



# Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

## Shri Vaishnav School of Management

### Choice Based Credit System (CBCS) in Light of NEP-2020

#### BBA+MBA - VI SEMESTER (2021-2024)

#### BBAI601 ENTREPRENEURSHIP DEVELOPMENT

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	C R E D I T S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAI601	CC	Entrepreneurship Development	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical: C - Credit; CC- Core Course

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

#### Course Objective

The objective of the course is to introduce students to the process of venture creation and discuss the core issues in creating a successful business. It also explains the students the major strategic decisions that entrepreneurs must make when creating a business.

#### Examination Scheme

The internal assessment of the students' performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

#### Course Outcomes

1. Understanding the major strategic decisions that entrepreneurs must make when creating a business.
2. Familiarize the students with operational and organizational challenges during the start-up phase

#### COURSE CONTENT

##### Unit I: Introduction to Entrepreneurship

1. Meaning and concept of entrepreneurship,
2. History of entrepreneurship development,
3. Role of entrepreneurship in economic development,
4. Agencies in entrepreneurship management
5. Future of entrepreneurship.

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BBAI601	CC	Entrepreneurship Development	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical: C - Credit; CC- Core Course

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Unit II: The Entrepreneur**

1. Meaning of entrepreneur,
2. Skills required to be an entrepreneur,
3. Entrepreneurial decision process, and role models,
4. Mentors and support system.

**Unit III: Business Opportunity Identification**

1. Business ideas,
2. Methods of generating ideas,
3. Opportunity recognition

**Unit IV: Preparing a Business Plan**

1. BMeaning and significance of a business plan, components of a business plan, and feasibility study,
2. Financing the New Venture: Importance of new venture financing, types of ownership securities, venture capital, types of debt securities, determining ideal debt-equity mix, and financial institutions and banks

**Unit V: Launching the New Venture**

1. Choosing the legal form of new venture, protection of intellectual property, and marketing the new venture,
2. Managing Growth in New Venture: Characteristics of high growth new ventures, strategies for growth, and building the new venture capital

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**Suggested Readings**

1. Dorf, R.C. (2007). *Technology Ventures: From Idea to Enterprise with Student DVD*. McGraw-Hill Higher Education: New York.
2. Shane, S. and Ventakaraman, S. (2000). *The promise of entrepreneurship as a field of research*. Academy of Management Review
3. Baron, J.N. and Hannan, M.T. (2002) *Organizational Blueprints for success in High-Tech start-ups*. California Management Review.
4. Swiercz, P.M. and Lydon, S.R. (2002). *Entrepreneurial leadership in high-tech firms: a field of study*. Leadership and Organization Development.
5. Berry, M.M.J. and Taggart, J.H. (1994). *Managing technology and innovation: a review*. Journal of R& D Management Journal.

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**List of Electives- Finance**  
**SEMESTER-VI**

● BBAIEF603 Investment Management
● BBAIEF604 Wealth Management
● BBAIEF605 Multinational Financial Market
● BBAIEF606 Introduction to Financial Derivatives and Risk Management

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#### BBAIEF603 INVESTMENT MANAGEMENT

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<b>BBAIEF603</b>	<b>DSE</b>	<b>Investment Management</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

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#### Course Objective

The objectives of this course is to provide the students in depth understanding of investment techniques as applied to various forms of securities and acquaint them with the functioning of portfolio management services.

#### Examination Scheme

The internal assessment of the students' performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

#### Course Outcomes

1. Provide understanding of the concepts used in investment analysis
2. Identification of effective investment techniques
3. Understanding of importance of Portfolio Management

### COURSE CONTENT

#### **Unit I: Introduction**

1. Introduction: Concept of Investment, Investment V/S Speculation
2. Financial and Economic Aspect of Investment
3. Types, Characteristics and Objectives of Investment
4. Operations of Indian Stock Market; New Issue Market; Listing of Securities

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**Unit II: Risk and Return**

1. Risk Return: Concept Of Risk and Return
2. Systematic and Unsystematic Risk
3. Multifactor Model of Risk & Return, Efficient capital Markets
4. Concept of Beta, Capital Assets Pricing Model

**Unit III: Valuation of securities**

1. Securities Valuation: An Introduction to Security Valuation
2. Macroeconomic & Market Analysis
3. Valuation of Bonds: Bond Fundamentals, Bond Valuation Models: PV Model
4. Bonds Yield

**Unit IV: Bond Valuation**

1. Bond Value Theorem. Valuation of Equity: Constant Growth Model
2. Multi-Stage Growth Model, P/E Ratio and Earnings Multiplier Models
3. Valuation Of Preference Shares
4. Valuation of Warrants

**Unit V: Portfolio Management**

1. Fundamental Analysis and Technical Analysis
2. Dow Theory, Elliott Wave Theory, Efficient Market Theories
3. Portfolio Concepts: Portfolio and Security Returns
4. Factor Models and Arbitrage Pricing Theory. Portfolio Investment Process.
5. Portfolio Evaluation: Measures of Returns, Formula, Plans, Sharpe and Treynor Measures
6. Portfolio Management Strategies: Bond Portfolio Management Strategies

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BBAIEF603	DSE	Investment Management	60	20	20	-	-	3	-	-	3

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\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

#### Suggested Readings

1. Donald, E., Fischer and Ronald, J., and Jordan, J. (2007). *Security Analysis and Portfolio management*. Pearson Education, New Delhi.
2. Bhall, V.K (2008). *Investment Management*. Sultan Chand, New Delhi.
3. Chandra, P. (2009). *Investment Analysis and Portfolio Management*. TMH, New Delhi.
4. Avadhani, V. A. (2008) *Securities Analysis and Portfolio Management*. Himalaya, Mumbai.
5. Sharpe, W., Gordon, J. and Bailey, V. (2009). *Fundamentals of Investments*. Prentice Hall, New Delhi.
6. Reilly, F. and Keith, B. (2009), *Investment Analysis Portfolio Management*. Cengage learning, New Delhi.
7. Charles, P. (2009). *Investments – Analysis and Management*. John Wiley, NY.
8. Bhat, S. (2009). *Security Analysis and Portfolio Management*. Excel Publication, New Delhi.
9. Hull, J. (2009). *Options, Futures and other Derivatives*. Pearson Education, New Delhi.

