	<b>Hours: 15</b>
This unit will introduce students to 'cases' as a form of writing that helps locate significant business ideas, problems that require critical thinking and analysis. Students will be introduced to a variety of cases and taught how to read a case, break the various elements of a case down, analyse them and synthesise the ideas.  <i>Skill Focus:</i>  <ol style="list-style-type: none"><li>5. <i>Note Taking</i></li><li>6. <i>Summarizing a text</i></li><li>7. <i>Understanding how ideas in a text are linked</i></li></ol>	

8. *Locating and positioning speaker emphasis*

**Unit II: Critiques (Level of Knowledge: Intermediate)**

**Hours: 15**

This unit will introduce students to a range of readings that will help locate critiques through an analytical mode of reading business material. The unit will be geared towards enabling critical thinking in students through a reading of the central ideas of the text/context chosen.

*Skill Focus:*

4. *Recognising the writer's stance*
5. *Locating key information in complex sentences*
6. *Inferring implicit ideas*

**Unit III: Essays (Level of Knowledge: Advanced)**

**Hours: 15**

This unit will introduce students to the advanced structures of academic writing by looking closely at essays. The unit will enable students to create essays through reading and writing. Students would be specifically reinforced about the structure of an essay, its components, locating the argument, constructing one, using sources to substantiate claims, reporting research findings etc.

*Skills Focus:*

7. *Paraphrasing*
8. *Expanding notes into complex sentences*
9. *Writing effective introductions/conclusions*
10. *Incorporating quotations*
11. *Writing Thesis statements*
12. *Developing research strategies*

**Essential references:** Required Reading: Readings will be provided as a compilation by the course Instructor at the beginning of the course.

## SEMESTER 4

<b>Course Name: Cost and Management Accounting</b>	<b>Course Code: BBA431</b>
<b>Total number of hours: 60 Hours</b>	<b>Credits: 4</b>
<p><b>Course Description:</b> This as a basic course on Cost and Management Accounting covers the fundamental concepts and various aspects in and of cost as well as management accounting. This course discusses how to prepare cost sheet, costing for materials, labour cost and overheads. This course also talks about financial statement analysis using various tools like comparative and common size Income Statements and Balance Sheet, Trend Analysis, Ratio Analysis, Cash Flow Statement, Budgets and Budgetary Control. It also throws some light on Management Reporting in general. And thus this course as a part of Business administration programme provides fundamental knowledge and basic understanding on various methods, tools and techniques of cost and management accounting helpful for financial decision making required for a budding professional in the domain of accounting and finance.</p>	
<p><b>Course Objectives:</b></p> <ul style="list-style-type: none"> <li>• To familiarize the learners with the basic concepts and processes used to determine product costs.</li> <li>• To make known the students in ascertaining Material, Labour and Overhead cost</li> <li>• To enrich the knowledge of the learners in knowing and applying various tools like ratio analysis, cash flow statement, marginal costing for analysing the financial statements for managerial information</li> <li>• To provide with the basic understanding of budgetary control</li> <li>• To develop the knowledge of the learners to understand and prepare a management report</li> </ul>	
<p><b>Course Learning Outcomes:</b> On having completed this course student should be able to:</p> <p>CLO1: Interpret the relevant theories of cost and management accounting and can prepare cost sheet and quotations.</p> <p>CLO2: Ascertain Material and Labor cost</p> <p>CLO3: Ascertain, allot and apportion of the overheads.</p> <p>CLO4: Assess and interpret the financial statements for managerial decision making.</p> <p>CLO5: Examine and understand management reports.</p>	
<p><b>Pedagogy:</b> This course uses multiple pedagogies like interactive lecture, student discussions and PPTs, problem solving</p>	
<p><b>Unit Introduction to Cost and Management Accounting</b></p> <p><b>8 Hours</b></p>	

Definitions, features, objectives, functions, scope, advantages and limitations. Relationship and differences between Cost accounting, Management accounting and Financial accounting.

Cost Concepts-Cost classification – Elements of cost - Preparation of cost sheet and quotation.

### **Unit II Material, Labor and Overheads**

#### **10 Hours**

**Material Cost:** direct and indirect material cost, Inventory control techniques-stock levels, EOQ, ABC analysis. Issue of materials to production- pricing methods-FIFO, LIFO and Average methods.

**Labor cost:** direct and indirect labour cost-methods of payment of wages including incentive plans -Halsey and Rowan plans, Tailors Piece Rate method.

**Overheads:** features, classification, methods of allocation and apportionment of overheads, primary and secondary distributions (Repeated & step ladder method only).

### **Unit III Marginal Costing**

#### **8 Hours**

Marginal Costing-Meaning - Importance - Marginal Cost Equation - Difference between Marginal costing and Absorption costing - Break Even Analysis-Meaning and Importance - Break even chart- P/V ratio - Cost Volume Profit Analysis- Margin of Safety-Angle of Incidence- Problems in Marginal costing.

### **Unit IV Budgetary control**

#### **7 Hours**

Budgets - Meaning and importance - Budgetary Control-Meaning and Importance-Types of Budgets, practical problems - Flexible Budget and cash Budget,

### **Unit V Financial Statement Analysis**

#### **10 Hours**

Comparative Income Statements and Balance Sheets- Common size Income Statements and Balance Sheet analysis- Trend Analysis. Ratio Analysis – Introduction, Classification & Interpretation of Ratios.

### **Unit VI Cash flow statement**

#### **13 Hours**

Introduction- Concept of Cash- Sources of cash flow Cash from operation- cash from Financing and cash from investment-Inflow and outflow of cash-Preparation of cash flow statements with adjustments

### **Unit VII Management Reports**

#### **4 Hours**

Management Reporting – Meaning and Definitions of reports- Objectives and purpose-Reports to top level management – Reports to lower level management- Sample Reports

#### **Essential Reading:**

Arora, M.N (2019). *Cost and Management Accounting*, New Delhi: Himalaya Publishing House.

#### **Recommended Reading:**

1. Jain, S.P., & Narang, K.L. (2018). *Cost Accounting*. New Delhi: Kalyani Publishers.
2. Kishor, R.M. (2013). *Cost and Management Accounting*. New Delhi: Taxman Allied Services.
3. Pillai, R.N.S. (2013). *Cost Accounting*. New Delhi: Sultan Chand.
4. Arora, M.N (2018). *Management Accounting*, New Delhi: Himalaya Publishing House
5. Lal, J. (2013). *Cost Accounting*. New Delhi: Tata Mcgraw Hill Education

<b>Course Name: Entrepreneurship Development</b>	<b>Course Code: BBA432</b>
<b>Total number of hours: 60 Hours</b>	<b>Credits: 4</b>
<p><b>Course Description:</b> From the perspective of a country's economic development, entrepreneurship is a necessary ingredient for stimulating economic growth and employment opportunities. In the developing world, successful small businesses are the primary engines of job creation &amp; income growth. In this direction, this course on entrepreneurship development, educates an individual about the efforts taken by the government broadly to encourage entrepreneurship.</p> <p>From the perspective of development of an individual's entrepreneurial ability, entrepreneurship education becomes critical as the goal of the course is to help the youth start to think about what dreams or ideas they have and how they can develop and fulfil them. It is also a way to learn how to interact and cooperate with other people, be creative and find tools for how to develop themselves and their ideas. The course aims to motivate an individual to take up an entrepreneurship to attain self-reliance and growth.</p>	
<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To demonstrate an understanding of the need for entrepreneurship development.</li> <li>2. To identify critical success factors for taking up entrepreneurship</li> <li>3. To evaluate factors influencing the entrepreneurial activities in different contexts.</li> <li>4. To analyze functional strategies required for entrepreneurial success</li> <li>5. To develop business plans for entrepreneurial opportunities</li> </ol>	
<p><b>Course Learning Outcomes:</b></p> <p>CLO1. Demonstrate an understanding of the need entrepreneurship development</p> <p>CLO2. Identify Critical success for taking up entrepreneurship</p> <p>CLO3. Evaluate factors influencing the entrepreneurial activities in different contexts</p> <p>CLO.4 Analyze functional strategies required for entrepreneurial success</p> <p>CLO5. Develop business plans for entrepreneurial opportunities</p>	
<p><b>Pedagogy:</b> This course uses multiple pedagogies like interactive lecture, students discussions and PPTs, research article, a field visit, and form of experiential learning.</p>	
<p><b>Unit I Introduction to Entrepreneurship</b></p> <p><b>12 Hours</b></p> <p>Evolution of the Concept of Entrepreneurship; Theories of Entrepreneurship- Innovation Theory, Harvard School Theory, Theory of High Achievement, Theory of Profits, Theory of Adjustment of Price-Entrepreneurship Today; Difference Between a Manager and an Entrepreneur; Models of Entrepreneurial Development; Types of Entrepreneurs; Intrapreneurship; Women Entrepreneurship-Women Enterprises-</p>	

Challenges Faced by Women Entrepreneurs; Entrepreneurial Competencies-Types and importance; Mobility of Entrepreneurs; Geographical Mobility of Entrepreneurs; Occupational Mobility; Entrepreneurship in Family Owned Businesses and Non Family Owned Businesses; Challenges & Obstacles faced by Entrepreneurs; Factors influencing Entrepreneurship-Socio-Cultural, Economic, Political Technological & Global factors; Business Climate in India for entrepreneurship; Creating Favorable Conditions for the growth of entrepreneurship in India; Capacity Building for Entrepreneurs.

## **Unit II Identification of Opportunities**

### **10 Hours**

Opportunity sensing & Idea Generation; The creativity & innovation; Techniques of Idea Generation-Brain storming, Reverse Brain storming, Brain writing, Attribute Listing, Free Association, Forced Relationship, Gordon Method & Parameter Analysis; Selection of Product/Service, Invention, Innovation & Imitation; Product innovation; Identification of Business Opportunities; Business Opportunities in India; Models for Opportunity Evaluation & Screening.

## **Unit III Entrepreneurship in Micro, Small and Medium Enterprises**

### **8 Hours**

Definition, Role and Importance of Micro, Small, and Medium Enterprises(MSMEs); Problems Faced by MSME Sector; Government Policy for MSME Sector; Rural Entrepreneurship- Cottage, Khadi and Village Industries. Make in India Initiatives & Skill Development; Entrepreneurship Development Programs (EDP),An overview of UNCTAD's Entrepreneurship Policy Framework.

## **Unit IV Feasibility analysis for Business Plan**

### **7 Hours**

Business Planning-Financial Planning, Marketing Planning- Production & Operational Planning and Human Resource Planning;Importance of a Business Plans; Contents of a Business Plan- Management Summary; Financial Feasibility, Marketing Feasibility and Technological Viability of Business Plans. Business Incubation and Development.

## **Unit V New Venture Creation and Promotion**

### **8 Hours**

Procedure for Setting Up an Enterprise; Selection of a Project; Decide on the Constitution Obtain Registration; Obtain Clearances from Departments as Applicable; Arrange for Land/Shed; Arrange for Plant and Machinery; Arrange for Infrastructure; Prepare Project Report; Apply for and Obtain Finance; Implement the Project and Obtain Final Clearances. Project Life Cycle , Project Scheduling -Gantt Charts, Network Techniques ; Project Management Software; Capital Budgeting; Generating an Investment Project Proposal; Project Analysis; Market Analysis, Technical Analysis, Financial Analysis, Economic Analysis, Project Evaluation and Selection ; The Payback Period; ; Benefit-Cost Ratio (BCR) Project Financing Equity Financing; Angel Investing ; Debt

Financing ; Miscellaneous Sources; Project Implementation Phase; Capital Structure and Cost of Capital; Detailed Project Report; Ecological Analysis.

## **Unit VI Institutional Support to Promote Entrepreneurship**

### **8 Hours**

Institutions Supporting Business Enterprises; Central-level Institutions; National Board for Micro, Small, and Medium Enterprises (NBMSME) The Khadi and Village Industries Commission (KVIC) The Coir Board MSME-DO; National Small Industries Corporation (NSIC); National Science and Technology Entrepreneurship Development Board (NSTEDB) National Productivity Council (NPC) Entrepreneurship Development Institute of India (EDII) National Research Development Corporation of India (NRDCI) National Entrepreneurship Development Institutes; Other Institutions National Bank for Agriculture and Rural Development (NABARD) Housing and Urban Development Corporation (HUDCO); Technical Consultancy Organization (TCO); Small Industries Development Bank of India (SIDBI) ; Export Promotion Councils (EPCs).

State-level Institutions; State Directorate of Industries and Commerce; District Industries Centers (DIC) ; State Financial Corporation (SFC); State Industrial Development Corporation (SIDC); State Industrial Area Development Board (SIADB).

## **Unit VII Social Entrepreneurship**

### **7 Hours**

Meaning & importance Social Entrepreneurship; Sustainable Development Goals (SDG,2030); Social and Environmental Dimension of Entrepreneurship; Social Enterprises and their Goals; Need & Importance of Social Enterprise Establishment and Management of Non-Government Organizations; Government Policy for Social Enterprises.

### **Essential Reading:**

Sahay & V. Sharma(2019) “Entrepreneurship & New Venture Creation”, EXCEL Books, Delhi

### **Reference Books:**

- Hisrich, Robert D, Manimala, J. Mathew, Peters, Michael P. and Shepard, Dean A, (2015). Entrepreneurship. New Delhi: Tata-McGraw-Hill.
- David, H. (2013). Entrepreneurial Development (5ed.), Prentice Hall
- Gupta, C.B., & Srinivasan, N.D. (2012) Entrepreneurship Development, New Delhi:Sultan Chand & Sons.
- Poornima M Charanthimath (2020) “Entrepreneurship Development and Small Business Enterprises”, 3rd Edition, Pearson Publication.
- Desai, V. (2014).The Dynamics of Entrepreneurial Development and Management (6thedition).Himalaya Publishing House.

