PROGRAMME PROJECT REPORT (PPR)

BACHELOR OF BUSINESS ADMINISTRATION (BBA)

ATLAS SKILLTECH UNIVERSITY | Centre for Distance & Online Education

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Programme Project Report

Bachelor of Business Administration

Table of Contents

Bachelor of Business Administration (BBA)

Programme Project Report

1. Programme's Mission and Objectives

Atlas SkillTech University, Mumbai, established in 2021 under the ATLAS SKILLTECH UNIVERSITY, Mumbai Act, 2021 (Mah. Act No. XV of 2021), is a leading Private SkillTech University based in the Business district of Mumbai. It offers courses in the field of Entrepreneurship & Management, Design, Technology and Law. In a very short span of about three and half years, the University has gained a reputation for its innovative and multidisciplinary approach as well as devising a curriculum that is contemporary and futuristic.

ATLAS is committed to promote quality education, training, research, consultancy, and enhance employability and entrepreneurial skills of its students. Integrating industry with academics, providing hands on and immersive learning experiences, encouraging and promoting entrepreneurial skills as well as nurturing students' physical, mental, emotional, and spiritual faculties are cornerstones of our approach.

The mission of Online Bachelor of Business Administration (BBA) Program at Atlas SkillTech University is "To expand access to high-quality management education through a flexible, tech-driven online environment, empowering aspiring leaders with the data-centric skills, entrepreneurial mind set and ethical grounding needed to drive innovation and bridge the gap between academia and industry in a digital-first world."

The programme aims to achieve the following objectives:

➢ To offer a flexible, technology-driven online program designed to expand access to high-quality management education for a diverse range of aspiring learners.

➢ To equip learners with essential skills, data-centric capabilities and the transdisciplinary knowledge necessary to succeed in the modern Industrial landscape.

➢ To actively encourage and promote the development of entrepreneurial skills, fostering an innovative and entrepreneurial mindset among students.

➢ To provide students with the strong ethical grounding essential for responsible leadership and managerial expertise.

➢ To bridge the gap between academic theory and industry practice by integrating industry perspectives directly into the curriculum and providing immersive learning experiences.

➢ To enhance student employability and develop aspiring leaders by delivering a contemporary and futuristic curriculum designed to meet current and future industry demands.

2.   Relevance of Program with Atlas SkillTech University Mission and Goals

Atlas SkillTech University was established in 2021 with a vision "To create leaders of the future, equipped with the skills of tomorrow". This is highly relevant to the Atlas SkillTech University's mission i.e. "To empower learners with 21st Century skills and transdisciplinary knowledge to excel in industry 4.0"

Atlas SkillTech University aims to provide quality education to those aspiring candidates who are deprived of higher education due to various reasons including affordability, limited intake, location, proximity, etc. in the conventional mode of education in the Universities.

The Online Bachelor of Business Administration (BBA) programme is a direct manifestation of this vision and mission, as it seeks to provide accessible, flexible, and industry-relevant management education to a diverse pool of learners across geographical and socio-economic boundaries. The programme embodies the University's commitment to democratizing quality higher education through technology-enabled platforms while ensuring academic excellence and practical relevance.

The Online BBA programme aligns with the University's goals in the following ways:

➢ Build a strong foundation for future leaders by equipping them with skills in core business management and data analytics to excel in Industry.

➢ Foster transdisciplinary knowledge by integrating foundational management principles with specialized skills imbibed through a flexible industry-oriented curriculum structure.

- Expand access to high-quality management education by providing a tech-driven online learning environment, promoting inclusion and equitable opportunities for aspiring leaders.
- Bridge the gap between academia and industry by blending foundational theory with hands-on, immersive learning and practical projects designed to build real-world competence.
- Cultivate ethically grounded and socially responsible leaders by integrating courses on environmental sustainability, business ethics and holistic well-being into the core curriculum.

Commitment to Holistic Development and Ethical Leadership

The programme encourages the development of managerial qualities grounded in ethics, sustainability, and social responsibility. It nurtures learners' intellectual, emotional, and professional growth reflecting the University's focus on creating well-rounded individuals prepared for global business landscape.

3.   Nature of Prospective Target Group of Learners

The BBA curriculum is designed to nurture future-ready managers and leaders equipped with contemporary knowledge, practical skills, and the right professional attitude. The program aims to attract learners seeking to build careers in the entrepreneurial and business domains through a flexible and accessible online learning model.

The proposed Centre for Distance and Online Education at Atlas SkillTech University aims to cater to a diverse group of learners, including:

- Aspiring learners looking to strengthen their managerial, digital, and analytical capabilities.
- Freshers aiming to enhance their employability and gain multidisciplinary exposure.
- Working professionals seeking career advancement through flexible, industry-aligned online programmes.
- Learners from geographically remote areas who are unable to access full-time, campus-based programmes.
- Individuals with personal constraints requiring flexible learning opportunities.

> ➢ Lifelong learners and career changers aiming to upskill or reskill in emerging areas aligned with Industry.

Delivery through the online mode enhances inclusivity and accessibility, thereby contributing to the Gross Enrolment Ratio (GER) target of 50% by 2035, as envisaged by the Government of India.

4. **Appropriateness of programmes to be conducted in Online mode to acquire specific skills and competence**

The learning during the course duration will involve inculcating the skills in the field of business management and entrepreneurship. The degree will provide value to the learners in the fields of Marketing, Finance, Business Analytics, Entrepreneurship etc and also introduce multi-disciplinary electives in various domains as per dynamic market requirements.

The degree would also provide value to students for employment as a professional in industry, business house, finance or the civil services, but it is also valued by employers for other occupations where a demonstrated ability for logical and quantitative reasoning is desired.

A Learning Management System that keeps track of execution of e-Learning material, learner's engagement, assessment, results and reporting in one centralized location, is in place. All of the above can be done/delivered by online and other platforms with much ease for the student. Hence, the BBA programme is suited for Online mode of learning.

5. Instructional Design

5.1 Curriculum Design

The curriculum is designed by experts in the diverse fields of management and includes relevant topics that are contemporary and futuristic. It is approved by the Board of Studies, the Centre for Internal Quality Assurance (CIQA) and the University Academic Council.

The BBA curriculum at ATLAS SkillTech University is designed in alignment with the National Education Policy (NEP) framework and UGC Guidelines for Online Programs.

The program comprises the following types of courses:

1. Core / Major Courses
   - These are fundamental courses that provide a strong foundation in business and management.
   - Examples: Principles of Management, Marketing Management and Consumer Behaviour, Basics of Finance, Entrepreneurship Fundamentals, Digital Marketing, Economics, Financial Statement Analysis.

2. Minor Courses
   - These courses allow learners to develop skills in focused areas such as Business Analytics or Entrepreneurship, enabling domain-specific knowledge and career alignment.
   - Examples: Business Intelligence using Power BI, Design Thinking and MVP Management, Predictive Business Models.

3. Multidisciplinary Electives (MDE)
   - These courses provide exposure to emerging domains and interdisciplinary learning opportunities, broadening the learner's perspective.
   - Examples: Deep Tech, Future Forward with AI, Colour Psychology.

4. Skill Enhancement Courses (SEC)
   - These courses focus on building practical and technical skills required for business decision-making and employability.
   - Examples: AI Tools and Excel for Decision Making, Statistics for Business, Business Research Methods.

5. Ability Enhancement Courses (AEC)
   - These are aimed at developing soft skills, communication abilities, and professional competencies.
   - Examples: Business Communication.

6. Value-Added Courses / Indian Knowledge System (VAC/IKS)
   - These courses focus on values, cultural perspectives, and sustainability as integral elements of modern business education.
   - Examples: Indian Behavioural Psychology, Environmental Science and Sustainability.

7. Internship / Project Courses (INT)
   o These provide experiential learning opportunities to apply classroom knowledge in real-world settings.
   o Example: Internship / Project in Semester III.
8. Audit Courses (AU) (Non-credit)
   o These are intended to enhance legal and civic understanding and personal development without affecting credit requirements.
   o Example: Orientation of Indian Constitution.

Online Course delivery would be done as per UGC guidelines mentioned below:

1. Quadrant-I is e-Tutorial, which shall contain: Video and Audio Content in an organized form, Animation, Virtual Labs if any etc., along with the transcription of the video.

2. Quadrant-II is e-Content; which shall contain; self-instructional material (digital Self Learning Material), e-Books, case studies, presentations etc., and contain Web Resources such as further references, Related Links etc.

3. Quadrant-III is the Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinator

4. Quadrant-IV is Assessment, which shall contain; Problems and Solutions, which could be in the form of Multiple-Choice Questions, Fill in the blanks, Matching Questions, Short Answer Questions, Long Answer Questions, Quizzes, Assignments and solutions. Discussion forum topics and setting up the FAQs, Clarifications on general misconceptions.

5.2   Programme structure and detailed syllabus

5.2.1   Programme Structure

Semester I			
Course code	*NEP Categories*	Subjects	Credits
OL BBA MGT 101	*Core*	Principles of Management	3
OL BBA MKT 109	*Core*	Marketing Management and Consumer Behaviour	4
OL BBA FIN 107	*Core*	Basics of Finance	4
OL BBA ENT 103	*Core*	Entrepreneurship Fundamentals	3
OL BBA LA 103	*VAC/IKS*	Indian Behavioural Psychology	2
OL BBA BA 115	*SEC*	AI Tools and Excel for Decision Making	3
OL AE	*MDE*	ATLAS Elective- From the list below	2
		Total	21

Semester II			
Course code	*NEP Categories*	Subjects	Credits
OL BBA ENT 104	*Core*	New-age Business Models	3
OL BBA MKT 106	*Core*	Digital Marketing	4
OL BBA FIN 104	*Core*	Financial Statement Analysis Basics	4
OL BBA MGT 108	*Core*	Economics	3
OL BBA MGT 103	*AEC*	Business Communication	2
OL BBA BA 110	*SEC*	Statistics for Business	3
OL AE	*MDE*	ATLAS Elective- From the list below	2
OL AU	*AU*	Orientation of Indian Constitution	0
		Total	21

ATLAS Elective for First Year (Select any One of the Three) in each of the semesters I and II			
Course code	*NEP Categories*	Subjects	Credits
OL AE 25 116	Elective 1	Deep Tech	2
OL AE 23 86	Elective 2	Future Forward with AI	2
OL AE 22 33	Elective 3	Colour Psychology	2

		Semester III	
	Select either Finance or Marketing as your **MAJOR** studies		
	Select either Business Analytics (BA) or Entrepreneurship as your **MINOR** studies		
Course code	*NEP Categories*	Subjects	Credits
OL BBA FIN 207	Core Major 1 – FIN	Financial Management Fundamentals	4
OL BBA FIN 209	Core Major 2 – FIN	Investment Analysis and Portfolio Management	4
		OR	
OL BBA MKT 207	Core Major 1 – MKT	SEO and SEM Strategy	4
OL BBA MKT 211	Core Major 2 – MKT	Selling and Negotiation	4
		AND	
OL BBA BA 206	Core Minor 1 - BA	Building useful Predictive Business models	3
OL BBA BA 219	Core Minor 2 - BA	Business Intelligence using Power BI	3
		OR	
OL BBA ENT 209	Core Minor 1 – ENT	Design Thinking and MVP Management	3
OL BBA ENT 211	Core Minor 2 - ENT	Dynamics of Family Managed Businesses	3
OL BBA MKT 203	*SEC*	Business Research Methods	2
OL BBA IT 203	*INT*	Internship / Project	2
OL BBA MGT 217	*VAC/IKS*	Environmental Science and Sustainability	2
	MDE	Multi disciplinary Elective*	2
		Total	22

Majors and Minors (Once selected, the selection will remain same for all subsequent semesters)

		Semester IV	
Course code	*NEP Categories*	Subjects	Credits
OL BBA FIN 204	Core Major 3 – FIN	Introduction to Financial Modelling	4
OL BBA FIN 208	Core Major 4 – FIN	Basics of Derivatives	4
		OR	
OL BBA MKT 208	Core Major 3 – MKT	Marketing Analytics	4
OL BBA MKT 212	Core Major 4 – MKT	Content and Social Media Marketing	4
		AND	
OL BBA BA 218	Core Minor 3 - BA	SQL for Business	3
OL BBA BA 220	Core Minor 4 - BA	Fundamentals of Python Programming	3
		OR	
OL BBA ENT 203	Core Minor 3 – ENT	Fundamentals of Social Entrepreneurship	3
OL BBA ENT 212	Core Minor 4 - ENT	Entrepreneurial Marketing and Growth Hacking	3
OL BBA MGT 208	*Core*	Essentials of Organizational Behaviour and Human Resource Management	2
OL BBA MGT 210	*AEC*	Business Legal Communication and Ethics	2