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**BBAIEF604 WEALTH MANAGEMENT**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEF604</b>	<b>DSE</b>	<b>Wealth Management</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Objective**

The fundamental aim of the course is to understand concept of wealth management in detail.

**Examination Scheme**

The internal assessment of the students’ performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

**Course Outcomes**

1. Familiarize the students with the concept of wealth management
2. Equip students with understanding of functions of corporate finance

**COURSE CONTENT**

**Unit I Wealth Management**

1. What is Wealth Management
2. Comprehensive Wealth Management
3. Estimating Wealth Market for a Country
4. Wealth Management Verticals

**Unit II: Wealth Management Process**

1. Developing a Wealth Management Plan
2. Essentials of a Comprehensive Wealth Plan

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BBAIEF604	DSE	Wealth Management	60	20	20	-	-	3	-	-	3

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\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Unit III: Personal Financial Statements**

1. Steps in Personal Money Management
2. Strategy for Cash Management
3. Aim of a Cash Flow Statement
4. Budgeting for Skilled Money Management

**Unit IV: Use of Capital Budgeting and corporate finance techniques in Personal Finance**

1. Use of Capital Budgeting Techniques in Personal Finance
2. Net Present Value (NPV) Method
3. Internal Rate of Return (IRR)
4. Time Value of money
5. Principles of Corporate Finance
6. Capital Structure of a Corporate- Theory and Policy
7. Public Issue, Book Building, Role of Investment Banker

**Unit V: Wealth Management Industry**

1. Wealth Management Industry
2. Wealth Management Industry an Overview
3. Source of Wealth
4. Wealth Management Industry Challenges
5. Concept of Family Offices
6. Four Core organizational models of the banks focusing on wealth management

**Suggested Readings**

1. Evensky, H. (2011), *The new wealth Management*, CFA Institute Investment Series Publication

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2. Sankaran S. (2012), *Wealth Engine*, Vision Books
3. Hallman, G., and Jerry S. (2015), *Private Wealth Management: The Complete Reference for the Personal Financial Planner*, McGraw-Hill Education: Delhi

#### BBAIEF605 MULTINATIONAL FINANCIAL MARKET

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEF605</b>	<b>DSE</b>	<b>Multinational Financial Market</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

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#### Course Objectives

The objective of the course is to make students understand how the foreign Exchange Market operates. Also, to make them aware about the principles of currency valuation and foreign exchange management in India.

#### Examination Scheme

The internal assessment of the students' performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

#### Course Outcomes

1. Understand the international currency markets, currency pairs, how foreign currency trades, the global trading centers, and the global trading day.
2. . To explain techniques that can be used to hedge foreign exchange risk.

### COURSE CONTENT

#### Unit I: Introduction to Foreign Exchange Market

1. Foreign Exchange Markets and Transactions
2. Important terms & concepts

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3. Foreign Exchange & Euro currency
4. Foreign Exchange dealing & quotations

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<b>BBAIEF605</b>	<b>DSE</b>	<b>Multinational Financial Market</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

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#### **Unit II: Foreign Exchange Management**

1. The risks element in foreign exchange markets
2. Need & Importance of foreign exchange management
3. Methods adopted (spot & forward, swaps, options & futures)

#### **Unit III: Foreign Exchange Market in India**

1. Impact of liberalization & globalization in India's foreign exchange market
2. RBI's role in directing & controlling foreign exchange market
3. FEMS & the Indian foreign exchange market
4. Indian multinationals & their impact on foreign exchange

#### **Unit IV: Gold & Bretton woods systems**

1. Gold & Bretton woods systems
2. Fixed & Floating exchange rate system
3. Adjustable peg system

#### **Unit V: Bond valuations, Price Yield relationship, Bond Price forecasting**

1. Introduction, Futures and Forwards
2. Hedging with Futures
3. Pricing of Futures and Arbitrage Conditions and Stock Index Futures

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**Suggested Readings**

1. Steve, A. (2003), *Foreign Exchange in Practice: The New Environment*, Palgrave Macmillan, NY.
2. Apte, P.G. (2010). *International Financial Management*. Tata McGraw Hill, New Delhi.
3. Madura, J. (2008). *International financial Management*. Cengage Learning, New Delhi.
4. Shapiro, C. *Multinational Financial Management*. John Wiley & Sons, New Delhi.
5. Vij, M. (2010). *International Financial Management*. Excel books, New Delhi.
6. Clark, G.(2008). *International Financial management*. Cengage Learning, New Delhi.
7. Srivastava, R. M. (2008). *Multinational Financial Management*. Excel books, New Delhi.
8. Bhalla, V.K. (2008). *International Financial Management: Text and Cases*. Anmol Publications, New Delhi.