<b>Course Name: Research Methodology</b>	<b>Course Code: BBA433</b>
<b>Total number of hours: 60 Hours</b>	<b>Credits: 4</b>
<p><b>Course Description:</b> Research in common parlance refers to a search for knowledge in any stream or a discipline finding solutions or inputs for questions raised. Students will be provided with basic concepts of research and its process. Course focuses on inculcating research culture among students through hands on learning experience. This course will equip the students with required skill sets for identification, analysis and interpretation of business problems. This process will help in informed business decision making. The course is designed to provide experiential learning in all the modules.</p>	
<p><b>Course Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand the concepts, tools and terminologies used in research world;</li> <li>• To identify the methods best suited for investigating different types of problems and questions;</li> <li>• To demonstrate hands on experience on different tools used in a research;</li> <li>• To construct research questions that are based on and build upon a critical appraisal of existing research;</li> <li>• To develop a research design and analysis the results to provide suggestions based on research findings.</li> </ul>	
<p><b>Course Learning Outcomes:</b> On having completed this course student should be able to:</p> <p>CLO1: Demonstrate ability to understand different research terminologies.</p> <p>CLO2: Identify research problems and questions</p> <p>CLO3: Develop methodology for research problems.</p> <p>CLO4: Analyze data required for business decision-making.</p> <p>CLO5: Propose suggestions based on the findings from the research.</p>	
<p><b>Pedagogy:</b> This course uses multiple pedagogies like interactive lecture, article analysis, student discussions &amp; presentations and field visit in the form of experiential learning</p>	
<p><b>Unit I Introduction to Business Research</b></p> <p><b>6 Hours</b></p> <p>Meaning, Objectives, purpose, types, scope and significance of research in business and industry. Criteria for Good research, Ethics in research.</p>	
<p><b>Unit II Research Process</b></p> <p><b>8 Hours</b></p>	

Research Process - Steps in research, identification and formulation of research problem, extensive literature review, Research gap, statement of the problem, need for the study, Variables- meaning and types. Theoretical framework, research questions. Deductive and inductive logic

### **Unit III Formulation of Research Problem and Hypotheses**

#### **10Hours**

Identifying and formulating research problem, Diagnosis of symptoms and problem. Setting research objectives. Doing review of literature – purpose, methods. Hypothesis – Meaning, Purpose, Sources, characteristics of hypotheses, types of hypothesis, Formulation of hypothesis.

### **Unit IV Measurement Scales and Sampling Techniques**

#### **10Hours**

Sample design, steps in sampling process, sampling methods – probability Sampling and non-probability sampling, sampling error, Criteria for good sample, determining sample size(infinite and finite). Measurement – Types of Scales, Scaling techniques.

### **Unit V Data Collection**

#### **10Hours**

Data sources - primary and secondary data, Data Collection methods- Survey, observation, Interview, focus group technique. Data collection instruments, construction of Questionnaire, schedule, characteristics of good instrument, and errors in measurement, Reliability and validity of research instruments.

### **Unit VI Data Analysis**

#### **12Hours**

Data processing – Editing, coding, tabulation, normality and stationary test, pictorial and graphical presentation of Data, Parametric and non-parametric hypothesis testing, hypothesis testing using statistical tools such as descriptive, Chi-square, t- test, ANOVA, Correlation and Regression.

### **Unit VII Report Writing and Presentation of Results**

#### **4Hours**

Classification and tabulation, Research presentation, Types of report - Research proposal, research report. Format of a report- Layout, Precautions. Citation and referencing (APA 6<sup>th</sup> edition)

#### **Essential Readings:**

- Kothari, C. R. (2019). Research Methodology Methods & Techniques (2 ed.). New Delhi: Vishwa Prakashan.

#### **Recommended Readings:**

- Bryman, Alan and Bell, Emma (2011), Business Research Methods, 3/e, Oxford University Press
- Chawla, D., & Sondhi, N. (2011). Research Methodology: Concepts and cases. New Delhi: Vikas Publishing House
- Gupta, S. L and Gupta, Hitesh (2012), Business Research Methods, McGraw Hill Education (India) Private Limited, New Delhi
- Krishnaswamy, K.N., Sivakumar, A.I., Mathirajan, M (2007), Management Research Methodology, Pearson, New Delhi
- Kothari, C. R. (2009). Research Methodology Methods & Techniques (2 ed.). New Delhi: VishwaPrakashan.
- Krishnaswami, O., & Ranganatham, M. (2013). Methodology of Research in Social Sciences. Mumbai: Himalaya Publishing House.
- Majhi, P. R., & Khatua, P. K. (2013). Research Methodology (Concepts, Methods, Techniques and SPSS). Mumbai: Himalaya Publishing House.
- Srivastava. T. N and RegoShailaja (2012), Business Research Methodology, Tata McGraw Hill Education Private Limited, New Delhi.
- Bajpal, N. (2017). *Business research methods*. New Delhi: Pearson.

<b>Course Name: GLOBAL TOURISM GEOGRAPHY II</b>	<b>Course Code: BBAT434</b>
<b>Total number of hours: 60 Hrs</b>	<b>Credits: 4</b>
<p><b>Course Description:</b> The paper will provide a thorough overview to destination geography in international tourism. The learners should be able to develop an in-deep knowledge and understanding on the major international tourist destinations. They will gain a clear overview and familiarity on the intra-regional tourism trends in major tourism generating areas of the world.</p>	
<p><b>Course Objectives:</b></p> <p>Global Tourism Geography is offered with an objective to introduce students to understand the significance of destination geography in international tourism. The modules are developed to familiarize students with the intra-regional tourism trends in major tourism generating areas. The paper comprehensively examines to develop in depth knowledge about major international destinations. Students studying this paper are to be equipped with primary knowledge in reading and interpreting the world map. Level of knowledge is conceptual, analytical and enhances clear understanding about the major international tourist destinations and the recent trends in intra-regional tourism in major tourist generating areas of the world.</p>	

**UNIT I – Tourism Geography of Europe**

**20 Hours**

Introduction to Europe; Intra-Regional Tourism in Western Europe; Major tourist attractions in the countries of Western Europe, namely United Kingdom, France, Germany, Austria, Switzerland, Italy, Spain and Portugal; Tourist Attractions in the Scandinavian and Nordic Countries and in Eastern Europe; Map Plotting

**UNIT II – Tourism Geography of Middle East**

**10 Hours**

Introduction to the Middle East Region; Countries in the Middle East; Tourist Attractions in Israel, Saudi Arabia, Oman, Qatar, Jordan and UAE; Map Plotting

**UNIT III – Tourism Geography of Asia**

**15 Hours**

Introduction to Asia, South East Asia, Far East Asia and the Indian Sub-Continent; Intra -regional Tourism trends in Asia; Major Tourist Attractions in Pakistan and Afghanistan, India, Nepal and Sri Lanka, Tourist Attractions in Russia and China, Tourist Attractions in Hong Kong, Singapore, Malaysia, Thailand, Indonesia, Cambodia, Laos and Vietnam; Map Plotting

**UNIT IV – Tourism Geography of Australia**

**5 Hours**

Introduction and Intra-Regional Tourism in Australia, New Zealand and the Pacific Islands; Map Plotting

**UNIT V – World Time Calculation**

**10 Hours**

Introduction to Latitudes, Longitudes, GMT, DST, Standard Time, International Date Line, Time Zones and OAG Time Calculator, Calculation of Time, Time Differences, Flying Time

**Essential Reading**

Burton, Rosemary, Travel Geography, Longman Edn. 2010.

Cooper, Chris and Bonifare, Worldwide Destinations, the Geography of Travel and Tourism, Butterworth

**Suggested Reading**

Hudman, Lloyd and Jackson Richard, Geography of Travel and Tourism, Delmar Publishers, Edn: 2011

Perlitz, Lee and Elliot, Steven, International Destinations, Prentice Hall, Edn. 2012.

IATA/UFTAA Foundation Course Study Materials.

<b>Course Name: Business Analytics</b>	<b>Course Code: BBAT455</b>
<b>Total number of hours:60 Hrs</b>	<b>Credits: 3</b>
<p><b>Course Description:</b> This course provides the knowledge base for understanding the principles, concepts, tools and techniques of business analytics for effective decision making by creating insights from data. The primary objective is to provide a framework for gaining an insight to visualization of business analytics. The course will also provide insights to predictive modelling techniques and application of analytics in various management functional areas.</p>	
<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To introduce Analytics as a tool for Business Decision Making</li> <li>2. To Analyse the theory and concepts of Business Analytics.</li> <li>3. To give an insight into data and its characteristics.</li> <li>4. To understand the descriptive and predictive models of data analytics.</li> <li>5. To apply the analytical techniques in various management functional areas and find solutions to realistic business problems and establish ethical decision-making in ambiguous situations</li> </ol>	
<p><b>Course Learning Outcomes:</b> On having completed this course student should be able to:</p> <p>CLO1 To be able to process the data and understand the data analysis</p> <p>CLO2 To apply analytical tools and practices inorder to develop data based managerial ability</p> <p>CLO3 To be able to analyze data to gain a better knowledge of characteristics of data.</p> <p>CLO4 To evaluate the pattern of the data and make viable business decisions.</p> <p>CLO5 To be able to develop solutions across a range of functional areas like Marketing Finance, HR and Operations.</p>	
<p><b>Pedagogy:</b> This course uses multiple pedagogies like interactive lecture, students discussions and PPTs, research article, a field visit, and form of experiential learning.</p>	
<p><b>Syllabus</b></p> <p><b>UNIT 1</b> <span style="float: right;">10 Hours</span></p> <p><b>Introduction to Analytics</b></p> <p>Data – information – intelligence – knowledge approach, What is analytics, types of analytics, organization and source of data, importance of data quality, dealing with missing or incomplete data, popular tools used for analytics, Role of Data Scientist in Business &amp; Society, Analytics Methodology</p> <p><b>UNIT II</b> <span style="float: right;">8 Hours</span></p> <p><b>Business Analytics Process and Overview of Using Data</b></p>	

Data Selection, Data classification, Data Reduction, Data Exploration, Data Preparation, Data Partition, Types of data, modifying data using Excel, creating distribution from data, measures of location, measures of variability, analysing distribution, measures of association

**UNIT III**

8 Hours

**Data Visualisation**

Data visualisation, Tables, Charts, Advanced data visualisation, data dashboards

**UNIT IV** 9 Hours

**Predictive Modeling Techniques**

The simple linear regression model, least square method, assessing the fit of simple regression model, multiple regression models.

**UNIT V**

9 Hours

**Time Series Analytics and Forecasting**

Time Series Pattern, forecast, accuracy, moving averages, seasonality.

**UNIT VI**

8 Hours

**Application Fields**

Marketing Analytics, Finance Analytics, HR Analytics, Operation Analytics

**UNIT VII**

8 Hours

Problem formulation - payoff tables, decision trees; Decision analysis without probabilities : optimistic approach, conservative approach and mini-max regret approach; Decision analysis with probabilities : expected value approach, risk analysis and sensitivity analysis; Decision analysis with sample information - expected value of sample information and expected value of perfect information

**Core Text:**

**Reference Books:**

1. Camm, J. D., Cochran, J. J., Fry, M. J., Ohlmann, J. W., & Anderson, D. R. (2018). *Essentials of Business Analytics (Book Only)*. Nelson Education.
2. James R. Evans, *Business Analytics: Methods, Models & Decisions*, 1<sup>st</sup>edi. Prentice Hall

## Semester 5

### BBBAT531-GLOBAL TOURISM GEOGRAPHY I

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

#### **Course Description and Course Objectives**

The paper will provide a thorough overview to destination geography in international tourism. The learners should be able to develop an in-deep knowledge and understanding on the major international tourist destinations. They will gain a clear overview and familiarity on the intra-regional tourism trends in major tourism generating areas of the world.

#### **Course Outcomes**

Global Tourism Geography is offered with an objective to introduce students to understand the significance of destination geography in international tourism. The modules are developed to familiarize students with the intra-regional tourism trends in major tourism generating areas. The paper comprehensively examines to develop in depth knowledge about major international destinations.

#### **Unit-1**

**Teaching Hours:10**

#### **Introduction to Tourism Geography**

Importance of Geography in Tourism, Destination Geography: 5 A's of Destination – Attractions – Accessibility – Cost and Standards of Living – Culture – Climate – Physical Geography – Cultural Geography – Introduction to World Continents and Oceans; Map Plotting

#### **Unit-2**

**Teaching Hours:15**

#### **Tourism Geography of North America (Canada and USA)**

Introduction to North America, Intra-Regional Tourism between Canada and USA, Major Cities and their Tourist Attractions in Canada and United States of America; Map Plotting

**Unit-3****Teaching Hours:10****Tourism Geography of Latin America**

Introduction to Latin America; Intra-Regional Tourism between Mexico and Central American Countries; Tourist Attractions in Mexico and in the Central American Countries; Map Plotting

**Unit-4****Teaching Hours:15****Tourism Geography of South America**

Introduction to South America; Intra-Regional Tourism between the South American Countries; Tourist Attractions in Brazil, Argentina, Peru, Chile; Paraguay and Uruguay; Map Plotting

**Unit-5****Teaching Hours:10****Tourism Geography of Africa**

Introduction to Africa; Political, Geographical and Physical Features of Africa, Tourist Attractions in Morocco, Egypt, Kenya, Tanzania, Ethiopia, South Africa and Zimbabwe; Map Plotting

**Essential References**

Burton, Rosemary, Travel Geography, Longman Edn. 2010.

Cooper, Chris and Bonifare, Worldwide Destinations, the Geography of Travel and Tourism, Butterworth

**Recommended References**

Hudman, Lloyd and Jackson Richard, Geography of Travel and Tourism, Delmar Publishers, Edn: 2011

Perlitz, Lee and Elliot, Steven, International Destinations, Prentice Hall, Edn. 2012.

IATA/UFTAA Foundation Course Study Materials

### **Additional Information**

In order to familiarize with the tourism destinations Students will be given Maps of different continents and will be asked to plot the cities on the map

## **BBBAT532-TAXATION LAW**

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:3**

### **Course Description and Course Objectives**

An overall study about the theoretical and practical aspects of various Direct and Indirect Taxes in India. Legal frame work and administrative set up of Direct taxes and Collection and Administration of Indirect taxes in India with reference to relevant Acts and Rules governing the same.

- To impart practical knowledge of Direct Tax
- To equip the students to compute the income the under the various heads.
- To enable the students to know the deductions from gross total income of individuals
- To enable the students on tax plantings for individuals
- To Orient the Students about the process of GST

### **Course Outcomes**

- Basic concepts in Income Tax and their meaning
- Computation of Taxable Income under different e Heads of Income
- Various deductions from taxable income as per the provisions of Section 80
- Calculation of Income Tax liability of Individual assesses
- Determination of GST liability

**Unit-1**

**Teaching Hours:4**

### **Introduction To Taxation**

Introduction To Taxation-Direct And Indirect Tax, Income Tax Act 1961, Income Tax Rules 1962, Finance Act, Scheme of IT An Over-View Basic Concepts- Assessee, Person, Assessment Year, Previous Year, Agricultural Income, Income, GTI, Total Income

**Unit-2****Teaching Hours:5****Residential Status And Incidence of Tax**

Determination of residential status, Sec 6 (1), 6 (6), Exceptions to section 6 (1), 6 (6), Kinds of income, Indian income, Foreign income, Practical problems, Incidence of tax (U/S 5), Problems on Incidence of tax (U/S 5), Exempted Income.

**Unit-3****Teaching Hours:10****Income from Salary**

Chargeability, Various Allowances, Perquisites, And Their Valuation, Treatment of Provident Fund, profit the Lieu of salary, Deductions From Gross Salary.(Practical Problems).