	MDE	Multi disciplinary Elective*	2
		Total	20

*Multi disciplinary Electives for Second Year (Select any One of the Three) in each of the semesters			
Course code	NEP Categories	Subjects	Credits
OL BBA PE 01	Elective 1	Sociology	2
OL BBA PE 06	Elective 2	Product and Service Design	2
OL AE 23 87	Elective 3	Innovative Thinking	2

Semester V			
Course code	NEP Categories	Subjects	Credits
OL BBA FIN 305	Core Major 5 – FIN	Foundation of Corporate Valuation	4
OL BBA FIN 309	Core Major 6 – FIN	Introduction to Banking, NBFC and Insurance	4
		OR	
OL BBA MKT 307	Core Major 5 – MKT	Advanced Digital Marketing	4
OL BBA MKT 313	Core Major 6 – MKT	Brand Strategy and Innovation	4
		AND	
OL BBA BA 315	Core Minor 5 - BA	Sustainability Analytics	3
OL BBA BA 317	Core Minor 6 - BA	Data Mining and Warehouse for Business	3
		OR	
OL BBA ENT 305	Core Minor 5 – ENT	Fund Raising and Venture Capital	3
OL BBA ENT 307	Core Minor 6 – ENT	IP Laws and Startup Ecosystems	3
OL BBA BA 319	SEC	Artificial Intelligence in Business Practice	2
OL BBA IT 301	INT	Internship / Project	2
OL BBA BA 321	AEC	The Art of Data Storytelling	2
		Total	20

Semester VI			
Course code	*NEP Categories*	Subjects	Credits
OL BBA FIN 310	Core Major 7 – FIN	International Finance	4
OL BBA FIN 320	Core Major 8 – FIN	Taxation for Business Decisions	4
		OR	
OL BBA MKT 301	Core Major 7 – MKT	Retail Management and Ecommerce	4
OL BBA MKT 314	Core Major 8 – MKT	Advertising Media and Public Relations	4
		AND	
OL BBA BA 318	Core Minor 7 – BA	AI driven design Thinking	3
OL BBA BA 320	Core Minor 8 – BA	Big data for business	3
		OR	
OL BBA ENT 304	Core Minor 7 – ENT	Entrepreneurship Launchpad	3
OL BBA ENT 306	Core Minor 8 – ENT	Innovation in Family Managed Businesses	3
OL BBA MGT 306	*Core*	Strategic Management	3
OL BBA BA 312	*VAC*	Emerging Trends in Technology	2
OL BBA LA 304	*AEC*	Ancient Indian languages and Philosophy	2
		Total	21

5.2.2 Detailed Syllabus of BBA

Detailed syllabus of BBA is attached in Annexure.

5.3 Duration of the Programme

Programme	Level	Duration	Maximum duration for completion	Credits
BBA	Bachelor's Degree	3 years	6 Year is the Validity Period for Program completion from the date of enrolment.	125 Credits

5.4 Faculty and Support Staff requirements

Academic Staff	Number available to meet the required delivery norms
Programme Coordinator	1 Per Program
Course Coordinator	1 Per Course
Course Mentor	One per batch of 250 students

Refer Annexure 2 for Staff members

5.5 Instructional delivery mechanisms

Atlas SkillTech University has a fully dedicated team of faculty members and staff who are well versed in delivering online lectures under the Centre for Distance and Online Education (CDOE - ATLAS), Mumbai.

Academic calendar will be provided to students at the beginning of each session through LMS. Self-learning material, audio and video content will be shared with the students through LMS through following delivery channels:

Quadrant	Quadrant Type	Learning Resource Type	Delivery Format
1	E – Tutorial	Tutorials: Recorded Videos, OER	MP4 (Audio Video Content)
		Animation / Gamified Module	SCORM File

2	e-Content	E-book	PDF/ Notes
		Study Guide	PPT / Bullet Notes
		Web Resources/OER	Articles and Reference Videos from Swayam, NPTEL and other platforms
3	Discussion Forum	Discussion Forum	Real Time Technology
		Synchronous Interactive Sessions – Live Sessions	Real Time Technology
4	Assessment	FAQ	Excel Based System Upload for Objective Assessment and Document Upload for Subjective questions in assessment in form of Assignments
		Misconception	
		Practice Assignment	

5.6 Identification of media-print, audio, or video, online, computer aided

LMS provision for all audio video content which consists of e- learning material, faculty video lectures, discussion forums and other audio-visual learning material.

Online Courseware

The LMS have semester / year wise buckets for subjects and area of study of the respective programs as enrolled.

The students would get access to the following course material through LMS:

- e-Books (SLM) for each module of a course
- Study Guide (PPT) for each module of a course
- Tutorials Videos for each module of a course
- Live Interactive Online Sessions for each module of a course
- Frequently Asked Questions (FAQ) and Misconceptions for each module of a course

- Web Resources for Research Purpose for each module of a course
- Practice Assignments for each module of a course
- Online Discussion Forums for each course
- Gamified Assessment and Case Study

Dashboard will give the progress of their learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries, if any and seek answers to the same by course mentors and faculty.

5.7 Student Support Services

Students would have the access to connect with university team for support services in case of any queries during the learning process. A ticketing system integrated on the university website would help the learner to connect with the university team for support services. A help desk for students would help the students to call / email and connect with our support team or communicate through ticketing system.

6. Procedure for Admission, Curriculum Transaction and Evaluation

Admissions to Online Degree Program offered by Atlas SkillTech University would be processed by Atlas SkillTech University Admission Department. The eligibility criteria, course structure, detailed curriculum, programme duration, and evaluation framework shall be approved by the Academic Council of Atlas SkillTech University, Mumbai. All such programmes will adhere to the UGC guidelines governing the conduct and award of degrees under the online mode

Details of Procedure for admission in which eligibility criteria for admission and fee structure of the course, Curriculum includes Program delivery, norms for delivery of courses in online mode, Learning management system to support online mode of course delivery, course design and academic calendar and Evaluation which includes Question Paper Pattern, Distribution of Marks in Continuous internal assessments, Minimum Passing criteria and system of declaration of result i.e. Marks and Grades formats are given in detail as under.

6.1 Procedure for Admission

Students who are seeking admission in online programs offered by Atlas SkillTech University- Centre for Distance and Online Education (ATLAS- CDOE), Mumbai, needs to apply through the admissions portal - https://atlasonline.edu.in/

6.1.1 Minimum Eligibility Criteria for Admission

The minimum eligibility criteria for admission in online BBA programme is 50% in Grade XII or equivalent in any discipline from Central Board of Secondary Education (CBSE) / State Board / Council for the Indian School Certificate Examinations (CISCE) / National Institute of Open Schooling (NIOS) – 10+2/ IB Diploma/ IB Certificate/ IB CP with minimum 3 Higher Level and 3 Standard Level subjects mandatory with a minimum of 24 points – 10+2/ Cambridge Board – GCSE/IGCSE/GCSE examinations of the approved British Examination Bodies, with Minimum 5 (Five) subjects in A, B, C, D and E Grades including English at ORDINARY("O") Level and 2 subjects at ADVANCED ("A") LEVEL has been equated with +2 stage qualification. The learner should also meet all the required documentation criteria as mentioned on the website for admission in the program. Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by Atlas SkillTech University- Centre for Distance and Online Education (ATLAS- CDOE). Candidates are expected to read all instructions given in the Program prospectus before filling of application form.

The Atlas SkillTech University- Centre for Distance and Online Education (ATLAS- CDOE), Mumbai has the right to make necessary changes from time to time as deemed fit in eligibility criteria, course structure curriculum, duration, fee structure and programme announcement dates. All changes will be notified on website. Candidates should carefully read all instructions given in Programme prospectus before filling of application form.

6.1.2 Online Admission Process and Instructions: Learner Communication

The online admission process for the students is provided below:

Step	Process	Particulars

Step 1	Counselling	Prospective students would be counselled for the chosen program by designated and authorised counsellors
Step 2	Registration on admission portal to get access to My Account.	Prospective student registers by paying Rs. 1000/- as registration fee. Fill all the details in the application form and upload all the mandatory documents.
Step 3	Details of Document upload	Student Uploads document as follows- Personal Documents - Passport-size Photograph - Student's Signature - Passport (For International Student) Student Authentication: - Aadhar Card Number with Photo id of Back Side & Front Side of Card - DEB ID for Admission to Online Programs Academic Documents UG Student - 10th Marksheet 12th Marksheet
Step 4	Scholarship Details	Student will be eligible for below categories- - Merit Based - Atlas SkillTech University Alumni - Extra Curriculum Excellence - University Employee
Step 5	Verification of documents by University Admission Team	University Admission Team verify all the documents uploaded by the prospective student on the admission portal and approve/disapprove within 48 hours the eligibility for the chosen program.
Step 6	Undertaking	Student will submit Undertaking in case of pending documents for timely submission
Step 7	Payment of fees	For Duly approved applications by the Admission Team, the said students will get fees payment link activated in their My Account for payment.

		The Fee is payable through any of the following means:
		(a) UPI
		(b) Credit/Debit Card
		(c) Net-banking
		Note: Cash, bank demand draft and Cheques are not accepted
Step 8	Enrolment	Auto-Generated Enrolment Number batch wise with DEB ID is pushed to UGC Portal through API as per UGC norms.
Step 9	Access to Learning Management System (LMS)	After the payment of program fee, the eligible student will get the Enrolment Number and access to the LMS within 48 hours.

General Instructions:

1. All students should carefully read and understand the eligibility conditions given in student handbook document and mentioned on the university website before applying for the online programs.

2. The prospective learner has to ensure that their education/qualifying degree has been issued from a recognized university/board only. For learners from an Indian higher education institution, it should be recognized by the regulatory authority of Government of India. For recognized Board of Education to check www.cobse.org.in/ while for Polytechnic Diploma check the respective State Board of Technical Education. To verify degrees from www.ugc.ac.in for recognized universities. For foreign prospective learners they may verify their institutions from www.aiu.ac.in; equivalence certificate from AIU would be required for admission purposes.

3. Prospective learner to check their eligibility on the date of admission and should have passed the qualifying exams before the start of admission batch.

4. Registration fees of Rs.1000/- is non-refundable.

Students after enrolment must be registered with ABC (Academic Bank of Credits) a central scheme for depositing credit formulated by Ministry of Education, Govt. of India. Academic Bank of Credits (ABC) ID creation is mandatory for all the students.

6.1.3 Programme Fee and Financial Assistance Policy

Program fees for students for pursuing BBA offered by ATLAS- CDOE Mumbai is as mentioned below:

Course Fee for Online Program:

Online Program	Duration	Registration Fees	Program Fees
Online BBA	3 Years	1,000	3,00,000

(*Program fees is inclusive of Exam fees for first attempt for each Course / Subject)

*The program fee is subject to revision based on market dynamics and approvals from appropriate authorities.

Other Fees		For Indian Students fees	For Foreign /NRI Students Fees
1.	Bonafide Letter (On Demand)	300	$10
2.	Transcripts (On Demand)	1500	$50
3.	Fees for Change of area of study	1000	$40
4.	Course Change Fees	1000	$40
5.	Validation Extension Fees (1 Year)	5000	$200
6.	Degree Application / Convocation Fees	1500	$50
7.	Duplicate Mark Sheet/Grade Card	400	$25
8.	Duplicate Degree Certificate	1500	$50
9.	Online Exam Re-Appearing fees	500	$10
10	Project evaluation	500	$10

Program fees for overseas students for pursuing BBA in various streams offered by ATLAS- CDOE Mumbai is 1.75 times fees paid by Indian Student to be paid in equivalent amount in USD as per conversion rate at the time of payment of fees.

The fees will be paid by the student through the online mode provided on the website. NBFC based finance / loan options / No cost EMI to needy students would also be provided. The fees structure with all above plan would be displayed on university website.