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**BBA+MBA - VI SEMESTER (2021-2024)**

**BBAIEF606 INTRODUCTION TO FINANCIAL DERIVATIVES AND RISK MANAGEMENT**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAIEF606	DSE	Introduction to Financial Derivatives and Risk Management	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Objective**

The objective of the course is to provide an introduction to derivative securities, the arbitrage relationships associated with them

**Examination Scheme**

The internal assessment of the students’ performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

**Course Outcomes**

1. Equip students with understanding of derivative security markets, including call and put options, futures and forward contracts, and swaps
2. Develop analytical and integrative thinking in understanding and implementing the risk management practices

**COURSE CONTENT**

**Unit I: Introduction**

1. Introduction, Futures and Forwards
2. Forward and Futures – A Quick Look
3. Hedging with Futures

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	C R E D I T S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAIEF606	DSE	Introduction to Financial Derivatives and Risk Management	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Unit II: Introduction, Types of Options,**

1. Differences between Options and Futures
2. Pay Off of Various Options
3. Special Applications of Options

**Unit III: Eligibility and criteria**

1. NSE membership - Categories
2. Eligibility and criteria
3. Futures contract specifications, trading system
4. Placing orders, client broker relationship
5. Clearing entities and Settlement mechanism

**Unit IV: Principles of Option Pricing**

1. Introduction, Principles of Option Pricing-Put Call Parity
2. The Binomial Model for Pricing of Options
3. The Black-Schools Model

**Unit V: Bond valuations, Price Yield relationship, Bond Price forecasting**

1. Introduction to Options Greek and Basic Delta Hedging
2. Interest Rate Derivatives
3. SWAPS, Credit Derivatives and Risk Management with Derivatives

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAIEF606	DSE	Introduction to Financial Derivatives and Risk Management	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Suggested Readings**

1. Vohra, N.D. and Bagri, B.R. (2009). *Futures and Options*. New Delhi: Tata McGraw-Hill.
2. Redhead, K. (2007). *Financial Derivatives: An Introduction to Futures, Forward, Options*. New Delhi. Prentice Hall of India.
3. Vohra, N.D. (2010). *Futures and Options*. New Delhi: Tata McGraw Hill.
4. Varma, J. (2010). *Derivatives and Risk Management*. New Delhi: Tata McGraw Hill.
5. Clark, G. (2008). *International Financial management*. Cengage Learning
6. Srivastava, R. M. (2008). *Multinational Financial Management*. New Delhi: Excel books.
7. Bhalla, V.K. (2008). *International Financial Management: Text and Cases*. New Delhi: Anmol Publications.

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**List of Electives- Human Resource**  
**Semester VI**

BBAIEH 603 Managerial Counseling
BBAIEH 604 Managing Diversity at Workplace
BBAIEH 605 Advanced Manpower Planning
BBAIEH 606 Knowledge Management & HR

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**BBA+MBA - VI SEMESTER (2021-2024)**

**BBAIEH603 MANAGERIAL COUNSELING**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	C R E D I T S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEH603</b>	<b>DSE</b>	<b>Managerial Counseling</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Objectives**

This course aims at providing an outline of the counselling processes and techniques Involved in it.It also helps in creating an environment for practising the basic counselling skills which will help employees in performance planning and career advancement.

**Examination Scheme**

The internal assessment of the students’ performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

**Course Outcomes**

1. To understand the concept of Counseling for Managers
2. Identify and apply various approaches to counseling in real life
3. Understand the importance of managerial counseling for the individual and organizational improvement.

**COURSE CONTENT**

**Unit I: Workplace today - Industry and Its Impact on the Worker**

1. Various approaches to deal with human problems in industry.
2. Basics of managerial counseling

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAIEH603	DSE	Managerial Counseling	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Unit II: Intrinsic Development of Managers as Counselors**

1. Barefoot Counseling
2. Understanding Assertiveness and Interpersonal Skills for Counselors

**Unit III: Foundations of Counseling Skill**

1. Introduction to the Important Schools of Counseling
2. Psychoanalytic Foundations: Transactional Analysis, Gestalt Therapy, Rational Emotive Therapy

**Unit IV: Model of Counseling**

1. Integrated Model of Counseling
2. Essentials of Skills and Cues

**Unit V: Counseling Interventions in Organizations**

1. Listening and Responding and Effective Feedback
2. Performance Counseling and Counseling in Problem Situations

**Suggested Readings**

1. MacLennan, N. (1996). *Counseling for Managers*. Gower,
2. Singh, K. (2007). *Counseling Skills for Managers*. PHI Learning.
3. Nelson-Jones, R. (2012). *Introduction to Counseling Skills: Text and Activities*. SAGE.
4. Casemore, R. (2011). *Person-Centered Counseling in a Nutshell*. SAGE.

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**BBA+MBA - VI SEMESTER (2021-2024)**

**BBAIEH604 MANAGING DIVERSITY AT WORKPLACE**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	C R E D I T S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEH604</b>	<b>DSE</b>	<b>Managing Diversity at Workplace</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Objectives**

This course aims at developing an understanding the issues and challenges involved in managing a diverse workforce and gaining deeper insights about individual biases towards diversity management.

**Examination Scheme**

The internal assessment of the students' performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

**Course Outcomes**

Upon completion of this course, the student will be able to:

1. Recognize and appreciate the diversity inherent in today's workplace;
2. Describe several examples of current application of policies and concepts to deal with diversity in the workplace.
3. Summarize critical viewpoints that may be projected because of the diversity that exists in the workplace.