**Unit-4****Teaching Hours:7****Income from house property:**

Chargeability, annual value and its determination, deductions from annual value, Treatment of Vacancy period and Unrealized Rent, (practical problems).

**Unit-5****Teaching Hours:6****Profits and Gains of Business**

Meaning Of Business, Admissible and Inadmissible expenses Sec 30-44D, Incomes Chargeable,Computation Of Taxable Income, Deemed Profit And IncomesTreatment Of Depreciation, Practical Problems.

**Unit-6****Teaching Hours:6**

## **Capital Gains**

Meaning of important terms, Basis of charge, Types of Capital Gains – STCG & LTCG, Computation of capital gains exemptions from LTGC, All deductions. (Practical Problems)

## **Unit-7**

**Teaching Hours:6**

## **Income from Other Source**

Chargeability, General Incomes, Specific incomes, Incomes taxable, deductions allowed, Grossing up of income, computation of taxable income Clubbing of income & set off and carry forward (only theory).

## **Unit-8**

**Teaching Hours:6**

## **Deductions from gross total income Assessment of individuals**

Deductions from gross total income Assessment of individuals: Computation of total income and tax liability, Deductions U/S 80C, 80D, 80DDB.

## **Unit-9**

**Teaching Hours:10**

## **Goods and Services Tax**

Introduction to Goods and Services Tax, Orientation to CGST, SGST and IGST, Taxable and Exempted Services; Valuation of Taxable Value of Goods and Services; Computation of GST Liability on Supply of Goods and Services, Set-off of Input, Problems on determination of taxable value of Supply.

## **Essential References**

Gaur, V.P.&Narang, B.K. (2017). *Income Tax Law and practice*. (Latest edition). New Delhi :Kalyani Publishers

## **Recommended References**

Mehrotra, H.C., &Goyal, S.P. (2017). *Income Tax Law and practice*, (Latest edition). SahityaBhavan Publishers.

Prasad, B. (nd). *Income Tax Law and practice* (2017). New Age Publications.

## **BBBAT533-E-BUSINESS**

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:3**

### **Course Description and Course Objectives**

#### **Course Description**

This subject will help to understand the E-Business Decisions, Strategies and E-Commerce system used in organizations and how E-Business system works in tourism industry.

#### **Course Objectives**

- To understand how electronic commerce is affecting business enterprises, governments, consumers and people in general.
- Provide a fundamental understanding of the different types and key components on business models in the New Economy.
- Provide guiding principles behind the design and strategy of the customer web interface.
- Provide an overview of the hardware, software, servers, and the parts that make up the enabling “railroad” for the New Economy.
- Understand the traditional and new communication/marketing approaches that create competitive advantage in the New Economy.

#### **Course Outcomes**

##### **Learning Outcome**

Upon the successful completion of this course, students will be able to manage and make professional decisions concerning IT systems as directors and managers and be familiar with standard applications in the tourism field.

#### **Unit-1**

**Teaching Hours:10**

##### **E-Commerce**

E-Commerce: The Revolution -The Difference Between E-commerce and E-business -Features of E-commerce -Types of E-commerce -Social E-commerce -Mobile E-commerce (M-commerce)-Local E-commerce -Growth of the Internet, Web, and Mobile Platform-Origins and Growth of E-commerce -A Brief History-Invention-Consolidation-Reinvention -Assessing E-commerce: Successes, Surprises, and Failures-Insight on Business: Start-Up Boot Camp -Predictions for the Future: More Surprises - Understanding E-commerce: Organizing

Themes-Technology-Infrastructure- Basic Concepts -Academic Disciplines Concerned with E-commerce - Technical Approaches -Behavioral Approaches -Case Study

## **Unit-2**

**Teaching Hours:10**

### **E-Business Models**

E- Business Models -Key Elements of a Business Model-Value Proposition-Revenue Model - Market Opportunity -Competitive Environment - Competitive Advantage -E-commerce Business Models and Concepts -Business-to-Consumer (B2C) Business-to-Business (B2B)-E-commerce Enablers-E-Commerce Changes Business: Strategy, Structure-Case Study.

## **Unit-3**

**Teaching Hours:10**

### **E-Commerce Infrastructure**

The Internet-The Evolution of the Internet-Key Technology Concepts      The Internet Today- Internet Service Providers - Who Governs the Internet? - The Future Internet Infrastructure -The Internet, Web, and Mobile Platform - The Web- Features and Services-E-mail-Instant Messaging -Search Engines -Online Forums and Chat -Streaming Media- Cookies -Online Social Networks - Blogs -Really Simple Syndication (RSS) -Podcasting - Wikis -Music and Video Services -Internet Telephony - Video Conferencing, Video Chatting, and Telepresence - Online Software and Web Services: Web Apps, Widgets, and Gadgets – Intelligent Personal Assistants-Mobile Apps-cases

## **Unit-4**

**Teaching Hours:10**

### **E-Business Marketing and Advertising concepts**

Consumers Online-The Internet Audience and Consumer Behavior-Internet Traffic Patterns e-commerce marketing and advertising concepts - Trust, Utility, and Opportunism in Online Markets-Digital Commerce Marketing and Advertising Strategies-The Web Site as a Marketing Platform- Establishing the Customer-Relationship-Search Engine Marketing and Advertising-Display Ad Marketing -E-mail Marketing-Affiliate Marketing-Viral Marketing-Lead Generation Marketing-Social, Mobile, and Local Marketing and Advertising

Multi-Channel Marketing-Integrating Online and Offline Marketing- Internet Marketing Technologies-The Revolution in Internet Marketing Technologies-Web Transaction Logs-Databases, Data Warehouses, Data Mining, and Big Data-Understanding the Costs and Benefits of Online Marketing-Online Marketing Metrics

## **Unit-5**

**Teaching Hours:10**

### **E-commerce Security and Payment Systems**

The E-commerce Security Environment-What Is Good E-commerce Security? -Dimensions of E-commerce Security-The Tension Between Security and Other Values-Security Threats in the E-commerce Environment- Malicious Code-Potentially Unwanted Programs (PUPs)-Phishing-Hacking, Cybervandalism, Hacktivism, and Data Breaches-Credit Card Fraud/Theft-Spoofing, Pharming, and Spam (Junk) Web Sites-Identity Fraud-Denial of Service (DOS) and Distributed Denial of Service (DDOS) Attacks-Sniffing-Insider Attacks-Security issues-Protecting Internet Communications-Encryption-Public Key Encryption Using Digital Signatures and Hash Digests-Securing Channels of Communication-Secure Sockets Layer (SSL) and Transport Layer Security

Payment Systems-Types of Payment Systems-Online Credit Card Transactions-Credit Card E-commerce Enablers-Limitations of Online Credit Card Payment Systems-Alternative Online Payment Systems-Smartphone- Wallet-Digital Cash and Virtual Currencies-Electronic Billing Presentment and Payment

## **Unit-6**

**Teaching Hours:10**

### **Ethical, Social and Political Issues in E-Commerce**

Understanding Ethical, Social, and Political Issues in E-commerce-A Model for Organizing the Issues-Basic Ethical Concepts: Responsibility, Accountability, and Liability- Analyzing Ethical Dilemmas-Candidate Ethical Principles-Privacy and Information Rights -Information Collected at E-commerce Sites-Social Networks and Privacy-Mobile and Location-Based Privacy Issues-Profiling and Behavioral Targeting-The Internet and Government Invasions of Privacy: E-commerce- Surveillance-Legal Protections-Informed Consent-Cyber squatting and Brand jacking- Cyber piracy-Net Neutrality-Public Safety and Welfare-Protecting Children-Relevant cases

### **Essential References**

Napier, Judd, & Kivers. (n.d.). (4th ed.). Vikas Publication House.

Kivers Michael D. Hutt. (n.d.). *Business Marketing Management : B2B* (9th ed.). Cengage Learning.

Louis .E. Boone, & David . L. Kurtz. (n.d.). *Contemporary Marketing* (11th ed.). Thomson South Western Publication

Braham ,B. (2000). *Computer System in Hotel & Catering Industry* (4th ed.). New Delhi: Tata Mc Graw hill.

Murthy,C. (2001). *Management Information Systems* (6th ed.). India: Himalaya Publishing House.

Rajput, W. (2000). *E-Commerce systems architecture and applications*. Boston, Mass.: Artech House.

Cohan, P. (2000). *E-profit high payoff strategies for capturing the e-commerce edge*. New York: AMACOM.

Caves, R. (2000). *Creative industries: Contracts between art and commerce*. Cambridge, Mass.: Harvard University Press.

Mennecke, B., & Strader, T. (2002). *Mobile commerce technology, theory, and applications*. Hershey, PA: Idea Group Pub.

### **Recommended References**

Laudon, K., & Traver, C. (2002). *E-commerce: Business, technology, society*. Boston: Addison Wesley.

### **Additional Information**

#### **Level of Knowledge**

Basic and advanced level on the E-Business Decisions, Strategies and E-Commerce system used in organizations

## **BBBAT541B-DESTINATION MANAGEMENT**

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Description and Course Objectives**

This course aims to provide students with a broad understanding of the operational aspects of the tourism industry, together with knowledge of the basic principles which underpin the planning and operational aspects involved in tourism development.

### **Course Outcomes**

Destination management is offered with an objective to understand the tourism development and planning process providing a brief background of planning modules to enhance technical knowhow on the quality growth of tourism resources with a global inference. This paper highlights the methodical relevance and is conceptual in nature. The functional skill set offered through the course familiarizes the students to analyze the policy guidelines for effective tourism development and planning.

### **Unit-1**

**Teaching Hours:12**

#### **Destination Management**

Definition, Typology of destinations – Destination mix- Interdependencies between the destination mix elements – Hospitality resources - Reasons for destination development – Competitive destinations and futurity dimensions – Benchmarking destinations – Vigor and deficiencies of a tourism destination – Reasons for deterioration of destinations – Strategies to revitalize and restore competency. Tourism System: Modified Leiper’s Model. Tourism development: Introduction, components of tourism Development: Stakeholders and Agents in Development: Public and private sector, NGO’s, Local governing bodies etc. Destination management system and techniques.

### **Unit-2**

**Teaching Hours:12**

#### **Public Sector and Tourism Policy**

Concept, Need, Objectives and Principal lines of Public tourism policy- characteristics and elements in policy- Process of tourism policy - Formulation - Structure and composition of Tourism Policy- Approaches to Tourism policy. The role of Govt. public and private sector in the formation of tourism policy- Role of International, National, State and local tourism organizations in carrying out tourism policies- National Action

Plan 1992 onwards-Policies on Tourism and -Tourism policy Analysis - Strategic planning and management in tourism - Strategic objectives and policies – premeditated approaches in policy formulation.

### **Unit-3**

**Teaching Hours:12**

#### **Tourism and Destination Planning**

Significance and need for tourism planning-purpose of tourism planning- contemporary planning approaches and techniques- Process of tourism planning-study preparation-determination of objectives- Relevance of resource planning- Planning of destinations at transnational level - Master Plan- Planning process - Elements of tourism plan - Tourism impact analysis- recommendation-implementation and monitoring- Levels and types of tourism planning-international, national, regional and sub regional planning. Role of public and private sector in tourism planning - Challenges and issues addressed.

### **Unit-4**

**Teaching Hours:12**

#### **Deliberations in Destination Planning**

Determinants in destination planning - Planning Process - Sustainable destination development- Consequences of involuntary tourism development and barriers in destination planning- Destination Audit – Procedures involved - Renaissance and revitalizing procedures for developed destinations - Tourism Investment Strategy- Role of dominant stakeholders: Government sectors lead role and types of incentives – Criteria for government’s fiscal assistance. Role of private sectors initiatives and public private partnership for destination development.

### **Unit-5**

**Teaching Hours:12**

#### **Destination Development and Sustainable Future**

Economic growth and development- Principal economic drivers – Fundamental determinants: Economic viability, social prosperity, visitor appreciation, physical integrity, biological diversity, resource efficiency and ecological purity. Sustainable tourism development – Steps taken by the Ministry of Tourism, Govt. of India to ensure methodical Tourism development - Linkage of tourism planning and tourism development – Prefeasibility study and economic feasibility aspects – Cost benefit analysis and environmental impact analysis. Case Studies on emerging trends in destination management.

## Essential References

- Bhatia, A.K. (2009). *Tourism Development: Principles & Practices*. Sterling Publishers.
- Burkart, A. J, &Medlik, S. (1994). *Tourism Past, Present and Future*. London: William Heinemann Ltd.
- Cooper, C. Fletcher, J. Gilbert, D. &Wanhill, S. (2000). *Tourism Principles and Practices*. London: Pitman Publishing.
- Christie, R. M. & Morrison. A.M (2006). *The Tourism System*. 5th Edn. New York: Kendall/ Hunt Publishing Company
- Swain, K.S & Mishra, M.M. (2012). *Tourism Principles and Practices*. Delhi: Oxford University Press

## Recommended References

- Douglas, F. (1995). *Travel & Tourism Management*. London: Macmillan
- Edward, I. (1991). *Tourism Planning – An integrated and sustainable Development Approach*. New York: John Wiley & Sons Inc.
- Gartner, W. C. (1996). *Tourism Development Principles, Process and Policies*. New York: John Wiley & Sons.
- Mill, R. C., & Morrison, A. M. (2006). *The Tourism System*. Kendall-Hunt Publishing Company.
- Seth, P. (1997). *Successful Tourism Planning and Management*. Cross Section Publications.

## **BBBAT542B-CONSUMER BEHAVIOR IN TOURISM**

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Description and Course Objectives**

To introduce new concepts, terminologies and models used in the field of Consumer Behavior. To provide an understanding of how demand and Consumer Behavior is analyzed in the Tourism Industry. The Course will also highlight the emerging trends in Consumer Behavior and the issues encountered in the research on Consumer Behavior.

### **Course Outcomes**

To introduce new concepts, terminologies and models used in the field of Consumer Behaviour. To elucidate the different needs, motivation, perception and attitude of tourists as consumers. To provide an understanding of how demand and Consumer Behaviour is analyzed in the Tourism Industry. It explains to the learners the various factors namely reference groups, family and social class that can have an influence on the tourist's consumption behaviour. The module will also highlight the issues that can have an impact on the future of Consumer Behaviour with regard to emerging trends, and the issues encountered in research on Travel Consumption Behaviour.