6.2 Curriculum Transactions

6.2.1 Programme Delivery

The curriculum is delivered through the Self Learning Materials (SLMs) supported by various learning resources including audio-video aids through learning management system (as per four quadrant approach) along with the online contact hours with discussion

forums and synchronous live interactive sessions conducted through LMS as per the UGC norms for course delivery.

6.2.2 Norms for Delivery of Courses in Online Mode (As per UGC Guidelines)

S. N o.	Credit Value of the Course	No. of Week s	Synchronou s Online Interactive Live Lectures (1 hour per week)	Discussion Forum/Asynch ronous Mentoring (2hours per week)	Hours of Study Material		Self- Study hours includin g Assessm ent etc.	Total Hours of Study (Base d on 30 hours per credit)
					e-Tutori al in hours	e-Conte nt hours		
1	2 Credits	6 weeks	6 hours	12 hours	10	10	22	60
2	3 Credits	9 weeks	9 hours	18 hours	15	15	33	90
3	4 Credits	12wee ks	12 hours	24 hours	20	20	44	120

Detailed Four Quadrant Structure

No. of Credits	Duration	Quadrant – I e-Tutorial	Quadrant – II e-Content	Quadrant – III		Quadrant – IV Assessment
		Video Tutorial / Recorded Lectures	e-Content (SLM, PPT)	Live Online Sessions	Discussion Forum	
				(1 hr / Week)	(2 hrs/week)	
2	6 weeks	Recorded by University Faculty / Adjunct faculty or OER Video (Refer UGC norms for Content - 60% Internal and 40%	Self-Learning Material as per UGC Norms	6 (1 /week) + 1 hr revision	Forum Topics – For raising of doubts and clarifying the same on real time basis by the Course Coordinator or his team	Multiple Choice Questions, Fill in the blanks, Practice Test: Short Answer Questions, Long Answer Questions
			Developed by University Faculty / Adjunct faculty or OER Video (Refer UGC norms for			

		External from any OER)	Content - 60% Internal and 40% External from any OER)			
Total Hours= 60		10 Hrs	10 Hrs	6 hrs	12 hrs	22 Hrs
3	9 weeks	Recorded by University Faculty / Adjunct faculty or OER Video (Refer UGC norms for Content - 60% Internal and 40% External from any OER)	Self-Learning Material as per UGC Norms Developed by University Faculty / Adjunct faculty or OER Video (Refer UGC norms for Content - 60% Internal and 40% External from any OER)	9 (1 session/week) + 1 hr revision	-same-	-same-
Total Hours = 90		15 Hrs	15 Hours	9 Hrs	18 hrs	33 Hrs
4	12 weeks	Recorded by University Faculty / Adjunct faculty or OER Video (Refer UGC norms for Content - 60% Internal and 40% External from any OER)	Self-Learning Material as per UGC Norms Developed by University Faculty / Adjunct faculty or OER Video (Refer UGC norms for Content - 60% Internal and 40% External from any OER)	12 (1 session/week) + 1 hr revision	-same-	-same-
Total Hours = 120		20 Hrs	20 Hours	12 Hrs	24 hrs	44 Hrs

*Revision of 1 hour for each course extra

6.2.3 Learning Management System to support online mode of Course delivery

The Learning Management System (LMS) is designed to facilitate the students to have a Global learning experience. LMS has user friendly approach through which the learning is made simple, interesting and truly meeting the global standards of learning. The audio-visual mode of teaching, the self-learning materials, discussion forums and evaluation patterns are unique and meeting the requirements of the industry and in sync with the UGC Guidelines of four quadrant approach.

The students will experience uninterrupted learning 24*7 through web and mobile at the pace chosen by them. The user interface will be simple and easy to navigate through the e-learning modules, the LMS will provide seamless accessibility with all the learning tools designed as per standard norms for a perfect learning experience.

6.2.4 Course Design

The Course content is designed as per the 4-quadrant approach as detailed below to facilitate seamless delivery and learning experience

Quadrant-I i.e., e-Tutorial, that contains – Faculty led Video and Audio Contents, Simulations, video demonstrations, Virtual Labs

Quadrant-II i.e., e-Content that contains - Portable Document Format or e-Books or Illustration, video demonstrations, documents as required.

Quadrant-III i.e., Discussion forums to raise and clarify doubts on real time basis by the Course Coordinator and his team.

Quadrant-IV i.e. Self-Assessment, that contains MCQs, Problems, Quizzes, Assignments with solutions and Discussion forum topics.

6.2.5 Academic Calendar (Tentative)

Sr. No.	Particulars	Batch	Tentative Date
1	Commencement of Admission Batch	January	As per UGC Guidelines for Batch Start and End Dates
		July	As per UGC Guidelines for Batch Start and End Dates
2		January	

	Access to Learning Management System for Accessing the Online Courseware	July	Within 48 working hours of Enrolment
3	Commencement of Online Interactive Live Lectures and Discussion Forum	January	February to May
		July	August to November
4	Online Assignment Submission	January	Assignment 1 by 30th April Assignment 2 by 31st May
		July	Assignment 1 by 30th Oct Assignment 2 by 30th Nov
5	Project Work Submission	January	30th May
		July	30th Nov
6	Term End Examination	January	June
		July	Dec
7	Result Declaration of End Term Examination	January	By end of July
		July	By end of January
8	Commencement of Next Semester	January	August
		July	February

*In case of any changes in schedule, the same would be informed to students in advance

6.3 Evaluation

Learning of the students would be evaluated through internal assignments, quizzes, student response sheets, and semester-end examinations. University adopts rigorous process in development of question papers, question / quiz banks, assignments and their moderation, conduct of examinations, analysis of answer scripts by qualified academics, and declaration of result. The Centre shall frame the question papers so as to ensure that complete syllabus is covered.

The evaluation shall include two types of assessments:

Examination Name	Marks Division
Continuous internal assessment	30%
Summative assessment in the form of end-term examination. End-term examination will be held with proctored examination tool technology (Refer Annexure 3 for guidelines and pre-requisites for Proctored Examination)	70%

Guidelines issued by the Regulatory bolides from time-to-time about conduct of examinations shall also be considered and new guidelines will be implemented. The examinations shall be conducted to assess the knowledge acquired during the study.

For theory courses, the internal evaluation shall be conducted as Continuous Internal Assessment by assignments preparation and quizzes. The internal assessment shall comprise of maximum of 30 marks for each course. The end semester examination shall be of two hours duration for each course at the end of each semester.

As a flexibility and convenience for the students; the students would have choice for Online Exam Slot Booking Process for each subject on each day of exam dates as declared by the COE of the University.

Refer Annexure 3 - Guidelines for Online Assessments

6.3.1 Question Paper Pattern

Refer Annexure 5 – End-term Examination Pattern

6.3.2 Distribution of Marks in Continuous Internal Assessments

The following procedure shall be followed for internal marks for theory courses –

Assignments (Continuous Internal Assessments- CIA)

- Continuous Internal Assessment (CIA) marks are considered in Final Score Card for respective Course / Subjects
- Each subject has 2 assignments which is part of Internal Continuous Evaluation (CIA)
- Each Assignment would have Objective Type of questions (MCQ Type Questions).
- Students should submit each assignment within a semester before appearing for their exams.
- Weightage for Internal Continuous Evaluation (CIA) is 30%
- Each Assignment would be of 15 MCQ Type Questions of 1 marks each = 15 Marks each Assignment.
- For 2 Assignments - Total 30 Marks.
- Passing criteria for CIA Component is 12 marks out of 30 marks (that is 40%)

Particulars	Assignment 1	Assignment 2
Weightage %	15%	15%

- The MCQ based assignments would be auto evaluated by the system.
- If student fails to pass in Assignment; no re-appear fees will be charged for internal Assignments, student needs to complete all assignments successfully before last date for assignment submission as notified by the University.

Refer Annexure 4 – Continuous Internal Assessment Pattern

6.3.3 Distribution of Marks in End-term Examination

Max. Marks: 70

1. Part A comprising of 49 Multiple-Choice Questions (1 Mark Each) – 49 Marks
2. Part B comprising of 3 Essay Type Question Answers (7 Marks Each) – 21 Marks

Duration for Online Remote Proctored Exam Time: 2 Hours

Refer Annexure 5 – End-term Examination Pattern

Online Remote Proctored Examinations

- Examinations will be conducted tentatively in the month of December and June every year for respective batches. This is subject to UGC notification on every admission batch last date for enrolment. The final dates would be communicated to students well in advance.
- Students would be filling in the online exam form for the Slot Booking Process through the University website. The student selects the date, slot time and subject while filling in the online exam form.
- The Controller of Examination would publish the exam notification with the date for each Subject. The student can select the slot within the 3 online exam time slots each day to complete the said exams. Time mentioned below is Indian Standard Time (IST).
    - 10 am to 12 pm
    - 12.30 pm to 2.30 pm
    - 3 pm to 5 pm

- Remote Proctored Online Exams would be for 2 hours each subject, and it would be a mix of questions.
    - Objective Type Question – 49 MCQ with 1 mark each – Total 49 marks
    - Subjective Type 3 Questions x 7 marks each – Total 21 marks
    - Total Exam Scores - 70 Marks.

- Passing criteria for each course/subject is 40%.
- To appear for the examination student needs to complete all assignments as per last date provided by the university.
- The student can give backlog examination for previous semester/year if any, in the next exam cycle along with the fresh subjects of the subsequent semester/year.
- Exam Fees for First Attempt is included / paid during admission by the students.
- For Second Attempt Examination (Including for Absenteeism; if any) or Re-appearing for Examination; the applicable Online Exam Fees (Per Subject) would be required to be paid by students.
- Examination Fees are non-transferable and non-refundable and there would be no exceptions for the said examinations
- Students who have past due fees payments will not be allowed to give their

examinations

- The results are declared within 30 days from date of last examination date of respective exam cycle.
- Mock examinations shall be conducted for fresh students giving their exams for the first time.

Pre - Examination Process timelines	
Notification for Online Exams	45 days before exam starts
Exam form live on website/examination portal	30 Days before exam starts the Exam Form is Live on website. (Form is live for 15 Days)
Readiness of Proctors and Evaluators	15 Days before exam starts
Last date for online exam form filling by the students	7 days before exam starts

6.3.4 Passing Minimum

The students are considered as passed in a course if they score 40% marks in the Continuous Evaluation (Internal Assessment) and end-semester Examinations (External Assessment).

6.3.5 Marks and Grades

6.3.5.1 Grades & Grade Points

a. At the end of the Semester / Year every student is assigned a 'Letter Grade' based on his/her performance over the semester in all courses for which he/she had registered.

b. The letter grade and grade point indicate the results of quantitative and qualitative assessment of the student's performance in a course.
   - Relative grading for classes
   - Conversion: CGPA × 9.5 = Percentage

Grades and Grade Points			
Letter	Performance	Grade Point	Percentage of Marks
O	(Outstanding)	10	94.5-100
A+	(Excellent)	9	89.5-94.49
A	(Very Good)	8	79.5-89-49
B+	(Good)	7	69.50-79.49
B	(Above Average)	6	59.50-69.49
C	(Average)	5	49.50-59-49
P	(Pass)	4	39.50-49.49
F	(Fail)	0	0-39.49
Ab	(Absent)	0	
UFM	(Unfair Means)	0	

6.3.5.1.1 Grade card

All grades and reports and other pertinent information for a semester are given in a grade card which is a complete record of the outcome of what was intended in the original registration. The various grades and reports would be appropriately used to tally the grade card with the original registration. The grade card also contains the Cumulative Grade Point Average (CGPA).

6.3.5.1.2 Transcript

Chronologically organized information from the grade cards of a student with the necessary explanation constitutes is which is issued at the time the student leaves the University or at an intermediate point on transcript request.

7 Requirement of the Laboratory Support and Library Resources

7.1 Laboratory Support

Online BBA Programme does not require any Laboratory Support

7.2 Library Resources

Centre for Distance and Online Education-Atlas SkillTech University, Mumbai has an excellent library with all the books required for the course learning and reference books for the course of MBA. Adequate online learning links and e-learning materials will also be provided to students which will be support students in their learning in the form of e-library provided through LMS.