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			THEORY			PRACTICAL		L	T	P	C R E D I T S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEH604</b>	<b>DSE</b>	<b>Managing Diversity at Workplace</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

#### **COURSE CONTENT**

##### **Unit I: Introduction to Diversity**

1. Diversity : Concept, Benefits and Issues in Diversity, Stereotypes
2. Primary Dimensions : Race, ethnicity, age, gender, sexual orientation, physical and mental challenges
3. Secondary Dimensions: Social class, religion, appearance/weight, language/communication
4. Do's and Dont's : Interaction with Women at Workplace

##### **Unit II: Paradigms for Managing Diversity**

1. Paradigms for Managing Diversity: Discrimination-and-Fairness Paradigm, Access-and-Legitimacy Paradigm, Learning-and-Effectiveness Paradigm
2. Preconditions for Making the Paradigm Shift
3. Cultural Differences: India Vs West

##### **Unit III: Global Diversity Management (GDM)**

1. Organizational Perspectives of Diversity
2. Models of GDM : Process Model, House Model of GDM , Communication Model

##### **Unit IV: Inclusion Strategies for Managing Workplace Diversity**

1. Workplace Inclusion Strategies through Organizational Leadership
2. Flexible work programs, Workplace Bullying
3. Achieving Meritocracy at Workplace- Incorporating Organisational Accountability and Transparency Into a Pay-For-Performance System- Process and Criteria, Outcomes and Audiences

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDIT
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAIEH604	DSE	Managing Diversity at Workplace	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

#### Unit V: Building Effective Work Relationships across Difference

1. Rethinking Political Correctness : Principles for Constructively Engaging Differences
2. Diversity and Authenticity
3. Recent Trends in Workforce Diversity

#### Suggested Readings

1. Stewart, R. and Clegg, C. H. (1999). *Managing Organizations: Current Issues Handbook of Organization Studies*, Vol 2. SAGE.
2. Armstrong, M. (2017). *Armstrong's Handbook of Human Resource Management Practice*. Kogan Page Publishers.
3. <https://hbr.org/1996/09/making-differences-matter-a-new-paradigm-for-managing-diversity> (Retrieved on July 7, 2019)
4. [https://www.academia.edu/16634467/Models\\_of\\_Global\\_Diversity\\_Management](https://www.academia.edu/16634467/Models_of_Global_Diversity_Management) (Retrieved on July 7, 2019)
5. <https://hbr.org/2006/09/rethinking-political-correctness> (Retrieved on July 7, 2019)
6. <https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/> (Retrieved on July 7, 2019)
7. <https://hbr.org/2018/03/diversity-and-authenticity> (Retrieved on July 7, 2019)  
Bourke, J., Garr, S., van Berkel, A., and Wong, J. 2017. Diversity and inclusion: The reality gap. Deloitte
8. University:  
<https://www2.deloitte.com/insights/us/en/focus/human-capital-trends/2017/diversity-and-inclusion-at-the-workplace.html>(Retrieved on July 7, 2019)

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**BBA+MBA - VI SEMESTER (2021-2024)**

**BBAIEH605 ADVANCED MANPOWER PLANNING**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAIEH605	DSE	Advanced Manpower Planning	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Objectives**

This course aims to develop the analytical abilities regarding changes in the manpower situation of a company and also being able to ensure availability of HR within the organisation and outside also. Enabling students to advise and assist the authorities concerned in matters related to manpower planning and development.

**Examination Scheme**

The internal assessment of the students' performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

**Course Outcomes**

1. Students will acquire the knowledge, skill and ability necessary for preparing the manpower plan of a business enterprise.
2. They will be able to understand manpower plan prepared by the manpower planning cell of the company

**COURSE CONTENT**

**Unit I: Manpower Planning Introduction**

1. Concept, Importance, Steps in Manpower Planning
2. Obstacles in Manpower Planning,
3. Policies for Successful Manpower Planning,

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### Choice Based Credit System (CBCS) in Light of NEP-2020 BBA+MBA - VI SEMESTER (2021-2024)

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			THEORY			PRACTICAL		L	T	P	CREDIT
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEH605</b>	<b>DSE</b>	<b>Advanced Manpower Planning</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

#### Unit II: Manpower Planning Methods

1. Quantitative Aspects
2. Qualitative Aspects
3. Methodology of successful Manpower Planning

#### Unit III: Manpower Planning tools

1. Computerized Manpower Planning Information System
2. Use and Applicability of Statistical and Mathematical Models in Manpower Planning

#### Unit IV: Matrix of Jobs and Organisation

1. Organisation Structuring: Traditional Concepts and recent Trends
2. Role Clarity, Job Enrichment/Job Enlargement
3. Career Planning/Succession Planning

#### Unit V: Manpower Planning Strategies

1. Formulation of Manpower for Running Enterprises with No Major Expansion Plans
2. Recent Trends in HR Planning

#### Suggested Readings

1. Monappa, A. (2001). *Personnel Management*. Tata McGraw- Hill: Bombay.
2. Dale, R. and Yoder, D. (1982). *Personnel Management and Industrial Relations*. Prentice-Hall.
3. Singh, P., Chhabra, T.N., and Taneja, P.L. (2000). *Personnel Management and Industrial Relations*, Dhanpat Rai: Delhi.
4. Plumbley, P.R. (1978). *Recruitment and Selection*, Institute of Personnel Management, London.
5. Thomas L., Moffatt, T. (1979). *Selection Interviewing for Managers*, Harper and Row: New York.

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**BBA+MBA - VI SEMESTER (2021-2024)**

**BBAIEH606 KNOWLEDGE MANAGEMENT**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEH606</b>	<b>DSE</b>	<b>Knowledge Management</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Objective**

The objective of the course is to prepare HR managers to Participate in the organizational knowledge management efforts and facilitate management of knowledge. The course also aims at developing analytical capabilities of students.

**Examination Scheme**

The internal assessment of the students’ performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

**Course Outcomes**

1. To understand the concept of knowledge Management
2. Identify and apply various approaches of Knowledge Management in organizational setting.
3. Understand the importance of Knowledge Management for the individual and organizational improvement.