### **Unit-1**

**Teaching Hours:6**

#### **Introduction to Consumer Behavior in Tourism Industry**

Definition and scope of Consumer Behavior - Role of Consumer Behavior in Marketing and Tourism - Development of the Travel Behavior field, Consumer behavioral models - Howard-Sheth Model of Buying Behavior with its implication in the Tourism Industry

### **Unit-2**

**Teaching Hours:14**

#### **Traveler as an Individual**

#### **Travel Needs and Motivation**

Meaning of Travel Motivation; Travel Needs and Goals; Dynamic Nature of Travel Motivation; Types and Systems of Needs - Maslow's Hierarchy of Needs - McClelland's Theory of Need Achievement - Vroom's Expectancy theory - Freud's Psychoanalytical theory, with their Applications in the Tourism Industry

### **Travel Personality and Consumer Behavior**

Meaning and nature of Travel Personality; Personality – Freudian & Trait Theories of Personality; Self Concept - Self Images; Lifestyle and AIO inventories; Tourism Brands and Brand Personality

### **Consumer Perception**

Meaning and dynamics of Perception – Absolute and Differential threshold; Selective Perception; Consumer Imagery – Brand Image; The SERVQUAL Scale used in the Tourism Industry – Quality; Perception of Travel Risk; Perceptual Organization – Categorization and Inference

### **Learning and Cognitive Process**

Meaning of Learning; Behavioral Learning Theories – Classical Conditioning, Operant Conditioning and Observational Conditioning – Implications of Learning in the Travel Industry

### **Consumer Attitudes**

Nature and function, Travel Attitude formation; Structural Models of Attitude – Tri-Component and Multi-Attribute Models – TORA and their implications in Travel Behavior, Travel Attitude Change

## **Unit-3**

**Teaching Hours:12**

### **Traveler in their Social and Cultural Setting**

#### **Group Dynamics and Reference Groups**

Meaning of Reference Groups; Influence of Reference Groups on Tourists' behavior; Types of Reference Groups

#### **The Family**

Concept and functions of family; Importance of family in Indian context, Family Travel Decision Making; Role conflict and its resolution; Family Life Cycle and Travel Behavior, Tourist socialization, Role of children

#### **Social Class and Travel Behavior**

Meaning and measurement of Social Class; Lifestyle Profiles of social classes; Implications of Social Class on Tourist Behavior

#### **Culture and Travel Behavior**

Meaning and characteristics of Culture; Measurement of Culture; Values – Terminal and Instrumental Values; Rokeach-Indian Core Values; Impact of Values on Travel Behavior; ACV Laddering, Sub Cultural Aspects and

their influence on Tourist Behavior

#### **Unit-4**

**Teaching Hours:10**

##### **Travel Decision Making Process**

###### **Personal Influence & Opinion Leadership Process**

Meaning, dynamics and measurement of Opinion Leadership – A profile of the Opinion leader; Interpersonal flow of communication; Opinion Leadership and a firm's promotional strategy --Diffusion of Innovations in Tourism; Types of Innovations; The Diffusion process - Consumer and Industrial; The Adoption Process; Travel Product/Service Characteristics and Consumer Resistance; Diffusion enhancement strategies; A profile of the Traveler as a Consumer Innovator

###### **Travel Decision Making**

A model of Consumer Decision Making in Travel; Problem recognition and Information Search; Evaluations - Compensatory and Non-Compensatory; Conjunctive; Disjunctive and Lexicographic choice rules; Purchase Choices; Post purchase Process – Dissonance; Satisfaction/dissatisfaction; Attribution theory; Travel Dissatisfaction responses; Forms of Disposal behavior.

#### **Unit-5**

**Teaching Hours:10**

##### **Emerging Issues in Consumer Behavior**

Consumerism and Public Policy; Meaning, Rights of Consumers as a Tourist; Institutions and their role; Ethical, Safety and environmental issues in the Tourism Industry; Consumer Protection Acts; Travel Behavior and E-business; On line Tourists Buying Behavior; Tourists decision making process on the Internet.

#### **Unit-6**

**Teaching Hours:8**

##### **Role of Research in Consumer Behavior**

Consumer Research with special reference to Syndicated Research in the Travel Industry; Motivational Research, Attitude measurement and Satisfaction measures in the Travel Industry.

### **Essential References**

Hawkins, D., & Best, R. (2010). *Consumer Behavior Implications for Marketing Strategy*. (8ed). Boston.

Schiffman, L., & Kanuk, L. (2009). *Consumer Behavior*. (7ed). Australia: Prentice Hall & Pearson Education.

### **Recommended References**

Assael, H. (2008). *Consumer Behavior: A Strategic approach*. (4ed). New Delhi: Dreamtech Press.

Irwin, Loudon & Della, B. (2010). *Consumer Behavior Concepts and Applications*. (4ed). India: Tata McGraw Hill.

### **Additional Information**

Minor modifications are incorporated.

## **BBBAT543B-SUSTAINABLE TOURISM**

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Description and Course Objectives**

This course aims to provide students with an extensive perceptiveness on the environmental and sustainable aspects of tourism, in concert with the understanding of the basic principles of sustainability. The paper disseminates planning and operational aspects involved in sustainable tourism development.

### **Course Outcomes**

Sustainable tourism is offered with an objective to understand the relevance of environmental awareness among tourism planners for successful tourism development. The modules are developed to enhance specialized knowhow on the quality growth of tourism resources with a sustainable approach. Sustainability in Tourism comprehensively examines the theoretical and applied dimensions of contemporary sustainable tourism from a global perspective.

### **Unit-1**

**Teaching Hours:12**

#### **Introduction to Sustainability**

Introduction to Sustainable Tourism: Definition, Concept, Growth and Principles. Tourism and Environmental Relevance – Man and environmental relationship – Environment and resources – Approaches to the study of ecology – Ecological concepts and principles – The Environmental Impact of Tourism - Advocating sustainable tourism – Resistance to sustainable tourism – Principles of sustainable tourism – Concept of Carrying Capacity – Tourism Activities and their Linkages to Ecology and Environment – Problems and prospects for sustainability - Issues and Challenges.

### **Unit-2**

**Teaching Hours:12**

#### **Sustainability and Eco Tourism**

Eco – tourism as a worldwide phenomenon - Concept and planning of eco – Tourism destinations - Developing and implanting Eco tourism guidelines for wild lands and neighbouring communities - Eco – tourism and community development - Conference, convention & declaration related to environments – WECD commission

- Rio – declaration ( Agenda 21), Quebec declaration - Environmental Code of conduct. Role of regulatory and international bodies in sustainability – Challenges and concerns.

### **Unit-3**

**Teaching Hours:12**

#### **Global Concerns and Impact Mitigation measures**

Tourism and global concerns – Rise in Temperature – Melting of Snow Caps – Rise in Sea Level, Monsoon and its Changes – The impact of global concern on tourism – Prevention of Hazards. Environmental Impact Assessment (EIA) – The need for EIA – Steps of EIA- Usage of EIA – in conserving ecology and environment – UN Initiatives on Ecology and Environment. Tourism Development and Economic Planning - Tourism Investment Strategy and role of host government. Tourism in protected areas: trends affecting the planning of tourism and protected areas- Growth and diversification of market niches- Potential benefits and risks of tourism in protected areas - Tourism in protected areas which are not publicly owned or managed - Future Prospects and policy alternatives.

### **Unit-4**

**Teaching Hours:12**

#### **Service Learning and Sustainable Tourism**

Contemporary approaches in sustainable Tourism – Sustainability and community involvement – Community participation through tourism business – Tourism entrepreneurship and host community - Role of SMEs (Small and Medium Enterprises) in travel industry and destination development - Alternative Forms of Tourism - Preserving Heritage and Community Based Cultural Tourism – Sustainability and destination branding – Prospective measures and Strategy formulation

### **Unit-5**

**Teaching Hours:12**

#### **Trends and issues in global sustainability**

Challenges in retaining absolute sustainability – Global indicators and sustainable energy future. Sustainability and innovation - Energy demand forecasts and Climate policy agenda - Carbon management in tourism- Background: The interrelationship between tourism and climate change- Carbon Management: Principles and Strategies - Carbon Management: Case Studies. The Future of Sustainable Tourism and Drivers of Change over the Next Decade.

## Essential References

### Essential Reading

- Bhatia, A.K. (2009). *Tourism Development: Principles & Practices*. Sterling Publishers.
- Burkart, A. J, &Medlik, S. (1994). *Tourism Past, Present and Future*. London: William Heinemann Ltd.
- Chandra, P. (2003). *Global Ecotourism, Codes, Protocol and Charter*. New Delhi: KanishkaPublication.
- Chandra, P. (2004). *International Eco Tourism Enviroment Rules & Regulation*. New Delhi: Kanishka Publication.
- Christie, R. M. & Morrison. A.M (2006). *The Tourism System*. 5th Edn. New York: Kendall/Hunt Publishing Company
- Cooper, C. Fletcher, J. Gilbert, D. &Wanhill, S. (2000). *Tourism Principles and Practices*. London: Pitman Publishing.
- Conrady, R., & Buck, M. (2010). *Trends and Issues in Global Tourism*. Springer.
- Swain, K.S & Mishra, M.M. (2012). *Tourism Principles and Practices*. Delhi: Oxford University Press

### Recommended Reading

- Douglas, F. (1995). *Travel & Tourism Management*. London: Macmillan
- Mill, R. C., & Morrison, A. M. (2006). *The Tourism System*. Kendall-Hunt Publishing Company.
- Mill, R. C., & Morrison, A. M. (1992). *The Tourism System: An Introductory Text*. London: Prentice Hall.
- Negi, J. (1990). *Tourism Development and Resource Conservation*. New Delhi: Metropolitan.
- Pearce, D.W. &Warford, J. J. (1993). *World Without End: Economics, Environment and Sustainable Development*. World Bank Environment Department.

## Recommended References

### Essential Reading

- Bhatia, A.K. (2009). *Tourism Development: Principles & Practices*. Sterling Publishers.
- Burkart, A. J, &Medlik, S. (1994). *Tourism Past, Present and Future*. London: William Heinemann Ltd.
- Chandra, P. (2003). *Global Ecotourism, Codes, Protocol and Charter*. New Delhi: KanishkaPublication.
- Chandra, P. (2004). *International Eco Tourism Enviroment Rules & Regulation*. New Delhi: Kanishka Publication.

Christie, R. M. & Morrison. A.M (2006). *The Tourism System*. 5th Edn. New York: Kendall/Hunt Publishing Company

Cooper, C. Fletcher, J. Gilbert, D. & Wanhill, S. (2000). *Tourism Principles and Practices*. London: Pitman Publishing.

Conrady, R., & Buck, M. (2010). *Trends and Issues in Global Tourism*. Springer.

Swain, K.S & Mishra, M.M. (2012). *Tourism Principles and Practices*. Delhi: Oxford University Press

### **Recommended Reading**

Douglas, F. (1995). *Travel & Tourism Management*. London: Macmillan

Mill, R. C., & Morrison, A. M. (2006). *The Tourism System*. Kendall-Hunt Publishing Company.

Mill, R. C., & Morrison, A. M. (1992). *The Tourism System: An Introductory Text*. London: Prentice Hall.

Negi, J. (1990). *Tourism Development and Resource Conservation*. New Delhi: Metropolitan.

Pearce, D.W. & Warford, J. J. (1993). *World Without End: Economics, Environment and Sustainable Development*. World Bank Environment Department.

## **BBBAT581-INTERNSHIP**

**Total Teaching Hours For Semester:45**

**No of Lecture Hours/Week:3**

**Max Marks:50**

**Credits:2**

### **Course Description and Course Objectives**

To Understand functioning of an organisation.

### **Course Outcomes**

Students get to learn the intricasis of an organisation on a day to day basis for a period of 45 Days.

### **Unit-1**

**Teaching Hours:5**

#### **Introduction**

Introduction to specific sector of their Internship.

### **Unit-2**

**Teaching Hours:10**

#### **Company Profile**

A detail description of the organisation and its structure.

### **Unit-3**

**Teaching Hours:10**

#### **Learning experience**

SWOT Analysis

**Unit-4****Teaching Hours:10****Findings and observations**

Students prepare findings and observations based on their log book.

**Unit-5****Teaching Hours:10****Suggestions and Conclusion**

Summary of suggestions provided and conclusion to the report.

**Essential References**

APA

## **BBBHT541A-SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT**

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Description and Course Objectives**

To understand this course students should be familiar with the Indian and global financial systems, market mechanisms and instruments of investment from individual and corporate perspective, and aims at providing the students a comprehensive introduction to the areas of security analysis and portfolio management and equipping them with advanced tools and techniques for making profitable investment decisions

### **Course Outcomes**

- To understand the security valuation of models and decision making process
- To comprehend the portfolio construction, revision and risk return trade off.
- To equip students with the trading knowledge in cash and future market in India.
- To understand the importance of portfolio management.

### **Unit-1**

**Teaching Hours:5**

#### **Financial Meaning of investment**

significance of savings and investment - understanding of security, portfolio, speculation, gambling, and arbitrage mechanisms. Legal framework of securities market, Comparison between investment and speculation and its significance in Indian financial system. Profile of Indian investors and factors influencing investment decisions. Financial positions, tax positions, risk perception and attitude.

### **Unit-2**

**Teaching Hours:8**

#### **Investment Avenues and Attributes**

Investment options in India and foreign markets - characteristics features of financial instruments - company shares, debentures, bonds, convertible securities, hybrid securities, fixed deposits, Gilt- edged securities, post office schemes, company and public provident funds, Gold, ETFs, Mutual Funds, Real estate, and Insurance

schemes. Investment attributes - risk, return, security, marketability, liquidity and convenience

### **Unit-3**

**Teaching Hours:8**

#### **Risk and Return**

Analysis of risk & return, concept of total risk, factors contributing to total risk, systematic and unsystematic risk, Capital allocation between risky & risk free assets, Risk measurement - Standard deviation – Meaning of Beta – Computation and interpretation – Use of beta in estimating returns, Covariance, Correlation Coefficient (Including simple problems)

### **Unit-4**

**Teaching Hours:12**

#### **Security analysis: Fundamental and Technical**

Fundamental analysis – company, industry and economy analysis - Technical Analysis of stock -points and figures chart, bar chart, Indicators and Oscillators- ROC, RSI, Volume of Trade, Support and Resistance Level, Exponential Moving Average Analysis, MACD, Japanese Candlesticks

### **Unit-5**

**Teaching Hours:5**

#### **Share Valuation**

Factors influencing valuation - methods of equity valuation - Earning Valuation model, DCF methodology, P/E ratio, Dividend model, Zero and constant growth models. Intrinsic value method. Calculation of present and forecasted price of the stock, Efficient Market theory

### **Unit-6**

**Teaching Hours:5**

#### **Introduction to Bond Analysis**

Types of bonds– Major factors in bond rating process – Bond returns – Holding period return – Concept of yield

– Current yield – Yield-to-Maturity – Price-yield relationship

## **Unit-7**

**Teaching Hours:10**

### **Portfolio management**

Introduction- Meaning, return on portfolio, risk on portfolio, portfolio managers, SEBI guidelines for portfolio managers, portfolio management services. Portfolio Construction- Approaches, Determination of Objectives, Selection of Portfolio and Markowitz Efficient Frontier.