Below is the list of online resources which ATLAS library provides to the students

1. EBSCO online database – Collection of journals, magazines, research articles
2. EBSCO E-Books collection – Total 13000 E-books pertaining to management subjects and topics
3. DELNET- Access to Networked library resources
4. EPWRF – Time series database
5. Perlego – 10 lakhs E-Textbooks [Access available only in the library]

8   Cost Estimate of the Programme and the Provisions

The Estimate of Cost & Budget could be as follows (all figures on Annual basis:

Sl. No.	Expenditure Heads	Approx. Amount (INR)
1	Programme Development (Single Time Investment)	2.00 Cr
2	Programme Delivery (Per Year)	0.45 Cr
3	Programme Maintenance (Per Year)	0.30 Cr

9   Quality Assurance Mechanism and expected Programme Outcomes

The quality of the program depends on the course curriculum and syllabus which meets the requirement of the industry and creates the skilful learning in the students. The ultimate aim of BBA program is to enhance skills of the learners as managers, entrepreneurs and seeing them excel in their profession and meeting global standards too by upgrading their career opportunities.

The Atlas SkillTech University- Centre for Distance and Online Education (ATLAS-CDOE), Mumbai has constituted Centre for Internal Quality Assurance (CIQA). The CIQA will do periodic assessment of the online learning course material and audio video tutorials and will assure that the quality of learning is maintained, and changes are made from time to time as per the requirement of the course. The CIQA will also access the quality of assignments, quizzes and end term assessment time to time and required changes

will be assured by them to maintain the quality of the learning program. CIQA will assure that the learning is made a truly global experience for the learner along with inculcation of required skills in the learner as expected program outcome with ATLAS- CDOE, Mumbai.

The university will work continuously for the betterment of processes, assessments, teaching methodology, e-learning material improvisation as per four quadrant approach and implementation of the same as per National Education Policy. The University is committed to deliver the best education in all the learning modes with adherence to NEP, UGC and other regulatory guidelines in truly global sense.

Program Outcomes

First Year:

PO1: To conceptualize and appreciate theoretical knowledge of management domain.

PO2: To appreciate the importance of effective communication skills in presenting opinions and ideas.

PO3: To nurture an ability to articulate a business environment

PO4: To identify a problem with the help of data and logical thinking

Second Year:

PO1: To describe the theoretical domain knowledge along with the managerial skills

PO2: To develop effective communication skills and logical thinking.

PO3: To learn and demonstrate professional conduct·

PO4: To appreciate the importance of group work culture.

PO5: To develop an ability to innovate and creative thinking.

Third Year:

PO1: To exhibit factual and theoretical knowledge of management in general and business in particular.

PO2: To critically evaluate and analyze Indian and global business environments in different contexts.

PO3: To recognize their role as a manager, entrepreneur and a leader in a business management

PO4: To be an effective communicator to present opinions, ideas based on critical thinking, analysis and logical reasoning.

PO5: To conduct and demonstrate professional and ethical behaviour.

Program Educational Objectives (PEOs)

PEO1: (Leadership and Management) Exhibit leadership qualities and the ability to manage teams and projects, with an emphasis on ethical decision-making, communication skills, and adaptability.

PEO2: (Ethical and Social Responsibility) Embrace ethical values and social responsibility to make responsible business decisions that benefit both organizations and society.

PEO3: (Global Perspective) Will understand the global business environment, its cross-cultural challenges, and opportunities, and develop competencies to operate in an international context.

Program Specific Outcomes (PSOs)

PSO1: Understand and interpret financial statements and data to make informed financial decisions.

PSO2: Demonstrate a comprehensive understanding of marketing concepts, theories, and models.

PSO3: Demonstrate proficiency in data collection, cleaning, and transformation techniques.

PS04: Demonstrate analytical and conceptual understanding of economic theories and quantitative tools to evaluate business environments, interpret economic trends, and make data-informed decisions for strategic business and policy outcomes.

PS05: Demonstrate proficiency in designing and implement data-driven human resource practices, to drive organizational effectiveness and enhance the employee experience.

PS06: Develop the skills to design, manage, and improve data-driven operations and supply chains for greater efficiency and agility.

PS07: Demonstrate entrepreneurial thinking by identifying opportunities, validating ideas, building MVPs, and scaling ventures with innovation & resilience.

PS08: Demonstrate the ability to leverage AI and emerging technologies for data-driven decision-making, lead digital transformation, and develop ethical, sustainable business solutions.

10 Annexures

Annexure 1 – Detailed Syllabus of BBA Programme

Annexure 2 – Staff Details as per UGC Norms

Annexure 3 – Online Exam Guidelines

Annexure 4 – Continuous Internal Assessment Pattern for UG Courses

Annexure 5 – End-term Examination Pattern for UG Courses

Annexure 1

Detailed Syllabus of BBA Programme

SEMESTER 1

Course Name: Principles of Management

Course Code: OL BBA MGT 101

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a comprehensive introduction to the fundamental concepts and functions of management, including planning, organizing, decision-making, staffing, directing, motivating, and controlling. It explores the evolution of management thought, contemporary trends, and the essential skills and competencies required of a manager. Furthermore, the course delves into behavioural aspects such as personality, perception, and teamwork, along with an introduction to leadership and the role of artificial intelligence in modern management.

Course Objectives:

1. To explain the fundamental concepts, functions, and evolution of management thought.
2. To describe the process of planning, including objective setting, types of plans, and the use of tools like SWOT analysis.
3. To outline the principles of organizing, organizational design, delegation, decentralization, and the concept of organizational culture.
4. To analyze the decision-making process, including types of decisions, group decision-making, and common biases.
5. To identify the core functions of staffing and Human Resource Management (HRM), such as recruitment, selection, training, and performance appraisal.
6. To discuss the role of motivation and directing, the various theories of motivation, and the concepts of controlling and leadership.

Course Outcomes:

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

- CO1 (Remember): Recall the key terms and fundamental concepts related to the functions of management (Planning, Organizing, Staffing, Directing, and Controlling).
- CO2 (Understand): Explain the evolution of management thought and the contemporary trends influencing modern management practices.
- CO3 (Apply): Apply management principles to practical situations by using tools like SWOT analysis for planning and identifying different managerial roles and skills.
- CO4 (Analyze): Analyze organizational scenarios to discern the impact of organizational culture, delegation, and decision-making biases on organizational effectiveness.
- CO5 (Evaluate): Assess various motivation theories and leadership styles to evaluate their effectiveness in directing and leading teams in different cultural contexts.
- CO6 (Create): Formulate a basic framework for a staffing and performance appraisal system, integrating the role of Artificial Intelligence in managerial decision-making.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Robbins, S. P., & Coulter, M. A. (2020). *Management* (15th ed.). Pearson.
2. Hitt, M., Black, S., & Porter, L. W. (2018). *Management* (3rd ed.). Pearson.
3. Certo, S. C., & Certo, S. T. (2019). *Modern Management: Concepts and Skills* (15th ed.). Pearson.

Course Details:

Unit No.	Unit Description
1	Introduction to Management, Levels of Managerial Roles, Skills of Managers, Evolution of Management Thought, Contemporary Trends in Management, Skills and Competencies of a Manager.
2	Introduction to Planning, Types of Plans, Planning Process, Characteristics of Good Planning, Objectives and Goal Setting, Criticisms of Formal Planning, SWOT Analysis, Identifying Competitive Advantage.
3	Introduction to Organizing, Principles of Organization, Organizational Design, Delegation and Decentralization, Key Concepts in Organizing, Organizational Culture.
4	Introduction to Decision Making, Types of Decisions, Decision-Making Process, Group Decision Making, Biases in Decision Making, Styles of Decision Making, National Culture and Decision-Making Practices.
5	Introduction to Staffing, Manpower Planning, Recruitment and Selection, Training and Development, Performance Appraisal, Compensation Management, Role of Motivation in Staffing.
6	Introduction to Directing, Motivation: Concept and Importance, Theories of Motivation, Practical Aspects of Motivation.
7	Personality, Perception, Teamwork and Group Dynamics, Introduction to Leadership, Leadership Theories, Leadership Styles, Characteristics and Skills of Effective Leaders, Leadership Assessment and Development.
8	Introduction to Controlling, Steps in the Control Process, Types of Control, Control Technique, Relationship between Planning and Controlling.
9	Introduction to AI in Management, AI in Decision Making and Analytics, AI in Human Resource Management, AI in Operations Management and Supply Chain, AI in Marketing and Customer Service, Risks, Ethics and Challenges, Managerial and Strategic Implication, Future of AI-Driven Organizations.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	2	1	1	-	1	1	2	1	1	1
CO 2	3	1	2	1	1	-	1	1	2	1	1	1
CO 3	3	1	3	2	1	-	1	2	2	1	1	1
CO 4	3	1	3	2	1	-	1	2	2	1	1	1
CO 5	3	1	3	2	1	-	1	2	3	1	1	1
CO 6	3	2	3	3	1	-	2	2	3	1	1	2

Course Name: Marketing Management and Consumer Behaviour

Course Code: OL BBA MKT 109

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course introduces the foundational concepts of Marketing Management, including the marketing mix (Product, Price, Place, Promotion), market segmentation, targeting, and positioning (STP). It covers the dynamics of the marketing environment, product development, pricing strategies, and distribution channels. A significant portion of the course is dedicated to Consumer Behaviour, exploring the interdisciplinary nature, the consumer decision-making process, the roles of motivation, personality, perception, learning, and attitudes. The course concludes with emerging trends, ethical issues, and the impact of Artificial Intelligence on marketing and consumer behavior.

Course Objectives:

1. To explain the core concepts of marketing, the marketing mix, and the evolution of marketing concepts.
2. To describe the marketing environment (Micro and Macro), including the role of competition, globalization, and digitalization.
3. To outline the strategies related to the 4Ps: Product (levels, mix, NPD, PLC, BCG Matrix), Price (approaches, strategies), Place (distribution channels), and Promotion (mix, digital marketing).
4. To analyze the STP model (Segmentation, Targeting, Positioning, Repositioning) as a core strategic marketing tool.
5. To identify the factors influencing consumer behavior and the stages of the consumer decision-making process.
6. To discuss the influence of psychological factors (motivation, personality, perception, learning, attitudes) and emerging trends like AI on consumer behavior and marketing practices.

Course Outcomes:

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

- CO1 (Remember): List the components of the marketing mix (4Ps) and the key steps in the consumer decision-making model.
- CO2 (Understand): Illustrate the interdisciplinary nature of consumer behavior and the core concepts of STP (Segmentation, Targeting, Positioning).
- CO3 (Apply): Apply a PESTLE analysis to evaluate the macro-environment factors affecting a business's marketing strategy.
- CO4 (Analyze): Differentiate between various pricing strategies and distribution channels for consumer versus business products.
- CO5 (Evaluate): Critique the role of ethics, social responsibility, and consumerism in marketing, and judge the potential of AI tools for consumer insights.
- CO6 (Create): Design a basic promotional mix, incorporating digital marketing elements, for a new product launch based on consumer motivation and personality insights.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Solomon, M. R., Bardi, I., & Hogg, M. K. (2020). *Consumer Behaviour: A European Perspective* (7th ed.). Pearson.
2. Keller, K. L., Moorthy, S., & Bhaumik, A. (2020). *Marketing Management* (16th ed.). Pearson Education.
3. Kotler, P., & Keller, K. L. (2021). *Marketing Management* (17th ed.). Pearson.

Course Details:

Unit No.	Unit Description
1	Introduction to Marketing, Core Concepts of Marketing, Evolution of Marketing Concepts, Marketing Mix, Factors Affecting the Marketing Mix, Trends and Disruption in Marketing.
2	Introduction to Marketing Environment, Microenvironment Factors, Macro Environment Factors, PESTLE Analysis, Role of Competition, Impact of Globalization, Role of Digitalization, Environmental Scanning.
3	Inventory Caselet, Introduction to Product, Concept of Service, Product vs. Service, Product Levels, Product Mix, New Product Development (NPD), Product Life Cycle (PLC), BCG Matrix.
4	Inventory Caselet, Introduction to Pricing, Pricing Approaches, Factors Affecting Price, Pricing Strategies, Pricing in Digital Markets.
5	Introduction to Place, Concept of Distribution Channel, Channels for Consumer Products, Channels for Business Products, Online vs. Offline Retail Strategies, Factors Affecting Channel of Distribution.
6	Introduction to the concept of Promotion, Importance of Promotion, Promotion Mix, Introduction to Digital Marketing.
7	Introduction to STP Model, Market Segmentation, Basis of Market Segmentation, Targeting, Positioning, Repositioning.
8	Introduction to Consumer Behaviour, Interdisciplinary Nature, Related Concepts.
9	Role of Consumer Behaviour in Marketing, Five-Stage Decision-Making Model, Levels of Involvement in Buying Decisions.
10	Introduction to Motivation, Role of Motivation in Buying Behaviour, Theories of Motivation, Introduction to Personality, Consumer Personality, Self-Concept and Buying Behaviour.