**COURSE CONTENT**

**Unit I: Introduction to Knowledge Management**

1. Basic Concepts and History
2. Inputs - Strategy, People and IT
3. Data Vs Information Vs Knowledge

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			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAIEH606	DSE	Knowledge Management	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Unit II: Knowledge management and Culture**

1. Culture and its impact on Knowledge
2. Mitigating Individual's fears through knowledge sharing : An Organizational Perspective

**Unit III: Linkage Between Knowledge management, strategy and HRM**

1. Aligning individual needs with organization
2. Reward systems and KM

**Unit IV: Communities of Practice (CoP) and KM**

1. Significance of CoP, Designing CoP with people in mind and not technology
2. Need for customizing KM within organization
3. Pitfalls of a global KM system and problems of cross-border issues in Knowledge management

**Unit V: Knowledge Management in the Indian Perspective**

1. Case Study on Infosys, Tata Steel and other organizations that are experimenting with KM.
2. Contemporary issues and KM

**Suggested Readings**

1. Tiwana, A. (2002). *The Knowledge Management Toolkit: Orchestrating It, Strategy, And Knowledge Platforms*. Prentice Hall PTR.
2. Palmer, G. (2000). *Managing Organizational Change: A Multiple Perspectives Approach*. McGraw-Hill Higher Education.
3. Thomas, H. and Davenport, L. (2000). *Working Knowledge: How Organizations Manage What They Know*. Harvard Business Press.

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**List of Electives - Marketing**  
**Semester – VI**

BBAIEM603 Advertising and Brand Management
BBAIEM604 Sales Management
BBAIEM605 Introduction to Digital Marketing
BBAIEM606 Introduction to Rural Marketing

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**BBAIEM603 ADVERTISING AND BRAND MANAGEMENT**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEM603</b>	<b>DSE</b>	<b>Advertising and Brand Management</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Objective**

The objective of the course is to develop an insights and understanding of advertising & brand Management to the marketing students and to explore the emerging concepts, techniques, and analytical approaches relevant to the above areas.

**Examination Scheme**

The internal assessment of the students’ performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

**Course Outcomes**

1. To introduce the students, the Concepts and Principles of Advertising
2. Familiarize the students with the relationship between advertising & Brand Management

**COURSE CONTENT**

**Unit I: Introduction to Advertising**

1. Advertising Industry: Advertisers, Agencies, Media Companies, and other organization
2. The communication Model: Communication process, Stages & Challenges
3. Role of advertising in primary & secondary Demand
4. Product classification
5. Hierarchy of effect model

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			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEM603</b>	<b>DSE</b>	<b>Advertising and Brand Management</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Unit II: Customer Behavior & Advertising**

1. Segmentation, motivation analyses and value proposition
2. Advertising message: message objectives, recall, emotions & feelings
3. Message Tactics: Creative approaches, copy writing
4. Creative aspect of advertising: advertising artwork, copy in conventional media
5. Cyberspace

**Unit III: Advertising Objectives**

1. Goal & objectives
2. DAGMAR Approach
3. Media Strategy: Budgeting, approaches & allocation
4. Media Planning types
5. Scheduling of new media forms

**Unit IV: Branding**

1. Basics of Brand.
2. Importance of Branding to Consumers and Producers
3. Branding Challenges and Opportunities
4. Brand Equity

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			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAIEM603	DSE	Advertising and Brand Management	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Unit V: Brand Image and Brand Personality**

1. Brand Image- Meaning and Definition,
2. Brand Image for Established and New Products
3. Brand Personality- Meaning and Definition
4. Types and Elements of Brand personality

**Suggested Readings**

1. Kazmi, S, & Batra, S.(2010).Advertising & Sales Promotion.Excel Books: New Delhi
2. Shah, K. (2009).Advertising and Promotions: An IMC Perspective.TMH: New Delhi
3. Batra, R. (2010).Advertising Management. Pearson: New Delhi
4. Jefkins, F. (2010).Advertising. Pearson: New Delhi
5. Noel, K. (2008).Strategic Brand Management Kogan Page: Boston
6. Kaptan, S. (2004).Brand Limitations. Himalaya Publishing House: New Delhi
7. Tapan, P. (2013). Brand Management. Excel Publication: New Delhi
8. Mathur, U. (2010). Brand Management. Text and Cases. Macmillan:New Delhi
9. Chunnawalla, S. (2003).Compendium Brand Management. Himalaya Publishing House:New Delhi

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**BBAIEM604 SALES MANAGEMENT**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEM604</b>	<b>DSE</b>	<b>Sales Management</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Objective**

The objective of the course is to develop an insight and Understanding of Sales & Distribution Management and to expose the students to various aspects of sales and distribution management as an integral part of marketing management, and provide abilities in sales and distribution system.

**Examination Scheme**

The internal assessment of the students’ performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

**Course Outcomes**

1. Provide an understanding of the concepts, attitudes, techniques and approaches required for effective decision making in the areas of Sales and Distribution.
2. Develop skills critical for generating, evaluating and selecting sales and distribution strategies.

**COURSE CONTENT**

**Unit I: Introduction**

1. Personal Selling: The Role of personal selling in marketing mix
2. The personal selling process
3. Personal selling objectives
4. Personal selling process (pre-approach, approach, presentation, handling objections, closing a sale& follow-up)

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			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEM604</b>	<b>DSE</b>	<b>Sales Management</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Unit II: Theories of Sales Management**

- Objectives, Nature and Scope
- Buyer - Seller Dyads, Theories of selling
- AIDAS Theory,
- “Buying Formula” Theory and Behavioral Equation Theory of selling

**Unit III: Planning and Organizing Sales and Sales Force**

- Sales Planning, Sales Organization
- Sales Forecasting, Sales Budgeting
- Territory Design and Setting Quotas
- Recruiting and Selecting Sales persons
- Training and Development

**Unit IV: Channel Management**

- Design of Distribution Channel
- Types of channel intermediaries –wholesalers, distributors, stockists, sales agents brokers, franchisers, C&F agents, and retailers
- Management of Channels
- Conflict and Competition
- Vertical and Horizontal Marketing Systems