## **Unit-8**

**Teaching Hours:7**

### **Portfolio Evaluation and Revision**

Portfolio theory - contribution of William Sharpe, Jensen and Harry Markowitz, Single index model, Capital Asset Pricing model, Arbitrage Pricing Theory, Capital Market Line and Security Market Line.

### **Essential References**

Madhumati, R.M. (2012). *Investment Analysis and Portfolio Management*. New Delhi: Pearson Education.

Avadhani, V.A. (2013). *Security Analysis and Portfolio Management*. New Delhi: Himalaya Publications.

Bhalla, V.K. (2013). *Investment Management*. New Delhi: S. Chand.

Fischer, D. (2010). *Security Analysis and Portfolio Management*. New Delhi: Pearson Education.

Fischer D.E. (2012). *Security Analysis and Portfolio Management*. Pearson Education

### **Recommended References**

PunitavathiPandian(2013). *Security Analysis and Portfolio Management*. New Delhi: Vikas Publications

## **BBBHT542A-GLOBAL BUSINESS FINANCE**

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Description and Course Objectives**

The players in the foreign market are increasing in numbers with the presence of the much more liberalized policies and regulations. Students need to acquire knowledge on the functioning of trade globally and its financial implications. Knowledge of foreign exchange activities and the hedging of foreign exchange exposures and other related aspects of risk coverage while doing international business shall be imparted. The objective is to blend sound theoretical knowledge of foreign exchange economics with practical and procedural aspects of banks and other institutions connected with foreign exchange. It also provides understanding of risk management by banks as well as exporters and importers.

### **Course Outcomes**

- To get an overview of foreign exchange regulations and appreciate the relation between foreign trade and foreign exchange.
- To trace the evolution of exchange rate systems and appreciated the role of IMF in global exchange rate systems.
- To understand the features and working of foreign exchange markets, quotations and transactions in foreign exchange markets.
- To be aware of the different types of exchange exposures and appreciate the implications on business enterprises.
- To trace the various international financial crisis and to understand its impact
- To understand the Corporate Strategy in diversified volatile International financial markets

### **Unit-1**

**Teaching Hours:4**

#### **Introduction**

Meaning, Features, Need, Internationalization of Financial Markets. The evolution of Multinational Corporation, Role, and Functions of a multinational financial manager, Issues and Challenges of Global Business Finance.

### **Unit-2**

**Teaching Hours:8**

## **International Monetary System**

Evolution- Bimetallism, Classical Gold standard (1821-1914), Interwar period, Bretton Woods system (1946-1971), the post Bretton Woods (1971 – Present), IMF, The current exchange rate agreements, Fixed Versus Flexible Exchange Rate regime, European Monetary system, Emerging Market Currency Crisis- Mexican Peso Crisis (1994-1995), Asian Crisis (1997), Russian Crisis (1998), the Brazilian Crisis (1998-1999) The currency Crisis of September 1992.

### **Unit-3**

**Teaching Hours:12**

## **Foreign Exchange Markets**

The structure of the FOREX markets, Functions of Foreign exchange markets, The foreign exchange rates, Quotations, Bid-ask spreads, Arbitrage, Covered Interest Rate Arbitrage, The Spot Rate, Cross Rates – Spot Market, Forward Market- Currency Derivatives. Parity Conditions- Purchasing Power Parity, Interest Parity Theory, international Fisher Effect

### **Unit-4**

**Teaching Hours:12**

## **Foreign Exchange Risk Management**

Concepts- Measuring Foreign Exchange Exposure- Transaction Exposure, Translation Exposure and Economic Exposure in accordance with IAS 21. Managing Foreign Exchange Exposure- Forward Market Hedge, Money Market Edge, Exposure Netting, Exposure Matching, Lead and Lag Payments, Risk Shifting, Currency Risk Sharing, Currency Collars, Cross Hedging.

### **Unit-5**

**Teaching Hours:12**

## **International Corporation and Capital Budgeting**

Introduction, International Capital Budgeting, Incremental Cash flows, Issues in Foreign Investment Analysis- Estimation of cash flows – Adjustment of Repatriation of Revenues withholding Tax (Including Problems)

**Unit-6**

**Teaching Hours:6**

**Foreign Direct Investment and Corporate Strategy**

Foreign Direct Investment- Meaning, Importance, Theory of Multinational Corporation, the strategy of multinationals, Designing a global expansion strategy.

**Unit-7**

**Teaching Hours:6**

**International Financial Institutions and Instruments**

Basic Concepts: Meaning, Importance and Development. World Bank, International Monetary Fund, Asian Development Bank. Global Depository Receipts, American Depository Receipts, External Commercial Borrowings, Foreign Currency Convertible Bonds.

**Essential References**

Shapiro Alan. C., *Multinational Financial Management*, Prentice Hall, New Delhi.

**Recommended References**

Jeevanandam. C. *Foreign Exchange and Risk Management*. New Delhi: Sultan Chand & sons.

Apte P.G, *International Financial Management*, Tata McGraw Hill, New Delhi.

Mcrae T.N and D.P Walkar, *Foreign Exchange Management*, Prentice Hall.

Evilt H.E, *Manual of Foreign Exchange*.

Holgate H.C.F, *Exchange Arithmetic*.

Rajwade A.V., *Foreign Exchange Risk Management*, Prentice Hall of India.

Vij, M. *International Financial Management*. New Delhi: Excel Books.

## BBBHT543A-FINANCIAL MODELLING AND DERIVATIVES

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Description and Course Objectives**

#### Course Description:

This course covers different aspects of financial modelling using computer applications. It includes various topics such as, basics of derivatives, instruments and application of derivatives in risk management aspects relating stock trading.

#### Course Objectives:

The objectives of this Course is to

- Understand difference risk management tools
- Valuation of Futures and Options
- Commodity market operations and trading plat form
- Use of derivatives tools for corporate risk management

### **Course Outcomes**

By the end of this course, students are able to

- Understand and apply basic and advanced models for the financial aspects like Scenario Building, Goal seek, building integrated financial statements, Merger and acquisition, project finance and equity market research.
- Able to demonstrate, critical thinking, analytical and problem solving skills for constructing financial models.
- Gain knowledge on derivatives markets, instruments, pricing and trading strategies that are relevant for an individual who is willing to work as a trader or analyst in the area aforesaid.

### **Unit-1**

**Teaching Hours:12**

#### **Excel Proficiency**

Formatting of Excel Sheets, Data Filter and Sort , Charts and Graphs, Table formula and Scenario building, Goal seek, lookups, pivot tables, Macros, Recording of Macros, understanding Visual Basic Enviornment (VBE)

**Unit-2****Teaching Hours:6****Valuation Modelling**

Understanding Integrated Financial Models - Excel Efficiency Shortcuts and formulae - Cash and Interest Revolver - Building Historical Financial Statements - Ratio Analysis - Projecting Financial Statements.

**Unit-3****Teaching Hours:12****Mergers and Acquisitions (M&A) Modelling**

Building Merger Inputs - Stock and Cash Mix Deal - Contribution Analysis - Accretion and Dilution -

**Project Finance Modeling**

Why Project evaluation; stage of project; construction & development phase; funding during investment phase; costs during investment phase; life of project; decision making, cash flow waterfall & resolve circular reference problem in interest during construction; Understanding Date functions, Modeling Cash flow waterfall, Delays in Projects

**Equity Research Modelling**

Prepare an Income Statement, Balance sheet, Cash Flow Statement, Geographic Revenue Sheet, Segment Revenue Sheet, Cost Statement, Debt Sheet, Analyze Revenue Drivers

Forecast Geographic Revenues, Segment Revenues, Geographic Revenues, Cost Statement, Debt, Income Statement, Balance Sheet, Cash Flow Statement.

Performa Adjustments, Income Statement - Compute Margins, Balance Sheet -Compute Ratios

Cash Flow Statement Projection, Valuation- Discounted Cash Flow Method (DCF), Valuation – Relative Valuation (Football Field Chart)

Valuation – Assumptions for Valuation Model, Prepare Valuation Model, Prepare Presentation Sheet.

**Unit-4****Teaching Hours:8****Introduction to Derivatives**

Derivatives defined - factors driving the growth of derivatives - derivative products -participants in the derivatives markets - economic function of the derivative market - exchange-traded vs. OTC derivatives markets - NSE'S derivatives market - participants and functions - trading mechanism - turnover

## **Unit-5**

**Teaching Hours:8**

### **Futures and Options**

Meaning - types of Futures – Index and stock futures - Forward contracts -Limitations of forward markets - Distinction between futures and forwards contracts - Options – Meaning – Types – European and American Options - Put and Call Options - Option terminology - Distinction between Futures and options.

## **Unit-6**

**Teaching Hours:14**

### **Applications of futures and options**

Applications of futures and options - trading underlying versus trading single stock futures - futures payoffs  
payoff for buyer of futures: long futures - payoff for seller of futures: short futures - pricing futures - pricing equity index futures - pricing index futures given expected dividend amount - pricing index futures given expected dividend yield - pricing stock futures - pricing stock futures when no dividend expected - pricing stock futures when dividends are expected - application of future s - hedging: long security, sell futures - speculation: bullish security, buy futures - speculation: bearish security, sell futures - arbitrage: overpriced futures: buy spot, sell futures - arbitrage: underpriced futures: buy futures, sell spot - options payoffs - payoff profile of buyer of asset: long asset - payoff profile for seller of asset: short asset - payoff profile for buyer of call options: long call - payoff profile for writer of call options: short call - payoff profile for buyer of put options: long put. Payoff profile for writer of put options: Short put.

### **Essential References**

1. Alstair L Day, *Mastering Financial Modeling in Excel* – (Pearson Publications)
2. Robert A. Jarrow and ArkadevChatterjea (2016, Indian Edition), *An Introduction to Derivative Securities, Financial Markets, and Risk Management*, Viva Books.

### **Recommended References**

Simon Benninga ,*Financial Modelling*

Jayanth Rama Varma (2011). Derivatives and Risk management. New Delhi. Tata Mc Graw Hill

Hull, John C., "Options, Futures and Other Derivatives", 6<sup>th</sup> edition, Prentice Hall India.

S L Gupta (2011) Financial Derivatives – Theory, Concepts and Problems. New Delhi. Prentice hall publications.

"Futures and Options" Mumbai, BSE Book's Publication.

Avadhani, V.K., "Security Analysis and Portfolio Management" 7<sup>th</sup> edition, Himalaya Publication.

Mahajan R., (2011), "*Futures & Options - Introduction to Equity Derivatives*", Vision Books

## BSDBS512-SELF ENHANCEMENT SKILLS I

**Total Teaching Hours For Semester:30**

**No of Lecture Hours/Week:2**

**Max Marks: GRADE**

**Credits:1**

### **Course Description and Course Objectives**

**Self-enhancement** is a type of [motivation](#) that works to make people feel good about themselves and to maintain [self-esteem](#). This motive becomes especially prominent in situations of threat, failure or blows to one's self-esteem.

### **Course Outcomes**

**Self-enhancement** covers activities that [improve](#) awareness and identity, develop talents and potential, build [human capital](#) and facilitate [employability](#), enhance the [quality of life](#) and contribute to the realization of dreams and aspirations.

### **Unit-1**

**Teaching Hours:30**

#### **Self - Enhancement Skills**

Self-Enhancement to include the following activities:

- Improving [self-awareness](#)
- Improving [self-knowledge](#)
- Improving [skills](#) and/or learning new ones
- Building or renewing [identity/self-esteem](#)
- Developing strengths or [talents](#)
- Improving a [career](#)
- Identifying or improving [potential](#)
- Building [employability](#) or (alternatively) [human capital](#)
- Enhancing [lifestyle](#) and/or the [quality of life](#) and time-management
- Improving [health](#)

- [improving wealth](#) or [social status](#)
- Fulfilling aspirations
- Initiating a [life enterprise](#)
- Defining and executing [personal development plans](#) (PDPs)
- Improving [social relations](#) or [emotional intelligence](#)
- [spiritual](#) identity development and recognition

### Essential References

Dauenbeimer, D. G., Stablberg, D., Spreemann, S., and Sedikides, C. (2002). Self-enhancement, self-verification, or self-assessment: the intricate role of trait modifiability in the self-evaluation process. *Revue internationale de psychologiesociale*, **15**, (3-4), 89-112.

Jump upSedikides, C. and Strube, M. J. (1995). The multiply motivated self. *Personality and Social Psychology Bulletin*, **21**, 1330–1335.

Jump up to:Sedikides, C; Strube, M (1997). "Self-Evaluation: To Thine Own Self Be Good, To Thine Own Self Be Sure, To Thine Own Self Be True, and To Thine Own Self be Better". **29**: 209–269

### Recommended References

Sedikides, C. (1993). Assessment, enhancement, and verification determinants of the self-evaluation process. *Journal of Personality and Social Psychology*, **65**, (2), 327–338.

In some of the literature, other motives appeared, namely the self-improvement motive, but they are not mentioned in this articles due to a lack of consensus about their existence.

Baumeister, R. F. (ed.). (1999). *The self in social psychology*. Philadelphia: Psychology Press.

## Semester 6

### BBBAT631-GLOBAL TOURISM GEOGRAPHY II

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

#### **Course Description and Course Objectives**

The paper will provide a thorough overview to destination geography in international tourism. The learners should be able to develop an in-deep knowledge and understanding on the major international tourist destinations. They will gain a clear overview and familiarity on the intra-regional tourism trends in major tourism generating areas of the world.

Global Tourism Geography is offered with an objective to introduce students to understand the significance of destination geography in international tourism. The modules are developed to familiarize students with the intra-regional tourism trends in major tourism generating areas. The paper comprehensively examines to develop in depth knowledge about major international destinations.

#### **Course Outcomes**

Global Tourism Geography is offered with an objective to introduce students to understand the significance of destination geography in international tourism. The modules are developed to familiarize students with the intra-regional tourism trends in major tourism generating areas. The paper comprehensively examines to develop in depth knowledge about major international destinations.

#### **Unit-1**

**Teaching Hours:20**

##### **Tourism Geography of Europe**

Introduction to Europe; Intra-Regional Tourism in Western Europe; Major tourist attractions in the countries of Western Europe, namely United Kingdom, France, Germany, Austria, Switzerland, Italy, Spain and Portugal; Tourist Attractions in the Scandinavian and Nordic Countries and in Eastern Europe; Map Plotting

#### **Unit-2**

**Teaching Hours:10**

##### **Tourism Geography of Middle East**

Introduction to the Middle East Region; Countries in the Middle East; Tourist Attractions in Israel, Saudi Arabia, Oman, Qatar, Jordan and UAE; Map Plotting

**Unit-3****Teaching Hours:15****Tourism Geography of Asia**

Introduction to Asia, South East Asia, Far East Asia and the Indian Sub-Continent; Intra -regional Tourism trends in Asia; Major Tourist Attractions in Pakistan and Afghanistan, India, Nepal and Sri Lanka, Tourist Attractions in Russia and China, Tourist Attractions in Hong Kong, Singapore, Malaysia, Thailand, Indonesia, Cambodia, Laos and Vietnam; Map Plotting

**Unit-4****Teaching Hours:5****Tourism Geography of Australia**

Introduction and Intra-Regional Tourism in Australia, New Zealand and the Pacific Islands; Map Plotting

**Unit-5****Teaching Hours:10****World Time Calculation**

**Introduction to Latitudes, Longitudes, GMT, DST, Standard Time, International Date Line, Time Zones and OAG Time Calculator, Calculation of Time, Time Differences, Flying Time**

**Essential References**

Burton, Rosemary, Travel Geography, Longman Edn. 2010.