11	Introduction to Perception, Perception Process and Applications, Introduction to Learning, Consumer Learning Theories, Introduction to Attitudes, Attitude Formation and Change, Role of Persuasion in Marketing.
12	Consumerism and Consumer Rights, Ethical Issues in Marketing, Corporate Social Responsibility (CSR), Green Marketing and Sustainable Consumption.
13	Digital Transformation in Marketing, Omni-channel Marketing, Influencer and Peer-driven Marketing, Cross-Cultural Consumer Behaviour, Future of Marketing and Consumer Behaviour.
14	AI in Marketing Applications, AI for Consumer Insights, Future Trends in AI and Consumer Behaviour, Ethical Concerns in AI and Consumer Behaviour.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	1	2	1	1	3	1	1	1	1	1	1
CO 2	2	1	3	1	1	3	1	1	1	1	2	1
CO 3	2	1	3	2	1	3	1	2	1	1	2	1
CO 4	2	2	3	2	2	3	1	2	1	2	2	1
CO 5	2	2	3	2	1	3	2	1	1	1	1	2
CO 6	2	3	3	2	1	3	1	1	1	1	3	2

Course Name: Basics of Finance

Course Code: OL BBA FIN 107

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course lays the foundation of Accounting & Finance, covering the distinction between the two, basic accounting terms, types of accounts, debit/credit rules, and an overview of financial statements in the Schedule III format. It then transitions to the fundamentals of the financial sector, including the history and functions of banking, the role of the Reserve Bank of India (RBI), the principles and operations of insurance, and the basics of investments and mutual funds (structure, types, calculations). The final units introduce Non-Banking Financial Companies (NBFCs), Credit Rating Agencies, Investment Banking, and Broking Firms, providing a broad understanding of the Indian financial landscape.

Course Objectives:

1. To explain the fundamental concepts of accounting and finance, including basic accounting terms and the mechanics of debit and credit.
2. To describe the different types of financial institutions like Banks, NBFCs, and Insurance companies and their core functions and products.
3. To outline the key principles and regulations governing the financial sector, such as the principles of insurance and the role of the RBI and IRDAI.
4. To analyze financial information by understanding the components of the Balance Sheet and Profit & Loss Account in the Schedule III format.
5. To identify the meaning, features, advantages, and types of mutual funds and perform basic related calculations.
6. To discuss the role of specialized financial intermediaries like Credit Rating Agencies and Investment Banks and their functions in the financial market.

Course Outcomes:

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

- CO1 (Remember): Recall the fundamental accounting concepts and conventions, and the basic terms used in the insurance and mutual funds industries.
- CO2 (Understand): Explain the difference between accounting and finance, and the distinction between banks and NBFCs or commercial and investment banks.
- CO3 (Apply): Prepare a basic framework of financial statements (Balance Sheet and P&L) in the Schedule III format for a company.
- CO4 (Analyze): Examine the factors considered in credit rating and the various types of ratings provided by Credit Rating Agencies.
- CO5 (Evaluate): Appraise whether insurance should be viewed as an investment and judge the regulatory framework of various financial entities like broking firms and investment banks.
- CO6 (Create): Develop a conceptual chart illustrating the organizational structure of mutual funds and the trading mechanism of stock exchanges.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Khan, M. Y., & Jain, P. K. (2022). *Financial Management* (9th ed.). McGraw Hill Education.
2. Brealey, R. A., Myers, S. C., & Allen, F. (2020). *Principles of Corporate Finance* (13th ed.). McGraw Hill Education.
3. Madura, J. (2020). *Financial Markets and Institutions* (13th ed.). Cengage Learning.

Course Details:

Unit No.	Unit Description
1	Introduction to Accounting & Finance, Why Accounting?, Accounting vs Finance, Basic Accounting Terms.
2	Introduction to the Language of Accounts, Types of Accounts, Basics of Debit and Credit, Accounting Concepts and Conventions, Practical Problems in Accounting.
3	Capital and Revenue Concepts, Overview of Financial Statements, Balance Sheet, Profit & Loss Account (Income Statement), Schedule III Format of Financial Statements, Practical Problems.
4	History and Evolution of Banking, Types of Banks, Functions of Banks, Types of Banking Operations, Products and Services Offered by Banks.
5	Role of the Reserve Bank of India (RBI), Leading Banks in India, Financial Statements of Banks – Overview.
6	Introduction to Insurance, Principles of Insurance, Need and Significance of Insurance, Is Insurance an Investment?, Important Terms in Insurance.
7	Operations of Insurance Companies, Types of Insurance, Insurance Products, Regulation by IRDAI, Leading Insurance Companies in India.
8	Introduction to Investments, Meaning and Features of Mutual Funds, Advantages and Disadvantages of Mutual Funds.
9	Organisational Structure of Mutual Funds, Types of Mutual Funds, Important Terms in Mutual Funds, Key Calculations, Indian Mutual Fund Industry.
10	Introduction to NBFCs, NBFCs vs Banks, Types of NBFCs, Regulatory Framework for NBFCs, Products and Services of NBFCs, Success Stories of NBFCs.
11	Introduction to Credit Rating, Credit Rating Scales, Factors Considered in Credit Rating, Types of Ratings, Rating Process, Credit Rating Industry in India, Global Credit Rating Industry, Limitations of Credit Rating.

12	Introduction to Investment Banking, Commercial Banks vs Investment Banks, Evolution of Investment Banking, Major Global and Indian Investment Banks.
13	Functions of Investment Banks, Core Activities of Investment Banking, Regulatory Framework of Investment Banking.
14	Introduction to Broking Firms, Types of Broking Firms, Functions and Services of Broking Firms, Stock Exchanges in India, Types of Brokerage Accounts, Trading Mechanism, Regulatory Framework & Compliance, Leading Broking Firms, Scams and Market Manipulation.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	1	1	1	3	-	1	1	-	-	1	1
CO 2	2	2	2	2	3	-	1	2	-	-	1	1
CO 3	2	1	2	3	3	-	1	2	-	-	1	1
CO 4	2	2	3	3	3	-	1	2	-	-	2	1
CO 5	2	2	3	3	3	-	1	2	-	-	2	1
CO 6	2	2	2	2	3	-	1	1	-	-	2	1

Course Name: Entrepreneurship Fundamentals

Course Code: OL BBA ENT 103

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course introduces the essential concepts of Entrepreneurship, focusing on the entrepreneurial mindset, the difference between Startups and SMEs, and the concept of intrapreneurship. It systematically covers the process of starting a venture, including problem identification techniques, idea validation, building the right team, and understanding the competitive landscape through tools like MOAT analysis. Key topics also include developing an MVP (Minimum Viable Product), achieving Product-Market Fit, market sizing, startup branding, digital marketing, and the essentials of entrepreneurial finance (Unit Economics, Valuation, Funding Stages, Pitching).

Course Objectives:

1. To explain the essence of entrepreneurship, the entrepreneurial mindset, and the concept of intrapreneurship.
2. To describe systematic methods for problem identification and idea validation, utilizing creative thinking tools.
3. To outline the importance of understanding the competitive landscape and using tools for competition analysis, including the concept of MOAT.
4. To analyze the process of developing a Minimum Viable Product (MVP) and achieving Product-Market Fit using the Lean Startup Approach.
5. To identify the fundamentals of market sizing, understanding consumers, and the key elements of startup branding and digital marketing.
6. To discuss the critical aspects of entrepreneurial finance, such as Unit Economics, Startup Valuation, funding stages, and the art of pitching to investors.

Course Outcomes:

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

- CO1 (Remember): List the qualities of a successful entrepreneur and the different funding stages for a startup.
- CO2 (Understand): Explain the importance of a well-balanced team and the concept of 'Product-Channel Fit' in a new venture.
- CO3 (Apply): Utilize problem identification techniques to discover a viable business opportunity and perform a basic market sizing exercise.
- CO4 (Analyze): Examine the business model of an existing startup to identify its competitive advantage (MOAT) and its Unit Economics.
- CO5 (Evaluate): Critique an existing Minimum Viable Product (MVP) based on the principles of the Lean Startup Approach.
- CO6 (Create): Develop the essential components of an ideal pitch deck for a potential startup idea, covering problem, solution, market, and financials.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Ries, E. (2011). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown Business.
2. Blank, S., & Dorf, B. (2020). *The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company*. Wiley.
3. Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). *Value Proposition Design: How to Create Products and Services Customers Want*. Wiley.

Course Details:

Unit No.	Unit Description
1	Introduction to Entrepreneurship, Qualities of a Successful Entrepreneur, The Entrepreneurial Mindset, Startups and SMEs, Examples of Indian Entrepreneurs, Intrapreneurship.
2	Introduction to Problem Identification, Case Studies and Brand Examples, Problem Identification Techniques, Entrepreneurial Lessons from Case Studies. / Practical Exercise
3	Idea Validation, Creative Thinking Tools for Validation, Building the Right Team, Entrepreneurial Lessons.
4	Competition in Entrepreneurship, Concept of MOAT, Tools for Competition Analysis, Entrepreneurial Lessons.
5	Introduction to MVP, Lean Startup Approach, Global MVP Examples, Indian MVP Examples, Product–Market Fit, Product–Channel Fit, Entrepreneurial Lessons.
6	Market Sizing Fundamentals, Understanding Consumers, Entrepreneurial Applications.
7	Introduction to Startup Branding, Content and Authenticity, Entrepreneur's Personal Brand, Digital and Performance Marketing, Entrepreneurial Lesson.
8	Unit Economics, Startup Valuation Basics, Funding Stages, Exit Strategies, Government Support for Startups, Role of Incubators and Accelerators, Entrepreneurial Lessons.
9	Essentials of Pitching, The Ideal Pitch Deck, Technology and Entrepreneurship, Future Trends in Entrepreneurship, Entrepreneurial Lessons.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	1	2	1	1	1	1	1	1	1	3	1
CO 2	2	2	2	1	1	2	1	1	2	2	3	1
CO 3	2	2	3	3	1	2	2	2	1	2	3	1
CO 4	2	3	3	3	2	2	2	2	1	1	3	1
CO 5	2	3	3	3	1	2	1	1	1	2	3	1
CO 6	2	3	3	3	3	3	2	2	1	1	3	2

Course Name: Indian Behavioural Psychology

Course Code: OL BBA LA 103

Credits: 2

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides an introduction to Indian Psychology, viewing it through a social and philosophical lens, exploring important concepts and its emergence in India. It contrasts Western Psychology with Indian Thought on the concepts of Self and Identity, including 'Ahaṁkāra' and Ego. The course then covers Integral Psychology (Advaita Vedāntic and Sri Aurobindo's models of Personality) and the Indian concept of Mind. It further explores the Indian perspective on Emotions and the application of Indian thought in Psychotherapy, focusing on psychological suffering, the harmony of body and mind, and the counsellor-client relationship. The course concludes with an indigenous model and methodology for resolving social conflicts, using the Chipko Movement as a case study.

Course Objectives:

1. To explain the definition, nature, and important concepts of Indian Psychology through a socio-philosophical perspective.
2. To describe the contrasting views of Self and Identity between Western Psychology and Indian Thought, including the concept of Ahaṁkāra.
3. To outline the principles of Integral Psychology, specifically the Advaita Vedāntic and Sri Aurobindo's models of personality.
4. To analyze emotions from psychological and Indian thought perspectives, distinguishing between different typologies.
5. To identify the core principles of psychotherapy in Indian Thought, including approaches to psychological suffering and the harmony of body and mind.
6. To discuss an indigenous model and methodology for resolving social conflicts, using a case study like the Chipko Movement.