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEM604</b>	<b>DSE</b>	<b>Sales Management</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Unit V: Wholesaling and Retailing**

1. Wholesaling-Introduction, Functions of Wholesalers, Types of Wholesalers, Strategic Issues in Wholesaling
2. Retailing: Importance, Types, Retail Format
3. Physical Distribution & Logistics: Goals, function, Organizing for Physical Distribution
4. Warehousing
5. Internet as a medium for order processing and Information

**Suggested Readings**

1. Gupta, S L (2010). *Sales and Distribution Management*. Excel Books: New Delhi
2. Cron, W. (2010). *Sales Management. Concepts and Cases.*:Wiley: India
3. Krishana, H. (2009). *Sales & Distribution Management*. TMH:New Delhi
4. Spiro, S. (2008). *Management of a Sales Force*. McGraw-Hill:New Delhi
5. Tanner, J. (2010). *Sales Management*. Pearson publishing:New Delhi
6. Cundiff, E. & Still, R. (2010). *Sales Management Decisions: Strategies and Cases*. Pearson publishing: New Delhi
7. Cundiff, E. & Norman, A. (2010). *Sales Management - Decisions, Strategy and Cases*. Prentice Hall of India: New Delhi
8. Thomas, W. (2007). *Sales Management-Texts and Cases*. Business Publication: New Delhi
9. Johnson, K. and Schevin, R. (1994). *Sales Management: Concept practice & Cases*. MacGrawHill:New Delhi

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### Choice Based Credit System (CBCS) in Light of NEP-2020 BBA+MBA - VI SEMESTER (2021-2024)

#### BBAIEM605 INTRODUCTION TO DIGITAL MARKETING

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	C R E D I T S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEM605</b>	<b>DSE</b>	<b>Introduction to Digital Marketing</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

#### Course Objectives

This course aims to impart an in-depth perspective into digital marketing, and prepare students for the fast-paced world. The approach of the course is to place it in the context of fundamental marketing concepts, and to delve in detail into the specifics of what constitutes digital marketing.

#### Examination Scheme

The internal assessment of the students' performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

#### Course Outcomes

On successful completion of this course a student will be able to:

1. Develop a far deeper understanding of the changing digital landscape
2. Identify some of the latest digital marketing trends and skill sets needed for today's marketer
3. Discover the theories, tools and techniques to help you to successfully plan, predict, and manage your digital marketing campaigns

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	C R E D I T S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEM605</b>	<b>DSE</b>	<b>Introduction to Digital Marketing</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**COURSE CONTENT**

**Unit I: Digital Marketing-An Overview**

1. Introduction, Objectives, Definition, History and, Features of Digital Marketing
2. Digital Marketing: Scope, Benefits and Problems
3. Digital Marketing Techniques
4. Examples of best practices in Digital Marketing

**Unit II: Digital Customers**

1. Introduction, Objectives, Definition of Digital Customers
2. Dealing with Customers' Motivations and Expectations
3. Fears and Phobias of Digital Customers
4. Digital Buying Process

**Unit III: Digital Market**

1. Definition of E-Malls
2. E-Storefront, E-Marketplace
3. Web stores, Online stores
4. Concept of E-CRM
5. Legal and Ethical Issues in Digital Marketing

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEM605</b>	<b>DSE</b>	<b>Introduction to Digital Marketing</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

#### Unit IV: Applications of Digital Marketing

1. Introduction, Objectives, Online Advertising
2. Search Engine Optimization (SEO)
3. Search Engine Marketing (SEM)
4. Social Media Marketing
5. Mobile Marketing
6. E mail Marketing
7. Web Marketing

#### Unit V: Methods and Techniques of Digital Marketing

1. Introduction, Objectives
2. Advertising Techniques
3. Copy writing for the Web, Social media and mobiles
4. Selling Methods, Sales Promotion
5. Direct Marketing Techniques

#### Suggested Readings

1. Strauss, J. & Frost, R. (2009). *E-Marketing*. Prentice Hall:New Jersey
2. Agarwala , K.N. & Agarwala, D(2006). *Business on the Net: What's and How's of E-commerce*. McMillan:New Delhi
3. Kalakota, R. & Andrew, W.(1997). *Frontiers of E-Commerce*. Addison WesleyNew Delhi
4. O'Brien J. (2011). *Management Information System*. TMH:New Delhi
5. Oberoi, S. (2001). *E-Security and You*. TMH: New Delhi
6. Levine, Y. (2002) . *The complete reference to Internet*. TMH:NewDelhi

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**BBAIEM606 INTRODUCTION TO RURAL MARKETING**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEM606</b>	<b>DSE</b>	<b>Introduction to Rural Marketing</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Objective**

The objective of the course is to create awareness about the applicability of the concepts, techniques and processes of marketing in rural context and to familiarize with the special problems related to sales in rural market, and to help understand the working of rural marketing institutions.