Hudman, Lloyd and Jackson Richard, Geography of Travel and Tourism, Delmar Publishers, Edn: 2011

Perlitz, Lee and Elliot, Steven, International Destinations, Prentice Hall, Edn. 2012.

IATA/UFTAA Foundation Course Study Materials

**Recommended References**

Hudman, Lloyd and Jackson Richard, Geography of Travel and Tourism, Delmar Publishers, Edn: 2011

Perlitz, Lee and Elliot, Steven, International Destinations, Prentice Hall, Edn. 2012.

IATA/UFTAA Foundation Course Study Materials

**Additional Information**

International Tourism II renamed as **Global Tourism Geography II**

## **BBBAT632-BUSINESS LAW**

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:3**

### **Course Description and Course Objectives**

This course covers important components of Business Laws such as, Contract Law, Intellectual Property Law, Consumer Protection Law, Competition Law and Law of Sale of Goods.

### **Course Outcomes**

To provide an exposure and understanding of important business laws in India to manage the businesses efficiently and to contribute effectively to the industry in particular and to the society in general. To familiarize the students with the legal scenario of doing business in India and to create an awareness and develop an understanding about the best business practices. To orient the students with the knowledge and skills required to take up challenges and exploit opportunities.

### **Unit-1**

**Teaching Hours:2**

#### **Introduction**

Meaning and Scope of Business Law – Sources of Indian Business Law.

### **Unit-2**

**Teaching Hours:16**

#### **Law of Contracts**

[Indian Contracts Act of 1872]: Definition – types of contracts- Government Contracts: Art. 299 Requirements Under Constitution, Scope and Extent of Art. 299, 'Equity, Fairness and reasonableness, Doctrine of Promissory Estoppel V/s. Executive Necessity, No person liability. E-Contracts: Meaning & need for Digital Goods, Unfair terms in E-contract, Information technology Act and E-Contract.Indian Evidence Act–essentials – offer, acceptance, consideration, capacity of parties, free consent, legality of object and consideration, various modes of discharge of a contract, remedies for breach of contract.

**Unit-3****Teaching Hours:5****Contract of Guarantee**

Distinction between Indemnity and Guarantee, Kinds of Guarantee, Rights of Surety, Liability of Surety, and Discharge of Surety.

**Unit-4****Teaching Hours:10****Intellectual Property Laws**

Meaning and scope of intellectual properties – Patent Act of 1970 and its amendments as per WTO agreement, back ground, objects, definition, inventions, patentee, true and first inventor, procedure for grant of process and product patents, WTO rules as to patents, rights to patentee – infringement – remedies. The Copy Rights Act, Meaning – Its uses and rights.<sup>[1]</sup>The Trade Marks Act, its meaning, registration, procedures – infringement – Authorities concerned –Remedies.

**Unit-5****Teaching Hours:7****Competition Law**

Concept of Competition, Development of Competition Law, overview of MRTP Act 2002, Anticompetitive Agreements, Abuse of dominant position, combination, regulation of combinations, Competition Commission of India; Appearance before Commission, Compliance of Competition Law. Competition Law 2003: Meaning and scope, salient features, offences and penalties under the Act.

**Unit-6****Teaching Hours:7****The Sale of Goods Act 1930**

Definition of goods, Sale and Agreement to Sell, Conditions and Warranties, Rights &Liabilities of a Buyer & Seller, Rights of an Unpaid Seller.

**Unit-7****Teaching Hours:7****Law of Consumer Protection**

Consumer Protection Act 1986: Back ground – definitions – consumer, consumer dispute, Complaint Procedure, defect, deficiency, and service, Remedies, Consumer Protection Council, Consumer Redress Agencies, District Forum, State Commission and National Commission.

**Unit-8****Teaching Hours:6****Cyber Laws**

Information Technology Act, 2000: Objectives, definitions and salient features, provisions pertaining to piracy and related offences and personalities.

**Essential References**

Anson, W. R. (2009). *Law of contract* (29th edition), Oxford University Press, Oxford, New Delhi.

Avtar, S. (2011). *Principles of Mercantile Law* (9th Edition), Eastern Book Company, New Delhi.

Kapoor, N.D (2012.). *Elements of Mercantile Law*, Sultan Chand & Sons, New Delhi.

Padmanabhan, A. (2012). *Intellectual property rights: Infringement and remedies*, LexisNexis Butterworth's, Nagpur.

Tulsian, P.C. (2013). *Business Laws, 5<sup>th</sup> Edition*, Tata-McGraw Hill Education Limited, New Delhi

**Recommended References**

Gulshan, S.S. (2013). *Business & Corporate Law*, Excel Books, New Delhi.

## **BBBAT633-STRATEGIC MANAGEMENT**

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:3**

### **Course Description and Course Objectives**

An Organization consists of different departments and processes. Managers at all levels must understand how a company's departments and processes "fit" together to achieve its goal. It focuses on all the functional areas of business and presents a cohesive strategic management model from a strategic perspective. The subject provides an insight on the strategy adopted by the companies in response to environmental change. The course provides a comprehensive and integrated presentation of current strategic management thinking in a clear and succinct format.

### **Course Objectives**

- To learn the fundamentals of strategic management using the case method
- To understand the fundamental principles & interrelationships among business functions such as R & D, Production, Marketing, Customer Service, finance, human resources, and Information Technology
- To understand the interrelationships of business to individuals, other organizations, government, and society

### **Course Outcomes**

- To explain the strategy adopted by the companies in response to environmental changes
- To use various tools and technique for strategic analysis and suggest different business strategies
- To acknowledge the role of business in addressing societal issues through strategic interventions from within

**Unit-1**

**Teaching Hours:5**

### **Strategic Planning and Strategic Management**

Defining strategy- levels at which strategy operates- approaches to strategic decision making in Tourism Industry, the strategic management process- Strategic intent: Vision, mission and objectives of Hospitality industry.

**Unit-2****Teaching Hours:7****Environmental Analysis**

Defining strategy- levels at which strategy operates in Tourism industry- approaches to strategic decision making in Tourism industry, the strategic management process- Strategic intent: Vision, mission and objectives of Hospitality industry.

**Unit-3****Teaching Hours:8****Industry and Resource Analysis**

A framework for tourism industry analysis, Michael porter's analysis- usefulness of tourism industry analysis- Competitive analysis: Forces shaping competition in tourism industry- interpreting the Five force models in tourism industry - Strategic group, and competitor analysis- Internal analysis in tourism industry.

**Unit-4****Teaching Hours:6****Strategy Formulation And Choice**

Corporate level strategy: Introduction- The balanced score card in tourism industry - Grand strategies- Growth/Expansion strategy- Diversification Strategy- Stability strategy- Retrenchment strategy- combination strategy, BCG matrix in tourism industry.

**Unit-5****Teaching Hours:5****Corporate Restructuring**

The concept of corporate restructuring- the process of restructuring- mergers and acquisition in tourism Industry- takeovers- cooperative strategies- Reasons for strategic alliances- risks and costs of strategic alliances in tourism industry.

**Unit-6****Teaching Hours:6****Global Strategies**

Globalization-risks- global expansion strategies – the Tourism MNC mission statement- deciding which market to enter- market entry strategy international strategy - Business level strategy - Strategic analysis and choice in tourism industry.

**Unit-7****Teaching Hours:5****Strategy Implementation and Functional Strategies**

Issues in strategy implementation- Activating strategy and resource allocation in tourism industry - strategy-structure relationship- the functional structure- divisionalisation- Functional level strategies in tourism industry:

Operational strategy, financial strategy, marketing strategy and Human resource strategy in tourism industry.

**Unit-8****Teaching Hours:5****Behavioural Implementation**

Corporate Governance and strategic management in tourism industry - Strategic Leadership- Corporate culture and Strategic management- Corporate Politics and Power- Personal values and Business Ethics in tourism industry.

**Unit-9****Teaching Hours:5****Strategic Evaluation and Control**

Importance, barriers- evaluation criteria- strategic control- operational control- evaluation techniques for operational control- characteristics of an effective control system in tourism industry.

**Strategy and Technology Management**

Designing a technology strategy- Technology forecasting and R & D Strategies- Strategies for acquisition and absorption of technology- Social audit in tourism industry.

**Essential References**

Rao, V.S.P., & Krishna, V.H., (2015). *Strategic Management: Text and Cases*. New Delhi: Excel Books.

**Recommended References**

Amason, A.C. (2014). *Strategic Management :From theory to Practice(1<sup>st</sup> ed.)*. New York: Routledge.

Barney, J.B. &Hesterly, W.S.(2013).*Strategic Management & Competitive Advantage: Concepts & Cases(4<sup>th</sup> ed.)*. Prentice Hall.

Dess, G., Eisner, A., Lumpkin, G .T., &Namara, G.M. (2014).*Strategic Management: creating competitive advantages (6<sup>th</sup> ed.)*.McGraw Hill Education.

Hill, C.W.L., & Jones, G.R. (2015). *Strategic Management-An Integrated Approach (10<sup>th</sup> ed.)*.South Western: Cengage Learning.

## **BBBAT641B-LEISURE AND RECREATION MANAGEMENT**

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Description and Course Objectives**

This subject intends to distinguish between the history of recreational use of natural resources as well as the current issues related to the subject. The course recognizes the principles of natural resource based planning and management, and demonstrates an awareness of architectural designs related to outdoor facilities

### **Course Outcomes**

From the course, the student will receive a fundamental awareness and understanding about the field of Recreation, including developing an understanding on tourist recreation behaviour. That is, the student will be able to describe, demonstrate, and illustrate the definitions of recreation and the specialized areas within recreation, the historical antecedents leading up to the current recreational trends in the society, the different types of recreation, and the trends and issues concerning the recreation profession and how the recreational needs of the society are met.

### **Unit-1**

**Teaching Hours:10**

#### **Foundation for Recreation and Leisure**

Introduction to Recreation and Leisure. Understanding of the nature and scope of leisure & recreation. Sociology of Leisure and Recreation. Definitions, concepts and assumptions of classical, recent and modern theories of recreation and leisure. History and Philosophy of Sports, Leisure, and Well- being

### **Unit-2**

**Teaching Hours:10**

#### **Global and Local Contexts of Recreation**

Outdoor Recreation Systems. Global and local contexts of leisure and recreation. Geography, leisure and recreation in Asia perspective, Sport's role in leisure. Leisure trend: Popular sport, leisure and recreation. Social, economic and administrative aspects of professional, amateur, commercial and public recreation. sports organizations and services.

**Unit-3****Teaching Hours:6****Attractions and Entertainment**

Introduction to the World of Opportunities, Foundation for understanding Attractions and Entertainment, Heritage and Commercial Attractions, Emerging Gaming Segments, Shopping and Live Entertainment

**Unit-4****Teaching Hours:6****Recreation in the Destination**

Introduction to Resort and Urban Destinations, Classifying Destinations, Seasonal Delights, Spotlights on Sporting Activities, Snow Holiday Resorts, Golf Resorts, Year Around Play Grounds, Spas, Cruise Ships and Casino Resorts

**Unit-5****Teaching Hours:10****Responsibilities in Recreation and Leisure**

Understanding of the concept of a profession and professional organizations, and the responsibilities of professionals in leisure and human service agencies. Understanding the importance of maintaining professional competence and use of resources for professional development. Men's and women's leisure & recreation experiences, attitudes, constraints, challenges and behaviours. Contemporary professional issues and the trends impacting leisure and human service agencies.

**Unit-6****Teaching Hours:8****Management and Marketing of Recreation**

Exploration of marketing concepts and methods available to public, commercial and private leisure & recreation service organizations. Marketing and its role in the Recreation and Leisure Industry

Sponsorship: Growth of sponsorship, current developments and future directions in sponsorship, types of Sponsorship, planning and evaluating sponsorship programmes, key benefits of sponsorship, the growing importance of broadcast sponsorship as an alternative to television advertising

## **Unit-7**

**Teaching Hours:10**

### **Recreation and Community**

Expectations and opportunities in recreation services. Introduction to Commercial Recreation and Tourism, Leisure and recreation in modern era. Outdoor recreation pursuits. Aging and Leisure Development, theoretical aspects of aging and their implications for leisure and on the practical aspects of recreation and leisure program development, delivery, and facilitation for all older adults.

### **Essential References**

Hammitt, W.E. & Cole D.N. (2008) *Wildland Recreation: Ecology and Management*, 2nd ed. New York: John Wiley & Sons.

Ibrahim, I. & K.A. Cordes. 2008. *Outdoor Recreation: Enrichment for a Lifetime*, 3rd ed. Champaign, IL: Sagamore Publishing.

Jennings, G. (Ed.) 2010. *Water-Based Tourism, Sport, Leisure and Recreation Experiences*. Burlington, MA: Butterworth-Heinemann.

Knudson, D.M., T.T. Cable & L. Beck. 2003. *Interpretation of Cultural and Natural Resources*, 2<sup>nd</sup> ed. New York: Human Kinetics.

### **Recommended References**

Brockman, C.F & L.C. Merriam, Jr. 2000. *Recreational Use of Wild Lands*. New York: McGraw-Hill.

Cordell, H.K., J.C. Bergstrom & J.M. Bowker. 2005. *The Multiple Values of Wilderness*. State College, PA: Venture Publishing.

Dennis, D. 2011. *Natural Resources and the Informed Citizen*. Champaign, IL: Sagamore Publishing.

Douglass, R.W. (2009). *Forest Recreation*, 5<sup>th</sup> ed. Prospect Heights, IL: Waveland Press.

Driver, B.L., D. Dustin, T. Baltic, G. Elsner & G.L. Peterson. 2012. *Nature and the Human Spirit: Towards an Expanded Land Management Ethic*. State College, PA: Venture Publishing.

Driver, B.L., P.J. Brown & G.L. Peterson. eds. 2010. *Benefits of Leisure*. State College, PA: Venture Publishing.

Dustin, D.L. 2006. *The Wilderness Within: Reflections on Leisure and Life*, 3<sup>rd</sup> ed. Champaign, IL: Sagamore Publishing.