Course Outcomes:

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

- CO1 (Remember): Recall the definition of Indian Psychology and the different models of personality discussed (e.g., Sri Aurobindo's).
- CO2 (Understand): Differentiate between the Western and Indian perspectives on Self, Identity, and the concept of Ego/Ahaṁkāra.
- CO3 (Apply): Relate the principles of the indigenous model for social conflict resolution to a contemporary social issue.
- CO4 (Analyze): Examine the interrelation between the harmony of body and mind as a therapeutic goal in Indian thought.
- CO5 (Evaluate): Critically assess the role of the counsellor–client relationship based on the tenets of Indian Psychotherapy.
- CO6 (Create): Formulate a brief comparative essay bridging a core concept from Western psychology (e.g., a psychological perspective on emotion) with its counterpart in Indian thought.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Misra, G. (Ed.). (2014). *Psychological Interventions: Challenges and Opportunities*. SAGE Publications.
2. Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian Tradition*. Taylor & Francis.
3. Ciccarelli, S. K., White, J. N., & Misra, G. (2025). *Psychology* (7th ed.). Pearson India.

Course Details:

Unit No.	Unit Description
1	Introduction to Indian Psychology, Definition and Nature of Indian Psychology, Important Concepts in Indian Psychology, Emergence of Psychology in India.
2	Introduction to Self and Identity, Identity and Self in Indian Thought, Ahaṁkāra and Ego, Understanding Ahaṁkāra in Practice.
3	Introduction to Integral Psychology, Advaita Vedāntic Model of Personality, Sri Aurobindo's Model of Personality, Concept of Mind in Indian Psychology, Bridging Western and Indian Perspectives.
4	Introduction to Emotions, Psychological Perspectives on Emotions, Emotions in Indian Thought, Typology of Emotions, Bridging Traditions.
5	Introduction to Psychotherapy in Indian Thought, The Evolutionary Aim of Life, Approaches to Psychological Suffering, The Harmony of Body and Mind, Indian Thought and Psychiatry, The Counsellor–Client Relationship in Indian Thought, The Goal of Psychotherapy in Indian Thought.
6	Introduction, The Indigenous Model: Methodology, Case Study: The Chipko Movement, The Holistic Model of Development, Implications for Psychology.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	1	1	1	-	1	-	1	1	-	-	-
CO 2	2	2	1	1	-	1	-	1	2	-	-	-
CO 3	2	2	1	2	-	1	-	1	2	-	-	-
CO 4	2	2	1	2	-	1	-	1	2	-	-	-
CO 5	2	3	1	2	-	1	-	1	3	-	-	-
CO 6	2	3	1	2	-	1	-	1	2	-	-	-

Course Name: AI Tools and Excel for Decision Making

Course Code: OL BBA BA 115

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This practical course focuses on using Microsoft Excel and AI tools to enhance business analytics and decision-making. The Excel component covers fundamental and advanced features, including data cleaning, conditional formatting, working with data (sorting, filtering, tables), and utilizing various functions (Logical, Statistical, Mathematical, String, Date/Time, and Cross-Sheet). Key emphasis is placed on data analysis and visualization through Charts, PivotTables, and advanced Lookup Functions (VLOOKUP, HLOOKUP, INDEX/MATCH). The course integrates Excel's dedicated Decision-Making Tools like Goal Seek, Scenario Manager, and Data Tables, and introduces various AI tools, including Conversational AI, AI-powered add-ins, and their use in data preparation and analysis.

Course Objectives:

1. To explain the fundamentals of Business Analytics and master the foundational features of Excel for data handling.
2. To describe the methods for data cleaning, preparation, conditional formatting, and working with data using sorting and filtering.
3. To outline and implement various Excel functions, including Logical (IF, variants), Statistical, Mathematical, and advanced String/Date manipulations.
4. To analyze and summarize large datasets using PivotTables, PivotCharts, and standard chart types for deriving business insights.
5. To identify and apply complex lookup functions (VLOOKUP, HLOOKUP, INDEX/MATCH) to integrate data from multiple sheets and sources.
6. To discuss and utilize Excel's Decision-Making Tools (Goal Seek, Scenario Manager) and various AI tools for data analysis and enhanced productivity.

Course Outcomes:

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

- CO1 (Remember): Recall the syntax and purpose of basic Excel functions (e.g., IF, SUM, COUNT) and key terms in Business Analytics.
- CO2 (Understand): Interpret a business dataset to identify required data cleaning steps and suitable formatting for presentation.
- CO3 (Apply): Construct and implement combined INDEX and MATCH functions for two-way lookups in a real-world dataset.
- CO4 (Analyze): Disaggregate raw business data into actionable summaries using PivotTables and PivotCharts to derive key business insights.
- CO5 (Evaluate): Assess the utility of Excel's Goal Seek and Scenario Manager tools in solving simple business decision problems.
- CO6 (Create): Design a simple, clean, and interactive data dashboard in Excel using charts, tables, and conditional formatting, and propose an appropriate AI tool for a given data task.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Benninga, S. Z. (2014). *Financial Modeling* (4th ed.). MIT Press.
2. Winston, W. L. (2014). *Microsoft Excel 2013: Data Analysis and Business Modeling* (5th ed.). Microsoft Press.
3. Jelen, B. (2020). *Excel 2021: The Missing Manual*. O'Reilly Media.

Course Details:

Unit No.	Unit Description
1	Introduction to Business Analytics, Fundamentals of Excel for Analytics.
2	Data Cleaning and Preparation, Formatting and Conditional Formatting, Working with Data (Sorting, Filtering & Tables).
3	Introduction to Logical Functions, IF Function and Variants, Logical Operators, Error Handling in Excel.
4	Statistical Functions in Excel, Counting Functions, Mathematical Functions.
5	Introduction to Advanced Manipulations, String Manipulations, Date and Time Manipulations, Cross-Sheet Functionalities, Exploring Excel Menu Options, Data Standardization.
6	Introduction to Data Visualization, Charts in Excel, PivotTables, PivotCharts, Deriving Business Insights.
7	Introduction to Lookup Functions, VLOOKUP Function, HLOOKUP Function, MATCH Function, INDEX Function, Combining INDEX and MATCH.
8	Introduction to Decision-Making Tools in Excel, Goal Seek, Scenario Manager, Data Tables.
9	Introduction to AI Tools in Business Analytics, Conversational AI Tools, AI Integration in Productivity Suites, AI-Powered Add-ins for Excel, AI for Data Preparation & Cleaning, AI for Data Analysis & Insights, Future of AI in Analytics.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	1	1	3	2	1	3	2	1	1	1	2
CO 2	2	2	2	3	3	1	3	3	1	1	2	2
CO 3	2	2	2	3	3	1	3	3	1	1	2	2
CO 4	2	2	3	3	3	2	3	3	2	2	2	2
CO 5	2	2	3	3	3	1	3	3	1	1	2	2
CO 6	2	3	3	3	3	2	3	3	2	2	3	3

SEMESTER 2

Course Name: Statistics for Business

Course Code: OL BBA BA 110

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides an introduction to the fundamental concepts and methods of Statistics for Business, covering data organization, frequency distributions, probability, random variables, measures of central tendency and dispersion, correlation, regression, and various probability distributions. Students will learn to collect, summarize, analyze, and interpret business data to support decision-making processes.

Course Objectives:

1. To understand the basic concepts of data organization, types of data, and scales of measurement essential for business applications.
2. To construct and interpret various types of frequency distributions, including relative, percentage, and cumulative distributions, and their graphical representations.
3. To comprehend the principles and theorems of probability, including conditional probability and Bayes' Theorem, as a foundation for inferential statistics.
4. To apply the concepts of random variables, probability mass function (PMF), and cumulative distribution function (CDF).
5. To calculate and analyze measures of central tendency (mean, median, mode) and measures of dispersion (range, quartile, standard deviation) for data summarization.
6. To evaluate the relationship between two variables using correlation and regression techniques.

Course Outcomes:

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

- CO1: Remember: Recall the key terms, definitions, and formulas related to different types of data, probability concepts, and basic statistical measures.
- CO2: Understand: Explain the significance of organizing data, constructing frequency distributions, and the theoretical underpinnings of probability and random variables in a business context.
- CO3: Apply: Compute and interpret the measures of central tendency (mean, median, mode) and dispersion (standard deviation, variance) for a given set of business data.
- CO4: Analyze: Differentiate between various concepts like types of correlation and regression and analyze the properties of different probability distributions (Binomial, Poisson, Normal).
- CO5: Evaluate: Judge the strength and direction of linear relationship between variables using Karl Pearson's and Spearman's coefficients of correlation and interpret the lines of regression.
- CO6: Create: Formulate business problems using statistical frameworks and synthesize the knowledge of probability and distributions to model real-world business scenarios.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Newbold, P., Carlson, W. L., & Thorne, B. (2020). *Statistics for business and economics* (9th ed.). Pearson.
2. Keller, G. (2020). *Statistics for management and economics* (11th ed.). Cengage Learning.
3. Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., & Cochran, J. J. (2021). *Statistics for business and economics* (14th ed.). Cengage Learning.

Course Details:

Unit No.	Unit Description
1	Introduction to Data: Organisation of Data, Types of Data, Scales of Measurement, Statistical Series.
2	Frequency Distributions: Construction of Frequency Distributions, Relative and Percentage Frequency Distribution, Cumulative Frequency Distribution, Frequency Density, Bivariate Frequency Distribution, Graphical Representations of Frequency Distributions, Summary, Key Terms, Descriptive Questions
3	Probability: Introduction to Probability, Important Terms and Concepts, Definitions of Probability, Theorems on Probability, Conditional Probability, Multiplicative Theorem for Independent Events, Bayes' Theorem.
4	Random Variables: Introduction, Random Variables, Probability Mass Function (PMF), Cumulative Distribution Function (CDF), Two-Dimensional Discrete Random Variables.
5	Measures of Central Tendency: Measures of Average, Arithmetic Mean, Positional Averages: Median and Mode, Empirical Analysis of Central Tendency.
6	Measures of Dispersion: Objectives of Measuring Dispersion, Range, Quartile and Percentile Measures, Mean Deviation, Standard Deviation and Variance.
7	Probability Distributions: Introduction, Binomial Distribution, Poisson Distribution, Normal Distribution.
8	Correlation: Introduction, Types of Correlation, Scatter Diagram and Simple Graph, Karl Pearson's Coefficient of Correlation, Properties of Coefficient of Correlation, Spearman's Rank Correlation.

9	Regression: Introduction, Types of Regression, Methods of Studying Regression, Lines of Regression, Regression Coefficients, Properties of Lines of Regression (Linear Regression).

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	1	1	3	3	1	2	3	1	1	1	1
CO 2	2	2	2	3	3	1	2	3	1	1	1	1
CO 3	2	2	2	3	3	1	2	3	1	1	2	1
CO 4	2	2	2	3	3	1	2	3	1	1	2	1
CO 5	2	2	2	3	3	1	2	3	1	1	2	1
CO 6	2	3	3	3	3	1	2	3	1	1	2	1

Course Name: Orientation of Indian Constitution

Course Code: OL AU

Credits: 0

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides an Orientation of the Indian Constitution, covering its historical background, unique features, the philosophical ideals enshrined in the Preamble, the core concepts of Fundamental Rights and Duties, Directive Principles of State Policy, and the structure and function of the Union and State governments, including the Judiciary. It also delves into constitutional amendments, landmark cases, rights of marginalized groups, and the contemporary relevance of the constitution.

Course Objectives:

1. To understand the historical context, framing process, and unique features of the Indian Constitution.
2. To comprehend the philosophical underpinnings of the Constitution as reflected in the Preamble and its core ideals: Justice, Liberty, Equality, and Fraternity.
3. To identify and explain the various Fundamental Rights, their importance, and the concept of Constitutional Remedies.
4. To differentiate between Directive Principles of State Policy (DPSPs) and Fundamental Duties and their role in governance and citizenship.
5. To analyze the nature of Indian Federalism, the distribution of powers, and the structure and functions of the Parliament, Executive, and Judiciary.
6. To evaluate the impact of Constitutional Amendments and Landmark Cases, including the Doctrine of Basic Structure, and the constitutional safeguards for marginalized groups.