**Examination Scheme**

The internal assessment of the students’ performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

**Course Outcomes**

1. Sensitize to the needs and behavior of rural consumers and channels
2. Utilize the understanding on peculiarities of rural markets, channels and competition in marketing decision making

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEM606</b>	<b>DSE</b>	<b>Introduction to Rural Marketing</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**COURSE CONTENT**

**Unit I: Introduction to Rural Marketing**

1. Concept, importance and scope of rural marketing
2. Understanding rural market
3. Rural environment
4. Infrastructure and rural trade practices
5. Rural consumer behavior
6. Factors affecting consumer behavior and psychology of rural customers

**Unit II: Distribution in the Rural Markets**

1. Types of rural channels
2. Selection and management of channels
3. Factors influencing channel decision
4. Retailing, transportation, warehousing

**Unit III: Communication Strategy.**

1. Challenges in Rural Communication
2. Developing Effective Communication
3. Determining Communication Objectives
4. Designing the Message
5. Selecting the Communication Channels
6. Creating Advertisements for Rural Audiences
7. Rural Media- Mass media
8. Non-Conventional Media
9. Personalized media

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**BBA+MBA - VI SEMESTER (2021-2024)**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	C R E D I T S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEM606</b>	<b>DSE</b>	<b>Introduction to Rural Marketing</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Unit IV: Branding strategy**

1. Brand building in Rural India
2. Brand Spectrum
3. Brand Loyalty Vs Stickiness
4. Fake Brands-The Fakes Market, Strategy to counter fakes
5. Structure of competition in Rural India
6. Product warranty and After-sales service

**Unit V: New Trends in Rural Marketing**

1. Introduction
2. Focused Marketing Strategies
3. Consumer Finance
4. Retail and IT Models
5. Public-Private Partnership
6. E-Rural Marketing

**Suggested Readings**

1. Dogra, B.L (2010). *Rural Marketing* TataMcgraw Hill:New Delhi
2. Gopaldaswamy, T. P (2009). *Rural Marketing- Environment, Problems & Strategies*. Vikas Publishing House Pvt Limited: New Delhi
3. Kashyap, P (2012). *The Rural Marketing Book (Text & cases)*. Dreamtech Press: New Delhi
4. Mathur, U. C (2008). *Rural Marketing*. Excel Books: New Delhi

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5. Badi, R.V & Badi, N.V (2010). *Rural Marketing*. Himalaya Publishing House: New Delhi
6. Dogra, B. & Ghuman, K. (2008). *Rural Marketing: Concept & Cases*. Tata McGraw-Hill Publishing Company: New Delhi
7. Singh, A.K. & Pandey, S. (2007). *Rural Marketing: Indian Perspective*. New Age International Publishers: New Delhi

**List of Electives - Operations Management**  
**Semester – VI**

BBAIEO603 Introduction to Enterprise Resource Planning
BBAIEO604 Business Process Management
BBAIEO605 Strategic Technology Management
BBAIEO606 Fundamentals of Six Sigma

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**BBAIEO603 INTRODUCTION TO ENTERPRISE RESOURCE PLANNING**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAIEO603	DSE	Introduction to Enterprise Resource Planning	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Objective**

To provide a basic understanding of the ERP and its applications.

**Examination Scheme**

The internal assessment of the students’ performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

**Course Outcomes**

1. To understand the concept of ERP and how to modernize and integrate business processes and systems.
2. Empower students to access information and provide services through an intuitive and integrated interface to enhance efficiency and productivity.

**COURSE CONTENT**

**Unit I: Introduction**

1. ERP – Concept, Evolution
2. Reasons for the Growth of ERP
3. Scenario and Justification of ERP in India
4. Evaluation of ERP; Various Modules of ERP
5. Advantage of ERP

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEO603</b>	<b>DSE</b>	<b>Introduction to Enterprise Resource Planning</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical: C - Credit; **DSE**- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Unit II: ERP System**

1. ERP system: Introduction
2. Application in Finance, Plant Maintenance
3. Application in Quality Management
4. Application in Materials Management

**Unit III: ERP Market**

1. ERP Market-Introduction
2. SAP AG, Baan Company, Oracle Corporation, People Soft, JD Edwards World Solutions Company, System Software Associates, Inc. (SSA)
3. QAD-A Comparative Assessment and Selection of ERP Packages and Modules.

**Unit IV: Selection of ERP vendors**

1. Vendors, Consultants and Users
2. In-House Implementation - Pros and Cons; Vendors
3. Consultants, End User.
4. Case Study

**Unit V: Future Directions in ERP**

1. New Markets, New Channels
2. Faster Implementation Methodologies
3. Business Modules and BAPIs
4. Market Snapshot, Web Enabling

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**BBA+MBA - VI SEMESTER (2021-2024)**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEO603</b>	<b>DSE</b>	<b>Introduction to Enterprise Resource Planning</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Suggested Readings**

1. Sheikh, K. (2009). *Manufacturing Resource Planning (MRP II) with Introduction to ERP; SCM; An CRM*. McGraw-Hill: New Delhi.
2. Hendricks, K., Singhal, V.K. and Stratman, J. (2009). *The Impact of Enterprise Systems on Corporate Performance: A study of ERP, SCM, and CRM System Implementations [An article from: Journal of Operations Management]*. Elsevier: India
3. Christian, M. (2010). *ERP and Supply Chain Management*, CHI: India
4. Glynn C. Williams (2009). *Implementing SAP ERP Sales & Distribution*. McGraw-Hill: India

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### Choice Based Credit System (CBCS) in Light of NEP-2020 BBA+MBA - VI SEMESTER (2021-2024)

#### BBAIEO604 BUSINESS PROCESS MANAGEMENT

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
<b>BBAIEO604</b>	<b>DSE</b>	<b>Business Process Management</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

#### Course Objective

The course will provide the student with an introduction to Business Process Re-engineering describing the background behind its development and how evaluations and assessments of production systems are performed. Planning for BPR implementation and the necessity of sustain improvements will be discussed.

#### Examination Scheme

The internal assessment of the students' performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

#### Course Outcomes

1. To give understanding of BPR related functions and skills
2. BPR tools and techniques will be used in some cases demonstrated in simulation exercises.