Dustin, D.L., L.H. McAvoy & J.H. Schultz. 2012. *Stewards of Access/Custodians of Choice*, 3<sup>rd</sup>ed. Champaign, IL: Sagamore Publishing.

Ewert, A.W., D.C. Baker & G.C. Bissix. 2011. *Integrated Resource and Environmental Management: The Human Dimension*. Cambridge, MA: CABI Publishing

## **BBBAT642B-AVIATION AND TRANSPORTATION MANAGEMENT**

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Description and Course Objectives**

#### **Course Description:**

This paper throws light on the significance of different modes of transportation in tourism industry. It also deals on the dynamics of airline industry, aviation management aspects, airfares, airlines regulations and air travel formalities. It helps the students to understand the issues and trends in transport management. It also elucidates the working of different modes of transportation and their role in travel and tourism industry.

#### **Course Objectives**

- To throw light on the significance of the various modes of transportation in the tourism industry
- To familiarize with the dynamics of the Airline Industry, the aspects of Aviation Management, Airfares, Airline Regulations and Air Travel Formalities
- To provide an understanding on the issues and trends in Transportation Management and their various roles in the travel and tourism industry

#### **Course Outcomes**

- To throw light on the significance of the various modes of transportation in the tourism industry
- To familiarize with the dynamics of the Airline Industry, the aspects of Aviation Management, Airfares, Airline Regulations and Air Travel Formalities
- To provide an understanding on the issues and trends in Transportation Management and their various roles in the travel and tourism industry

#### **Unit-1**

**Teaching Hours:5**

#### **Introduction to transportation**

Historical past of transportation, Developments taken in transportation system around the globe, Role of different modes of travel associated with the tourism industry, Trends and issues of transport management, transport associations and organizations operating with travel and tourism industry, International Union for Public Transport (UITP).

**Unit-2****Teaching Hours:8****Aviation Industry**

Growth and development of aviation industry. Aviation in India, present status of airline companies, airports, airport security etc. Role of IATA and its function, ICAO its role and function, DGCA, Airport Authority of India, Open sky policy and (the treaty for open sky policy), International conventions; Warsaw convention, Chicago convention 1944.

**Unit-3****Teaching Hours:8****Aviation Industry Airline industry and Cargo Handling**

Types of airlines, airlines personnel and revenue earning, airport management, the aircraft turnaround, the control tower, Airport facilities and special passengers, airport access, check in facilities, landing facilities for departing passengers, in-flight services, cabin component, audio and video projection equipment, emergency equipment for disembarkation, in-flight entertainment. Introduction to Passenger Handling International and domestic - Procedure at the airport, documentation for various types of travellers, airline – passenger marketing. Introduction To cargo handling- procedures and documentation. Various types of risks in cargo handling. International and domestic cargo management. Brief on load and trim. Insurance and risk management. Introduction to DGR.

**Unit-4****Teaching Hours:8****Rail Transport**

Introduction, History of railways around the world and India, Developments taken place over the years, Packaged rail travel, rail distributions, rail product developments, future of rail travel, Major Railway Systems of World, (Euro Rail, Amtrak, Britrail, Japan Railways, Canadian Railways in Africa & Australia) General information about Indian Railways, Types of rail tours in India: Luxury Trains, Toy Trains. Indrail Pass. The international union of railways, The International Railway Congress Association (IRCA),

**Unit-5****Teaching Hours:8**

## **Road Transport**

Introduction, Background and market overview, Industry structure, New market for bus or coach holidays and travel, Distribution system, Trade associations, Public and private sector involvement, Past, Present and Future scenario of road transport system in India and worldwide, Financial security and customer protection, Collaboration with principals. Future for coach holidays.

## **Unit-6**

**Teaching Hours:8**

## **Ferries and Cruising**

Introduction, History of Ferries and cruising, Developments in ferries and cruising over the centuries, the contemporary ferry market, holiday initiatives, The channel tunnel, package travel, the cruise industry, boating holidays, steamships, impact of ferries and cruising on tourism, international and domestic cruise liners, distribution, new product development and marketing. Future of ferries and cruising. Cruise Lines International Association (CLIA) Introduction, Developments over the years, Significance of car rentals in tourism

## **Unit-7**

**Teaching Hours:7**

## **Car Rentals**

Industry, Rent-a-car Scheme, Present scenario in car rentals market and future challenges, associations and organizations of Indian car rentals. The American Car Rental Association (ACRA)

## **Essential References**

Gill, S.P. (2002), *Dynamics of Tourism*, New Delhi. Anmol Publications (P) Ltd.

Joel Lech, (2002), *'Airfare secrets exposed'*, Powell Books, London,

Singh, R. (2008), *Aviation Management: Global and National perspectives*, Kanishka Publishers, New Delhi.

Sinha, P.C. (2000), *Tourism Transport and Travel Management*, New Delhi, Anmol Publishers

(P) Ltd.

### **Recommended References**

Cook, R.A; Marqua, J.; Yale, L.J. (2006), *Tourism: The Business of Travel*, New York, Pearson Education.

Fontgalland, B. De. (2010), *The World Railway System*, New York, Cambridge University Press.

OAG, Foundation, IATA, Geneva Air Tariff Book Shaw, S. 'Airlines in Shifts &Mgt', Ashgate Pub, USA, 2004 IATA, Geneva .

Pender, L. (2001), *Travel Trade and Transport*, New York, Continnum.

Seth, P. N. (2005), *Successful Tourism Management*, New Delhi, Sterling Publishers (P) Ltd.

Negi, J. (2005), *Air travel Ticketing and Fare construction*, Kanishka, New Delhi.

## **BBBAT643B-INTEGRATED MARKETING COMMUNICATION**

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Description and Course Objectives**

The paper will provide a thorough overview on the study of Integrated Marketing Communication as a subject. The subject will help understand the way Integrated Marketing Communication is carried out and how to manage various Integrated Marketing Communication programs by businesses. The learners will be able to develop a better understanding and appreciation of Integrated Marketing Communication, especially in the Tourism Industry and at the same time, enabled by information technology.

### **Course Outcomes**

The course on Integrated Marketing Communication will aim at providing adequate knowledge and skills in Integrated Marketing Communication and it will also help to understand how Integrated Marketing Communication works with reference to the tourism industry

### **Unit-1**

**Teaching Hours:8**

#### **Introduction**

Integrated Marketing Communication, Communication and IMC program

IMC plan, IMC components, The value of IMC plan

Decline in the effectiveness of mass media advertising, Global IMC

### **Unit-2**

**Teaching Hours:15**

#### **Corporate Image and Brand Management**

Corporate image, Components of Corporate image, Role of Corporate image

Consumer Perspective, B2B perspective, Company perspective

Promoting the desired image, Creating the right image, Rejuvenating the image

Changing an image, Convey the image to business customer

Corporate Name, Corporate Logos

Branding, Developing a strong brand name, Brand Equity, Brand extensions

Co-Branding, Private Brands, Packaging, Labels, Positioning

### **Unit-3**

**Teaching Hours:15**

#### **Buyer Behavior**

Consumer Purchasing Process, Information Search

Consumer Attitude, Consumer Values, Cognitive Mapping, Evaluation of alternatives

Trends in Consumer Buying Environment, Age Complexity, Gender, Individualism, Lifestyle

Cocooning, Pleasure Pursuit, Health Emphasis

B2B Buyer Behaviour, Factors affecting Members of Business Buying Centres, Organization Implements

Individual Factors, Types of B2B Sales, B2B Buying Process, Trends in B2B buying Environment

Dual Channel Marketing

### **Unit-4**

**Teaching Hours:10**

#### **Integrated Campaigning**

Structure of Campaigning Plan- Evaluating the Campaigning Plan

Creative Strategy, Event Sponsorship, Fashion Show, POP and outdoor advertising

IMC Advertising Tools, Advertising & IMC Process

Advertising Campaign Management

Communication Marketing Analysis

**Marketing Communication Tools**

Selling and Sales Management, Sales Promotion

Direct Marketing, Publicity, Public Relation, Sponsorship, Exhibition, Packaging

Word of Mouth, E-Marketing, Corporate Identity

The Practice of Public Relations, Types of Public Relation Activities, Public Relation Tools

Institutional Advertising, Press Conference, Non-profit Public Relations

**Essential References**

Pickton,D., Broderick,A. (2011), *Integrated Marketing Communications*, Pearson Education

Barker,N., Valos,M., &Shimp, T.A. (2013), *Integrated Marketing Communications*. Pearson Education

**Recommended References**

Bleach, G., & Bleach, M. (2012). Advertising and Promotion an IMC perspective. (6 ed.). New York: McGraw-Hill.

Edmiston-Strasser. D.M. (2010), *An Examination of Integrated Marketing Communication in U.S. Public*

Kitchen,P., Pelsmacker. (2011), *Integrated Marketing Communications: A Prime. R.*, Pearson Education

Rossister& Percy. (2007). Advertising Communications & Promotion Management (2 ed). Singapore: McGraw-Hill International

Perlitz, Lee, & Elliot, Steven. (2001). *International Destinations*. Prentice Hall.

## **BBBAT681-PROJECT**

**Total Teaching Hours For Semester:45**

**No of Lecture Hours/Week:3**

**Max Marks:100**

**Credits:3**

### **Course Description and Course Objectives**

To develop the students with professional and academic inputs to adapt to the requirements of the changing travel, tourism and hospitality industry.

### **Course Outcomes**

Facilitate a meaningful transition for an aspiring scholar from acquiring knowledge towards a higher stage of its creation and application.

### **Unit-1**

**Teaching Hours:5**

#### **INTRODUCTION**

The introduction starts on a broad basis and then narrows down to your particular field of study. The introduction gives an overall view of the topic, and addresses slightly different issues from the executive summary. It works upon the principle of introducing the topic of dissertation and setting it into a broad context, gradually narrowing down to a research problem, thesis and objectives/hypothesis.

Need for the study  
Statement of the problem/Title of the study  
Scope of the study  
Objectives of the study  
Limitations of the study

### **Unit-2**

**Teaching Hours:10**

#### **REVIEW OF LITERATURE**

Critical review and summary of previous papers similar to the study/topic chosen:

- i) Primary papers.

ii) Secondary or related papers.

There can be a maximum of half a page for each review.

The last part of the chapter has to summarize the complete reviews undertaken.

### **Unit-3**

**Teaching Hours:10**

#### **RESEARCH METHODOLOGY/RESEARCH DESIGN**

This chapter shall consist of the following sub-topics.

Introduction ( how the chapter is presented)

Operational definitions/terms

Hypotheses( if any)

Sampling size and sampling technique

Data and the sources of data collection

Methods of data collection

The various techniques used in analysis of data

### **Unit-4**

**Teaching Hours:10**

#### **DATA ANALYSIS & INTERPRETATION**

This chapter includes interpreting of results with help of tables, graphs and text

ie table shall be listed first, then the graph, followed by the finding and brief interpretation all fitting into one page per table.

In case of any hypothesis testing, the outcome related to hypothesis testing should be mentioned and also the final conclusion of proving or disproving the null/alternate hypothesis.

### **Unit-5**

**Teaching Hours:10**

#### **FINDINGS, SUGGESTIONS & CONCLUSIONS**

- Suggestions based on the findings should be discussed and a overall conclusions
- Implications
- Scope for future study

This chapter has to be stated in paragraph form. No bullets or numbering is encouraged.

References (Strictly according to APA format)

ANNEXURE

### **Essential References**

APA

### **Recommended References**

APA

## **BBBHT641A-STRATEGIC COST MANAGEMENT**

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Description and Course Objectives**

This course provides students with the knowledge and analytical skills necessary to use accounting cost information as a basis for formulating and evaluating corporate strategies. A central theme of the course is that one of the primary functions of accounting information is to facilitate the development of corporate strategies. A superior accounting system provides an important tool for developing a sustainable competitive advantage by enabling a deep understanding of a company's cost structure. Further, the course focuses on strategic cost management issues. Emphasis is placed on aligning cost system functions with strategy.

### **Course Objectives/Course Description**

#### **Course Description:**

This course provides students with the knowledge and analytical skills necessary to use accounting cost information as a basis for formulating and evaluating corporate strategies. A central theme of the course is that one of the primary functions of accounting information is to facilitate the development of corporate strategies. A superior accounting system provides an important tool for developing a sustainable competitive advantage by enabling a deep understanding of a company's cost structure. Further, the course focuses on strategic cost management issues. Emphasis is placed on aligning cost system functions with strategy.

#### **Course Objective:**

This unit provides students with the skills and expertise to contribute to the strategic decision-making and management of organisations through advanced management accounting and cost management analysis. It locates management accounting techniques within a broader strategic framework that examines the various decisions that organisations need to make in configuring themselves to generate superior financial returns as well as broader notions of environmental and social value. Students learn how to structure information search and management accounting analysis processes to support strategic decision-making, design appropriate decision-criteria and select from feasible decision-making options that are supported by rigorous analysis.

### **Course Outcomes**

#### **Learning Outcome**

By the end of this course, students are able to;

1. Apply advanced knowledge of strategic cost management to organisational contexts which differ in terms of strategy, industry, stage of development and focus.
2. Apply problem solving to provide innovative solutions into integrated and multi-dimensional and predictive models of business performance.
3. Critically analyse an organisation's performance in creating economic financial returns as well as in terms of a broader notion of value, comprising environmental and social value.
4. Apply problem solving methodology to generate innovative solutions to organizational effectiveness, efficiency and key short-term and long-term drivers of these performance dimensions.

**Unit-1**

**Teaching Hours:12**

**INTRODUCTION**

Cost – Ascertainment, Control, Reduction, Avoidance and Management; Cost Management System; Cost Leadership Strategy; Strategic Cost Management (SCM); SCM Programme; and Importance of SCM.

**Unit-2**

**Teaching Hours:12**

**DECISION MAKING THROUGH APPLICATIONS OF MARGINAL COSTING**

Impact Of Key Factors Including Sales Mix, Mergers Of Two Plants / Factories, Make Vs. Buy Decisions, Sell or Process Further, Replace or Retain, Decisions Relating to Acceptance And Rejection of a Special Offer / Order, Selling Price Decisions, Add or Drop Products, Product Line Decisions, Operate Or Shut Down Decisions.

**Unit-3**

**Teaching Hours:10**

**ACTIVITY BASED COSTING**

Inadequacies of Traditional Methods of Overhead Absorption, Concept of ABC, Kaplan and Cooper's approach to ABC, Cost Drivers and Cost Pools, Main Activities and their Cost Drivers, Allocation of Overheads under ABC – Characteristics, Steps, Implementation; Benefits and Limitations of ABC System.

**Unit-4**

**Teaching Hours:8**

**LEARNING CURVE MODEL**

Concept and Phases of Learning Curve, Graphical representation, Learning Curve Applications and Factors affecting Learning Curve, and Experience Curve.