Course Outcomes:

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

- CO1: Remember: State the key historical figures, important articles (like Article 368 and 51A), and landmark cases related to the Indian Constitution.
- CO2: Understand: Summarize the significance of the Preamble and the core constitutional ideals like secularism, sovereignty, and democracy.
- CO3: Apply: Cite and illustrate the practical application of the Fundamental Rights (Articles 14-22) in contemporary scenarios.
- CO4: Analyze: Examine the complex relationship and comparison between Fundamental Rights and Directive Principles of State Policy (DPSPs).
- CO5: Evaluate: Assess the role of Judicial Review and Judicial Activism in interpreting the Constitution and its effects on the Union-State structure, particularly during emergency provisions.
- CO6: Create: Formulate a reasoned argument regarding the contemporary relevance of the Constitution, key challenges, and the role of citizens in upholding its principles.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Bakshi, P. M. (2023). *The Constitution of India: With selective comments* (22nd ed.). Universal Law Publishing.
2. Basu, D. D. (2022). *Introduction to the Constitution of India* (25th ed.). LexisNexis.
3. Pandey, J. N. (2023). *The Constitutional Law of India* (59th ed.). Central Law Agency.

Course Details:

Unit No.	Unit Description
1	Introduction to the Indian Constitution: What is a constitution? Importance of a Constitution in a Democracy, Historical Background: Indian Independence & Framing of the Constitution, Role of the Constituent Assembly, Vision of the Constitution Makers, Dr. B.R. Ambedkar – Architect of the Indian Constitution, Unique Features of the Indian Constitution.
2	Preamble and Philosophy of the Constitution: What is the Preamble? Meaning of Key Terms, Justice, Liberty, Equality & Fraternity – Core Constitutional Ideals, Philosophical Influences, Supreme Court Interpretations of the Preamble.
3	Fundamental Rights – The Cornerstone of Democracy: Meaning & Importance of Fundamental Rights, Six Fundamental Rights under Part III, Right to Equality (Articles 14–18), Right to Freedom (Articles 19–22), Right to Constitutional Remedies (Article 32), Landmark Cases, Restrictions and Reasonable Limits on Rights.
4	Directive Principles of State Policy (DPSPs) and Fundamental Duties: Nature of DPSPs, Classification of DPSPs, DPSPs as Guides to Governance, Fundamental Duties under Article 51A, Comparison of Fundamental Rights and DPSPs, Case Law, Summary, Key Terms, Descriptive Questions
5	Union and State Structure – Federalism in India: Union of States, Nature of Indian Federalism, Distribution of Powers, Centre–State Relations, Role of Governors, Inter-State Council, Emergency Provisions and Federalism, Landmark Cases.
6	Parliament, Executive and Judiciary: Structure and Powers of Parliament, The Executive, Independence of the Judiciary, Structure of Courts, Judicial Review & Judicial Activism in India, Landmark Case Law.

7	Constitutional Amendments and Landmark Cases: Procedure for Constitutional Amendments (Article 368), Landmark Amendments, Doctrine of Basic Structure, Kesavananda Bharati Case (1973), Judicial Review of Amendments.
8	Rights of Marginalized Groups and Social Justice: Constitutional Safeguards for SCs, STs, OBCs, and Minorities, Reservation Policy, Rights of Women, Rights of Children, Emerging Rights.
9	Contemporary Relevance of the Constitution: Role of the Constitution in India Today, Key Challenges, Role of Citizens in Upholding the Constitution, Current Debates, Constitution as a Living Document.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	1	1	1	1	1	1	1	1	1	1	1	1
CO 2	2	2	1	2	1	1	1	1	1	1	1	1
CO 3	2	2	2	3	1	1	1	1	1	1	1	1
CO 4	2	2	2	3	1	1	1	1	1	1	1	1
CO 5	2	3	3	3	1	1	1	1	1	1	1	1
CO 6	2	3	3	3	1	1	1	1	1	1	1	1

Course Name: New-age Business Models

Course Code: OL BBA ENT 104

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a comprehensive study of New-Age Business Models, starting with the concept and evolution of business models, distinguishing between traditional and new-age approaches, and introducing the Business Model Canvas (BMC). It covers classical, foundational, and digital models like Freemium and Subscription, explores the Sharing Economy, and delves into sector-specific insights across EdTech, FoodTech, FinTech, AgriTech, AI/GenAI, SaaS, LegalTech, HealthTech, and Wearable Tech. The course also examines social entrepreneurship, sustainability-based models, and the future trends of business models.

Course Objectives:

1. To understand the fundamental concepts of business models and the application of the Business Model Canvas (BMC).
2. To distinguish between classical (Direct Sales, Franchising) and emerging models (D2C, Digital, Sharing Economy).
3. To identify and explain the mechanisms of key digital business models such as Freemium, Subscription, Online Marketplace, and Social Commerce.
4. To analyze sector-specific business models in high-growth areas like EdTech, FinTech, SaaS, and AI/GenAI.
5. To evaluate the role of social entrepreneurship and sustainability in shaping modern business models.
6. To synthesize learning to reflect on emerging technologies and global shifts that will influence the future of business models.

Course Outcomes:

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

- CO1: Remember: Recall the nine components of the Business Model Canvas (BMC) and the definitions of key terms like Razor-and-Blades, D2C, and Peer-to-Peer (P2P).
- CO2: Understand: Summarize the core value proposition and revenue streams of various models like Franchising, Freemium, and Subscription-Based models.
- CO3: Apply: Use the Business Model Canvas (BMC) framework to describe and map the components of a business model in action (e.g., in FoodTech or HealthTech).
- CO4: Analyze: Compare and contrast the characteristics and implications of the traditional vs. new-age models and the Sharing Economy (e.g., Asset-Light, On-Demand).
- CO5: Evaluate: Appraise the sustainability and scalability of different business models in various sectors (e.g., AgriTech vs. LegalTech) under the influence of global forces.
- CO6: Create: Design a potential new-age business model incorporating emerging technologies (AI/GenAI) and sustainability principles, articulating its value and market fit.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: A handbook for visionaries, game changers, and challengers*. John Wiley & Sons.
2. Blank, S. (2012). *The startup owner's manual: The step-by-step guide for building a great company*. K&S Ranch.
3. Maurya, A. (2012). *Running lean: Iterate from plan A to a plan that works* (2nd ed.). O'Reilly Media.

Course Details:

Unit No.	Unit Description
1	Introduction to Business Models: Concept and Evolution of Business Models, Traditional vs New Age Business Models, Business Model Canvas (BMC), Applications of Business Models.
2	Classical and Foundational Business Models: Introduction to Foundational Business Models, Direct Sales Model, Franchising Model, Razor-and-Blades Model, Bricks-and-Clicks Model, Emergence of D2C Economy, Entrepreneurial Lessons, Summary, Key Terms, Descriptive Questions, References, Practical Exercise
3	Digital Business Models: Introduction to Digital Business Models, Freemium Model, Subscription-Based Model, Online Marketplace Model, Social Commerce, Content-Driven Platforms, Technology as an Enabler, Entrepreneurial Lessons.
4	The Sharing Economy: Introduction to the Sharing Economy, Asset-Light Business Models, Peer-to-Peer (P2P) Models, On-Demand Services, Dropshipping Models, Collaborative Platforms, Implications of the Sharing Economy, Entrepreneurial Lessons.
5	Business Models in Action — Sectoral Insights I (EdTech, FoodTech and Fintech): Applying the Business Model Canvas (BMC) to Industries, EdTech Business Models, FoodTech Business Models, FinTech Business Models, Comparative Insights.
6	Business Models in Action — Sectoral Insights II (AgriTech, AI/GenAI and SaaS): Applying BMC to Emerging Industries, AgriTech Business Models, AI/GenAI Business Models, SaaS Business Models, Comparative Insights.
7	Business Models in Action — Sectoral Insights III (LegalTech, Healthtech & Wearable Tech): Applying BMC to Emerging Service & Health Sectors, LegalTech Business Models, HealthTech Business Models, Wearable Tech Business Models, Comparative Insights.

| 8 | Social Entrepreneurship and Sustainability based Business Models: Introduction to Social Entrepreneurship, Social Entrepreneurship as a Business Model, Sustainability-Oriented Business Models, Global Forces Shaping Business Models, Entrepreneurial Lessons. |
| 9 | The Future of Business Models: Consolidation of Learning, Emerging Technologies and Business Models, Sustainability and Global Shifts, Integration Across Industries, Entrepreneurial Reflection and Foresight. |

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	2	1	1	2	1	1	1	1	3	2
CO 2	3	2	3	2	2	3	1	2	1	1	3	2
CO 3	3	2	3	3	2	3	1	3	1	2	3	3
CO 4	3	2	3	3	2	3	1	3	1	2	3	3
CO 5	3	2	3	3	3	3	1	3	1	2	3	3
CO 6	3	3	3	3	3	3	2	3	1	2	3	3

Course Name: Digital Marketing

Course Code: OL BBA MKT 106

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course introduces the fundamentals and channels of Digital Marketing, beginning with the basics of online consumer behavior and the buyer's journey. It covers core components such as website and content marketing, Search Engine Optimization (SEO), and Search Engine Marketing (SEM) through Pay-Per-Click (PPC) advertising. The course also explores online advertising, Social Media Marketing (SMM), email and mobile marketing, and the intricacies of e-commerce. Finally, it touches upon technological advancements like AI/Generative AI, Online Reputation Management (ORM), campaign planning, and basic digital analytics.

Course Objectives:

1. To understand the fundamental concepts and importance of Digital Marketing and its key channels.
2. To comprehend online consumer behavior, create digital personas, and map content to the buyer's journey.
3. To explain the role and basics of a website, content marketing, and the core principles of Search Engine Optimization (SEO).
4. To apply the concepts of Search Engine Marketing (SEM) and Pay-Per-Click (PPC) advertising, including campaign structure and targeting.
5. To analyze the use of social media platforms for branding, content creation, and the basics of email and mobile marketing.
6. To evaluate the basics of digital analytics, campaign performance, and the role of new technologies like AI/VR/AR in modern digital marketing.

Course Outcomes:

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

- CO1: Remember: Define Digital Marketing, SEO, SEM, PPC, and list the major digital marketing channels.
- CO2: Understand: Summarize the steps of the buyer's journey and explain how a brand utilizes social media for marketing.
- CO3: Apply: Create simple digital personas, write a basic blog, and craft a social media post aligned with content mapping.
- CO4: Analyze: Differentiate between various types of online ads and compare the characteristics of different e-commerce models.
- CO5: Evaluate: Assess the fundamental metrics in digital analytics and judge the importance of Online Reputation Management (ORM) and Social Listening.
- CO6: Create: Develop a basic outline for a Digital Marketing Campaign Plan, including goal setting and strategy development.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Ryan, D. (2020). *Understanding digital marketing: Marketing strategies for engaging the digital generation* (5th ed.). Kogan Page.
2. Chaffey, D., & Ellis-Chadwick, F. (2022). *Digital marketing: Strategy, implementation and practice* (8th ed.). Pearson.
3. Kotler, P., Kartajaya, H., & Setiawan, I. (2021). *Marketing 5.0: Technology for humanity*. John Wiley & Sons.

Course Details:

Unit No.	Unit Description
1	Introduction to Digital Marketing: What is Digital Marketing?, Importance of Digital Marketing, Overview of Digital Marketing Channels.
2	Understanding the Online Consumer: Basics of Online Consumer Behaviour, Introduction to Digital Personas, The Buyer's Journey.
3	Website & Content Basics: Understanding Websites, Basics of Content Marketing, Role of User-Friendly Design.
4	Introduction to Search Engines & SEO: What is a Search Engine?, Basics of SEO (Search Engine Optimization), Why SEO Matters for Businesses.
5	Introduction to Search Engine Marketing (SEM): Concept of SEM, Pay-Per-Click (PPC) Advertising, Campaign Structure & Targeting Options.
6	Basics of Online Advertising: What is Online Advertising?, Types of Online Ads, Importance of Budgeting in Ads.
7	Social Media Marketing: Introduction to Social Media Platforms, How Brands Use Social Media, Basics of Content Creation for Social Media.
8	Creating Basic Digital Assets: Making Simple Digital Personas, Creating Social Media Posts, Writing Simple Blogs, Mapping Content to Buyer Journey.
9	Email & Mobile Marketing: Introduction to Email Marketing, Basics of Mobile Marketing, Why Personalization Matters.
10	E-Commerce: Introduction to E-Commerce, Types of E-Commerce Models, E-Commerce Platforms and Technologies, Payment Gateways & Digital Wallets.
11	Technological Advancements in Digital Marketing: Chatbots & Voice Search, Virtual Reality (VR) in Marketing, Augmented Reality (AR) in Marketing, Artificial Intelligence (AI), Generative AI.