#### **COURSE CONTENT**

##### **Unit I: Historical Background**

1. Nature, Significance and Rationale of Business Process Reengineering (BPR)
2. Fundamentals of BPR
3. Case Study

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			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAIEO604	DSE	Business Process Management	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Unit II: Major Issues in Process Redesign**

1. Business Vision and Process Objectives
2. Processes to be Redesigned
3. Measuring Existing Processes
4. Role of Information Technology (IT) and Identifying IT Levers
5. Case Study

**Unit III: Designing and Building a Prototype of the New Process**

1. BPR phases, Relationship between BPR phases
2. Case Study

**Unit IV: Typical BPR Activities within Phases**

1. Change Management
2. Performance Management
3. Program Management
4. Case Study

**Unit V: BPR and Continuous Improvement**

1. Co-ordination and complementary efforts
2. IT capabilities and their organizational impacts
3. Implementation of BPR, Stages of implementation and critical aspects
4. Case studies on BPR

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			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAIEO604	DSE	Business Process Management	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Suggested Readings**

1. Lon, R. (Latest) *Process Re-engineering: The Key to Achieving Breakthrough Success*, Tata McGraw Hill:NewDelhi
2. Henry, J. Mchine, P., Pandilebury, M., and Wheater, W. (2009). *Business Process Reengineering: Breakpoint Strategies for Market Dominance*. John Wiley & Sons: Chichester

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### Choice Based Credit System (CBCS) in Light of NEP-2020 BBA+MBA - VI SEMESTER (2021-2024)

#### BBAIEO605 STRATEGIC TECHNOLOGY MANAGEMENT

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDIT S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAIEO605	DSE	Strategic Technology Management	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

#### Course Objective

Objective of this course is provide the students exposure to the concepts of technology management and technology management issues like technology development, acquisition, absorption, diffusion and technology support systems.

#### Examination Scheme

The internal assessment of the students' performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

#### Course Outcomes

1. To give understanding of Strategic Technology Management related Concepts.
2. To give understanding of Strategic Technology Management related Skills

### COURSE CONTENT

#### **Unit I: Introduction**

1. Technology Issue and Implications
2. Concepts and Definition
3. Aspects and Issues
4. Technology Change: Implication

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			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAIEO605	DSE	Strategic Technology Management	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Unit II: Technology Development and Acquisition**

1. Technology Development and Acquisition: Concept
2. Forecasting and Decasting Techniques
3. Identifying Opportunities

**Unit III: Technological Change**

1. Technological Change
2. Generation and Development and Technology Transfer
3. Technology Absorption and Diffusion
4. Absorption: Accommodate and Management

**Unit IV: Technological Environment**

1. Technology Environment
2. Science and Technology in India
3. Policies
4. Linkages

**Unit V: Technological Support Systems**

1. Technology Support Systems: Financing
2. Information Systems
3. Organization at Enterprise Level

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			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAIEO605	DSE	Strategic Technology Management	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Suggested Readings**

1. Khalil, Tarek (2009), *Management of Technology*, TMH: India
2. Burgelman, R. (2009), *Strategic Management of Technology & Innovation*, TMH: India
3. Narayanan(2010), *Managing Technology and Innovation for Competitive Advantage*, Pearson: India
4. White, R. (2008), *The management of Technology and Innovation*, Cengage Learning: India
5. Frenzel, T. (2009), *Management of information Technology*, 4th, 2008 Cengage Learning: India
6. Tidd, K. (2006), *Managing Innovation: Integrating Technological Market and Organizational Change*, Wiley: India

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**BBA+MBA - VI SEMESTER (2021-2024)**

**BBAIEO606 FUNDAMENTALS OF SIX-SIGMA**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	C R E D I T S
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
BBAIEO606	DSE	Fundamentals of Six Sigma	60	20	20	-	-	3	-	-	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; DSE- Discipline Specific Elective

\***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Objective**

Objective of this course is to train management students about the Principles of Six-Sigma Implementation and Improving Quality w.r.t Products and Services.

**Examination Scheme**

The internal assessment of the students' performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of 5 questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

**Course Outcome**

1. To give understanding of Six Sigma related functions and skills.

**COURSE CONTENT**

**Unit I: The Fundamentals of Six Sigma**

1. The Evolution Of Six Sigma-Qualities As A Business Performance
2. Principles Of Six Sigma- Process Concept and Systems Thinking
3. Six Sigma in Service Organization
4. Case Study

**Unit II: Project Organization, Selection, And Definition**

1. Organizing For Six Sigma Projects- People Skills
2. Project Definition-Project Review
3. Process Measurement
4. Process Capability Evaluation- Benchmarking
5. Case Study

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment *	END SEM University Exam	Teachers Assessment *				
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**Unit III: Process Analysis and Process Improvement**

1. Statistical Methods in Six Sigma
2. Tools for Process Analysis
3. Process Improvement
4. Tools for Process Improvement
5. Case Study

**Unit IV: Process Control and Design for Six Sigma**

1. Control Systems-Statistical Process Control
2. Design For Six Sigma-Concept
3. Concept Development- Concept Engineering
4. Design Development-Quality Function Deployment
5. Case Study

**Unit V: Six Sigma Implementation**

1. Six Sigma Implementation- Principles for Six Sigma Implementation
2. Project Management- Organizational Culture and Change Management
3. Case Study

**Suggested Readings**

1. Evans, R. and Lindsay, W. (2005). *An Introduction to Six Sigma and Process Improvement*, Cengage Learning India Private Limited: New Delhi
2. Belair, G. and O’ Neill, J. (2007). *Implementing Design for Six Sigma: A leader’s guide*, Pearson Education: New Delhi
3. Kumar, D. (2006). *Six Sigma Best Practices: A Guide to Business Process Excellence for Diverse Industries*, J. Ross Publishing: India

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4. Antony, J., Kumar, A., and Bañuelas, R (2006). *World class applications of Six Sigma*, Butterworth-Heinemann: Oxford
5. Pyzdek, T. and Keller, P. (2001). *The Six Sigma Handbook*, McGraw-Hill: Delhi

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