**Unit-5**

**Teaching Hours:7**

**LIFE CYCLE COSTING**

Concept and Characteristics activities and Phases in Product Life Cycle, Short Product and Extension of Product Life Cycle, Turning Point Indices in Product Life Cycle; and Project Life Cycle Costing.

**Unit-6**

**Teaching Hours:5**

**JUST-IN-TIME APPROACH**

Concept, Philosophy of JIT, Sources of Waste, Objectives of JIT, Features and Methodology of Implementation of JIT, Planning for adoption and Limitations of JIT Costing.

**Unit-7**

**Teaching Hours:7**

**TARGET COSTING**

Meaning and Definitions, Basic Concepts, Unique Features, and Cost determination procedure under Target Costing.

**Unit-8**

**Teaching Hours:7**

## **BALANCED SCORE CARD (BSC) AND OTHER TECHNIQUES**

Concept, Objectives, Four Basic Business Perspectives of BSC - Components and Measures of Performance; Kaizen Costing; Theory of Constraints; and Value Analysis and Value Engineering.

### **Essential References**

#### **Essential Reading / Recommended Reading**

- Don R Hansen and Maryarne M Mowen, *Cost Management, Accounting and Control*, Thomson.
- Don T Decoster and Anthony A Atkinson, *Advanced Management Accounting*, John Wiley & Sons.
- Edward Blocher, *Cost Management, A strategic Emphasis*, TMH, New Delhi.
- Hilton, *Cost Management*, TMH, New Delhi.
- Hornigren, Foster and Datar, *Cost Accounting, A Managerial Emphasis*, PHI, New Delhi.
- John K Shank and Vijay Govindarajan, *Strategic Cost Management*, Free Press, Calcutta.
- Kaplan and Atkinson, *Advanced Management Accounting*, PHI Publications, New Delhi.
- Leslie G Eldenburg and Sussan K Wolcott, *Cost Management*, John Wiley & Sons.
- Ravi. M. Kishore, *Cost Management*, Taxman Publications, New Delhi.
- Roman L Weil and Michael W Maher, *Handbook of Cost Management*, John Wiley & Sons.

### **Recommended References**

- J. Madegowda, *Cost Management*, Himalaya Publishing House, Mumbai.
- Hornigren et al., *Introduction to Management Accounting*, PHI, New Delhi.

## **BBBHT642A-PROJECT APPRAISAL**

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Description and Course Objectives**

#### **Course description**

This course intends to introduce the student to the various aspects of project planning, financing, appraisal and control with particular emphasis on the appraisal practices of financial institutions and on the various avenues of financing available to promoters today.

#### **Course objective**

The objective of this course is to familiarize the student with both capital budgeting aspect and the contents of a bankable feasibility report. The course content will be supplemented by case studies of capital investments undertaken by corporate. The students will prepare a preliminary feasibility report covering all the elements of the course.

### **Course Outcomes**

1. To study the importance of capital budgeting in decision making
2. To understand the concept of Generation and screening of project ideas.
3. To study the importance of project planning in financial decision making.
4. To study the contents of the feasibility report.

### **Unit-1**

**Teaching Hours:4**

#### **Planning & Analysis Overview**

Phases of capital budgeting - Levels of decision making objective. Resource Allocation Framework: Key criteria for allocation of resource -elementary investment strategies - portfolio planning tools – strategic position and action evaluation - aspects relating to conglomerate diversification - interface between strategic planning and capital budgeting.

### **Unit-2**

**Teaching Hours:6**

#### **Generation and screening of project ideas**

Generation of ideas – monitoring the environment - regulatory framework for projects - corporate appraisal - preliminary screening - project rating index - sources of positive NPV - qualities of a successful entrepreneur - the porter model for estimation of profit potential of industries. Market and demand analysis: Situational analysis and specification of objectives - collection of secondary information - conduct of market survey- characterization of the market - demand forecasting - market planning. Technical analysis: Study of material inputs and utilities – manufacturing process and technology - product mixes - plant capacity - location and site -machinery and equipment - structures and civil works - project charts and layouts - work schedule

### **Unit-3**

**Teaching Hours:12**

#### **Financial Analysis**

Estimation of cost of project and means of financing -estimates of sales and production - cost of production - working capital requirement and its financing - estimates of working results – breakeven points - projected cash flow statement - projected Balance sheet.

Project cash flows: Basic principles of measurement of cash flows -components of the cash flow streams - viewing a project from different points of view - definition of cash flows by financial institutions and planning commission - biases in cash flow estimation. Appraisal criteria: Net Present Value - benefit cost ratio - internal rate of returns urgency - payback period - accounting rate of returns – investment appraisal in practice. Analysis of Risk.

### **Unit-4**

**Teaching Hours:10**

#### **Types and measure of risk**

Simple estimation of risk - sensitivity analysis -scenario analysis – montecarlo simulation - decision tree analysis – selection of project - risk analysis in practice.Special decision situations: Choice between mutually exclusive projects of unequal life - optimal timing decision - determination of economic life -inter-relationships between investment and financing aspects - inflation and capital budgeting. Analysis of firm and market risk: Portfolio theory and capital budgeting -capital asset pricing model - estimation of key factors - CAPM andCapital budgeting.

### **Unit-5**

**Teaching Hours:5**

#### **Cost Benefit Analysis(SCBA)**

Rationale for SCBA – UNIDO approach to SCBA - Little and Mirle approach to SCBA.

## **Unit-6**

**Teaching Hours:4**

### **Multiple projects and constraints**

Constraints - methods of ranking -mathematical programming approach - linear programming model - Qualitative Analysis: Qualitative factors in capital budgeting – strategic aspects - strategic planning and financial analysis - informational asymmetry and capital budgeting - organizational considerations. Environmental appraisal of projects: types and dimensions of a project -meaning and scope of environment - Environment – Environmental resources values - environmental impact assessment and environmental impact statement.

## **Unit-7**

**Teaching Hours:5**

### **Project financing in India**

Means of finance - norms and policies of financial institutions - SEBI guidelines - Sample financing plans - structure of financial institutions in India - schemes of assistance - term loans procedures - project appraisal by financial institutions.

## **Unit-8**

**Teaching Hours:10**

### **Project Management**

Forms of project organization - project planning - project control - human aspects of project management - prerequisites for successful project implementation. Network techniques for project management - development of project network - time estimation - determination of critical path - scheduling when resources are limit - PERT and CPM models - Network cost system (Only problems on resources allocation and resources leveling) Project review and administrative aspects: Initial review – performance evaluation - abandonment analysis - administrative aspects of capital budgeting - evaluating the capital budgeting system of an organization.

### **Essential References**

Prasanna Chandra (2013). Project Preparation Appraisal Budgeting and Implementation (7th ed.). New Delhi. Tata Mc Graw Hill.

### **Recommended References**

Nicholas - Project Management for Business and Technology:Principles and Practice - Pearson / PHI.

Gray & Larson - Project Management: The Managerial Process -TMH, 3/e , 2005.

Vasant Desai - Project Management - HPH

Bhavesh M Patel - Project Management - Vikas

Chitkara - Construction Project Management, Planning, Scheduling and Control - TMH, 1/e

Choudhury - Project Management - TMH, 1/e

Project Management - K Nagarajan - New Age International, 2004

Project Management - Merdith&Gopalan - Wiley India (P) Ltd.

## **BBBHT643A-MERGERS AND ACQUISITIONS**

**Total Teaching Hours For Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Description and Course Objectives**

#### **Course Description**

The corporate world is undergoing a sea change and firms have been growing in size, becoming global and diversifying into new areas. They quite often face different challenges, more so in case of Indian companies. The last decade has seen numerous M&As, which have often forced firms to adopt special strategies for growth and survival. Today M&As have become a global phenomenon and Indian companies which had often been targets of Mergers and acquisitions, reversed the trend and started acquiring other companies both in India and abroad. This course intends to provide knowledge on different aspects of Mergers and acquisitions.

#### **Course Objectives**

- To understand Mergers and acquisitions happening in corporate world
- To make the participants understand the M&A process
- Understand different business valuation approaches
- To make the participants understand the legal aspects involved in M&A
- Understand need for and performance of cross border mergers and acquisitions.

It is to enable students to understand how businesses capitalize on organisational synergies and thereby reap significant financial advantages.

#### **Course Outcomes**

This course will enable students to acquire the basics of Mergers and acquisitions. They would have understood the process involved in M&A and Business valuation, takeover and its consequences and how mergers and acquisitions in businesses capitalize on organizational synergies and thereby reap significant financial benefits to survive and grow in a dynamic business environment.

#### **Unit-1**

**Teaching Hours:12**

#### **Mergers and Acquisitions**

Introduction – Forms of corporate restructuring –M&A, Joint Ventures, sell-off and spin-off, divestitures, LBO, MBO,MLP, ESOP- History of merger movement –types of merger- Economic rationale for different types of

merger - Motives behind Mergers – theories of merger- synergy of mergers and acquisitions – Internal and external change forces contributing towards M&A activities

## **Unit-2**

**Teaching Hours:10**

### **Merger Process**

Identification of target – Negotiation – closing the deal – due diligence – M&A integration – organisational and human aspects – Managerial challenges of M&A

## **Unit-3**

**Teaching Hours:11**

### **Valuation**

Different approaches to valuation – discounted cash flow valuation – relative valuation – Valuation of operating and financial synergy – Other methods of valuation MVA, EVA and Enterprise value- Valuation of LBO – Methods of financing- cash offer, share exchange ratio – M&A as a capital budgeting decision.

## **Unit-4**

**Teaching Hours:8**

### **Takeover**

Types of takeover – Hostile takeover approaches – Takeover defences – Anti-takeover amendments- SEBI takeover code

## **Unit-5**

**Teaching Hours:7**

### **Legal and Accounting aspects of M&A**

Legal and Accounting aspects of M&A – accounting for amalgamation- Pooling of interest method, Purchase method – Provisions of companies Act of 1956, Income Tax Act 1961, Provisions of competition Act.

**Unit-6****Teaching Hours:5****Doctrine of due diligence**

Doctrine of due diligence – Introduction, ethical policies, Buyers due diligence, Sellers due diligence, Corporate governance issues in M&A and M&A integration, M&A and shareholder value, How M&A can lead to governance failure.

**Unit-7****Teaching Hours:7****Cross Border Mergers and Acquisitions**

Cross Border Mergers and Acquisitions – The theory of MNE – Reasons – strategies and performance of CBMA.

**Essential References****Essential Reading**

Godbole, P. (2012). *Mergers Acquisitions and Corporate Restructuring*. Noida: Vikas Publishing House.

**Recommended Reading**

Kale, R. S. (2011). *Mergers and Acquisitions*. New Delhi: Oxford University Press.

Rajesh, K.B. (2010). *Mergers and Acquisitions. Text and Cases*. New Delhi: Tata Mcgraw Hill.

Sudarsanam, S. (2010). *Creating Value through Mergers and Acquisitions*. New Delhi: Peasons Education.

Pandey, I.M. (2010). *Financial Management*. New Delhi: Vikas Publishig house.

**Recommended References****Essential Reading**

Godbole, P. (2012). *Mergers Acquisitions and Corporate Restructuring*. Noida: Vikas Publishing House.

**Recommended Reading**

Kale, R. S. (2011). *Mergers and Acquisitions*. New Delhi: Oxford University Press.

Rajesh, K.B. (2010). *Mergers and Acquisitions. Text and Cases*. New Delhi: Tata Mcgraw Hill.

Sudarsanam, S. (2010). *Creating Value through Mergers and Acquisitions*. New Delhi: Peasons Education.

Pandey, I.M. (2010). *Financial Management*. New Delhi: Vikas Publishig house.

## **BSDBS612-SELF ENHANCEMENT SKILLS II**

**Total Teaching Hours For Semester:24**

**No of Lecture Hours/Week:2**

**Max Marks: GRADE**

**Credits:1**

### **Course Description and Course Objectives**

This course will introduce the advanced statistical tools such as Linear Models, Binary and limited dependence models, Time Series analysis and Panel data. Besides, the course also teaches the students how to calculate poverty like Head count ratio and inequality like Gini coefficient and Lorenz curve

### **Course Outcomes**

This course will make the students to handle cross section, time series and panel data into their academic and research requirements in an effective way.

### **Unit-1**

**Teaching Hours:4**

#### **Data Analysis I**

Poverty and Inequality estimation, Regression, Correlation, basics of panel data

### **Unit-2**

**Teaching Hours:4**

#### **Data Analysis II**

Post Estimation and Hypothesis testing

### **Unit-3**

**Teaching Hours:8**

#### **Graphical user Interface**

Line charts, scatter plots, bar charts, regression diagnostic graphs

#### **Unit-4**

**Teaching Hours:8**

#### **Programming with STATA**

Basics of Programming by STATA

#### **Essential References**

- Agung, I. G. N. (2011). *Time Series Data Analysis Using Eviews*. New York: John Wiley & Sons.
- Baum, C. F. (2006). *An Introduction to Modern Econometrics Using STATA*. Texas: Stata Press Publication.
- Cameron, C. A. & Trivedi, P. K. (2009). *Microeconometrics Using STATA*. Texas: Stata Press Publication.
- Gujarati, D. N. (2016). *Econometrics by Example* (2nd ed.). New Delhi: Palgrave.
- Levine, D. M. (2005). *Statistics for Managers Using Microsoft Excel* (5<sup>th</sup> ed.). New York: Prentice Hall.
- Long, J. S. & Freese, J. (2001). *Regression Models for Categorical Dependent Variables using STATA*. Texas: Stata Press Publication.
- Longest, K. C. (2014). *Using STATA for Qualitative Analysis* (2<sup>nd</sup> ed.). London: Sage Publications.

#### **Recommended References**

- Gujarati, D. N., Porter, D.C., & Gunasekar, S. (2017). *Basic Econometrics* (5<sup>th</sup> ed.). New Delhi: McGrawHill.
- Dougherty, C. (2016). *Introduction to Econometrics* (5<sup>th</sup> ed.). New York: Oxford University Press.
- Koutsoyiannis, A. (1973). *Theory of Econometrics*. New York: Harper & Row.
- Wooldridge, J. M. (2014). *Introductory Econometrics: A Modern Approach* (4<sup>th</sup> ed.). New Delhi: Cengage Learning.
- Long, J. S. (1997). *Regression Models for Categorical and Limited Dependent Variables*. London: Sage Publications.
- Patterson, K. (2000). *An Introduction to Applied Econometrics: A Time Series Approach*. London: Palgrave.

Pindyck, R. S., & Rubinfeld, D. L. (1990). *Econometric Models and Econometric Forecasts* (4<sup>th</sup> ed.). New York: McGraw-Hill.

Wooldridge, J. M. (2002). *Econometric Analysis of Cross Section and Panel Data*. Massachusetts: MIT Press.