12	Online Reputation Management & Social Listening: Online Reputation Management (ORM), Social Listening, Word of Mouth in the Digital Age.
13	Digital Marketing Campaign Planning & Management: Campaign Goal Setting and Strategy Development, Campaign Strategy and Creative Design, Campaign Execution and Optimization.
14	Digital Analytics (Very Basic): Introduction to Website Analytics, Key Simple Metrics, How Businesses Use Data for Decisions.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	1	2	1	1	3	1	1	1	1	2	2
CO 2	2	2	3	2	1	3	1	1	1	1	3	2
CO 3	2	3	3	2	1	3	1	1	1	1	3	2
CO 4	2	2	3	3	1	3	1	2	1	2	3	3
CO 5	2	2	3	3	2	3	3	2	1	1	3	3
CO 6	2	3	3	3	2	3	3	2	1	1	3	3

Course Name: Financial Statement Analysis Basics

Course Code: OL BBA FIN 104

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a comprehensive introduction to Financial Statement Analysis Basics, covering the objective, scope, and limitations of analysis in decision-making. It details the components and analytical use of the Annual Report, Vertical Income Statement, and Vertical Balance Sheet. The course also examines different users of financial statements, accounting concepts and conventions, and the accounting equation. A major focus is on Ratio Analysis, classifying ratios into liquidity, solvency, turnover, profitability, and valuation categories. Finally, it covers Comparative, Common-Size, and Trend Statement Analysis, the Cash Flow Statement, and Economic Value Added (EVA) and Market Value Added (MVA).

Course Objectives:

1. To understand the meaning, objective, scope, and limitations of financial statement analysis for decision-making.
2. To comprehend the structure and analytical use of the Annual Report, Vertical Income Statement, and Vertical Balance Sheet.
3. To explain the fundamental accounting concepts and conventions, the Accounting Equation, and the different users (internal and external) of financial statements.
4. To apply various types of Ratio Analysis, including liquidity, solvency, turnover, profitability, and valuation ratios, for performance evaluation.
5. To analyze financial data using Comparative Statement Analysis, Common-Size Statement Analysis, and Trend Statement Analysis.
6. To evaluate a company's financial health using the Cash Flow Statement and modern value-based metrics like Economic Value Added (EVA) and Market Value Added (MVA).

Course Outcomes:

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

- CO1: Remember: Recall the core components of the Annual Report and the definitions of different types of income, expenses, and profits.
- CO2: Understand: Explain the analytical importance of accounting concepts and conventions and the structure of the Accounting Equation.
- CO3: Apply: Calculate and interpret the key ratios in each category (liquidity, solvency, turnover, profitability, valuation) from given financial data.
- CO4: Analyze: Differentiate and perform analysis using Comparative, Common-Size, and Trend Statements to identify changes and trends over time.
- CO5: Evaluate: Assess the financial performance and position of a company by integrating insights from the Cash Flow Statement and calculating EVA and MVA.
- CO6: Create: Structure a comprehensive financial analysis report for a specific user (e.g., investor, creditor) by selecting and synthesizing the most relevant analytical tools and techniques.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Wild, J. J., & Han, J. C. Y. (2020). *Financial statement analysis* (14th ed.). McGraw-Hill Education.
2. White, G. I., Sondhi, A. C., & Fried, D. (2003). *The analysis and use of financial statements* (3rd ed.). John Wiley & Sons.
3. Fraser, L. M., & Ormiston, A. (2023). *Understanding financial statements* (13th ed.). Pearson.

Course Details:

Unit No.	Unit Description
1	Introduction to Financial Statement Analysis: Meaning, Objective, and Scope of Financial Statement Analysis, Role of Financial Statement Analysis in Decision-Making, Limitations of Financial Statement Analysis.
2	Annual Report: Introduction to Annual Report, Financial Statements in Annual Report, Key Information in Annual Report, Reports and Disclosures, Analytical Use of Annual Report.
3	Vertical Income Statement: Introduction to Vertical Income Statement, Different Types of Income, Different Types of Expenses, Different Types of Profits, Analytical Use of Vertical Income Statement.
4	Vertical Balance Sheet: Introduction to Vertical Balance Sheet, Non-Current Assets, Current Assets, Non-Current Liabilities, Current Liabilities, Shareholders' Funds, Analytical Use of Vertical Balance Sheet.
5	Users of Financial Statements: Introduction to Users of Financial Statements, External Users, Internal Users, Analytical Importance.
6	Accounting concepts and conventions: Introduction to Accounting Concepts and Conventions, Fundamental Accounting Concepts, Key Conventions in Accounting, Analytical Importance.
7	Accounting Equation: Introduction to Accounting Equation, Structure of Accounting Equation, The Core Equation.
8	Introduction to Ratios - Liquidity Ratios & Solvency Ratios: Introduction to Ratios, Liquidity Ratios, Solvency Ratios.
9	Turnover Ratios, Profitability Ratios & Valuation Ratios: Turnover Ratios, Profitability Ratios, Valuation Ratios.
10	Comparative Statement Analysis: Introduction to Comparative Statement Analysis, Comparative Income Statement, Comparative Balance Sheet, Analytical Use of Comparative Statements.

11	Common Size Statement Analysis: Introduction to Common-Size Statement Analysis, Common-Size Income Statement, Common-Size Balance Sheet, Analytical Use of Common-Size Statements.
12	Trend Statement Analysis: Introduction to Trend Statement Analysis, Trend Income Statement, Trend Balance Sheet, Analytical Use of Trend Statements.
13	Cash Flow Statement: Introduction to Cash Flow Statement, Components of Cash Flow Statement, Analysis of Cash Flow Statement, Analytical Use of Cash Flow.
14	Economic Value Added and Market Value Added: Introduction to EVA and MVA, Economic Value Added (EVA), Market Value Added (MVA), Comparative Analysis of EVA and MVA.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	2	2	3	1	1	2	1	1	2	1
CO 2	3	2	2	3	3	1	1	2	1	1	2	1
CO 3	3	3	3	3	3	1	2	3	1	2	3	1
CO 4	3	3	3	3	3	1	2	3	1	2	3	1
CO 5	3	3	3	3	3	1	2	3	1	2	3	1
CO 6	3	3	3	3	3	1	2	3	1	2	3	1

Course Name: Economics

Course Code: OL BBA MGT 108

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a foundational overview of Economics, covering both microeconomic and macroeconomic principles. It starts with how economists think, focusing on scarcity, choices, the circular flow model, and the Production Possibilities Frontier (PPF). Key microeconomic topics include the market forces of supply and demand, elasticity, firms, costs of production, and market structures like perfect competition and monopoly. Macroeconomic concepts covered are measuring a nation's income (GDP), the cost of living (CPI and inflation), production and growth, unemployment, and the role of money and inflation.

Course Objectives:

1. To understand the basic economic problem of scarcity and choice, and how economic models like the Circular Flow and PPF function.
2. To comprehend the forces of supply and demand, the concept of market equilibrium, and market dynamics.
3. To explain the various types of elasticity (Price, Cross-Price, Income, Supply) and their application in business and policy decisions.
4. To analyze the costs of production for firms and the characteristics and efficiency of different market structures, especially perfect competition.
5. To calculate and differentiate between key macroeconomic indicators such as Nominal vs. Real GDP, the GDP Deflator, and the Consumer Price Index (CPI) and Inflation Rate.
6. To evaluate the determinants of production and growth, the different types of unemployment, and the causes and costs of inflation and hyperinflation.

Course Outcomes:

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

- CO1: Remember: State the Ten Principles of Economics, the definition of GDP, CPI, and the functions of money.
- CO2: Understand: Explain the law of demand and supply, the concept of a natural rate of unemployment, and the Quantity Theory of Money.
- CO3: Apply: Compute the Price Elasticity of Demand and calculate the Inflation Rate using the Consumer Price Index (CPI).
- CO4: Analyze: Compare the concepts of Positive vs. Normative Statements and the differences between the GDP Deflator and CPI in measuring the cost of living.
- CO5: Evaluate: Judge the limitations of GDP as a measure of well-being and assess the effectiveness of various policies to encourage economic growth.
- CO6: Create: Formulate an economic argument using core principles to analyze a current event related to unemployment, inflation, or market dynamics.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Mankiw, N. G. (2021). *Principles of economics* (9th ed.). Cengage Learning.
2. Dornbusch, R., Fischer, S., & Startz, R. (2024). *Macroeconomics* (14th ed.). McGraw-Hill Education.
3. Begg, D., Vernasca, G., Fischer, S., & Dornbusch, R. (2023). *Economics* (13th ed.). McGraw-Hill Education.

Course Details:

Unit No.	Unit Description
1	Thinking Like an Economist: Scarcity and Choices, How People Make Decisions, How People Interact, How Economy works as a whole, Role of Assumptions in Economic Models, Circular Flow Model, Production Possibilities Frontier (PPF), Positive vs. Normative Statements, Economists in Policy Debates.
2	The Market Forces of Supply and Demand: Demand, Supply, Market Equilibrium, Market Dynamics.
3	Elasticity and Its Application: Price Elasticity of Demand, Revenue and Elasticity, Cross-Price and Income Elasticities, Price Elasticity of Supply, Applications of Elasticity.
4	Firms, Costs, and Market Structures: Costs of Production, Average Costs and Cost Curves, Perfect Competition, Efficiency of Competitive Markets, Monopoly and Oligopoly (Brief Overview).
5	Measuring a Nation's Income (GDP): Definition of GDP and Its Components, Nominal vs. Real GDP, GDP Deflator, GDP as a Measure of Well-being and Limitations.
6	Measuring the Cost of Living (CPI & Inflation): Consumer Price Index (CPI), Inflation Rate Calculation, GDP Deflator vs. CPI, Problems in Measuring Cost of Living, Real vs. Nominal Interest Rates.
7	Production and Growth: Productivity and Determinants of Growth, Physical and Human Capital, Natural Resources, and Technological Progress, Policies to Encourage Growth, Catch-up Effect and Convergence Debate.
8	Unemployment and Its Natural Rate: Labor Force Statistics, Types of Unemployment, Natural Rate of Unemployment and Policies, Unemployment Insurance, Minimum Wage Laws, Unions, and Efficiency Wages.
9	Money and Inflation: Definition and Functions of Money, Central Banks and the Money Supply Process, Quantity Theory of Money, Inflation: Causes and Costs, Hyperinflation Case Studies.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	2	2	1	1	1	3	1	1	1	1
CO 2	3	2	3	2	1	2	1	3	2	2	2	1
CO 3	3	2	3	3	2	2	1	3	1	1	2	1
CO 4	3	2	3	3	2	2	1	3	2	1	2	1
CO 5	3	3	3	3	2	2	1	3	2	1	2	1
CO 6	3	3	3	3	2	2	1	3	2	1	2	1

Course Name: Business Communication

Course Code: OL BBA MGT 103

Credits: 2

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course focuses on developing effective Business Communication skills, covering fundamental principles, types, and barriers to communication, along with the 7 C's of Communication. It emphasizes the Art of Speaking, including pronunciation, tone, storytelling, elevator pitches, public speaking, and presentations. Key skills such as Listening (types, obstacles) and Critical Reading (effective reading, reading various texts) are addressed. The course also concentrates on Writing Skills for business correspondence (emails, letters, cover letters, resume) and professional development topics like Personal Branding (LinkedIn optimization) and Professional Conversation (Group Discussions, Interviews, Meetings).

Course Objectives:

1. To understand the definition, principles, types, and barriers of communication, and the application of the 7 C's of Communication.
2. To develop effective verbal communication skills, focusing on pronunciation, tone, public speaking, and crafting compelling stories and elevator pitches.
3. To comprehend the difference between listening and hearing, identify obstacles to effective listening, and practice conscious and various types of listening.
4. To apply effective and critical reading strategies for comprehension and analysis of various professional texts.
5. To master written communication skills essential for business correspondence, including composing effective messages, letters, emails, cover letters, and professional resumes.
6. To build a professional personal brand and demonstrate proficiency in professional conversations such as Group Discussions, Interviews, and Meetings.

Course Outcomes:

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

- CO1: Remember: Recall the 7 C's of Communication and list the main barriers to communication.
- CO2: Understand: Summarize the differences between verbal and non-verbal communication and listening versus hearing.
- CO3: Apply: Deliver a structured and compelling Elevator Pitch and craft professional business emails/letters.
- CO4: Analyze: Differentiate between various types of listening and reading strategies for different contexts.
- CO5: Evaluate: Assess their own communication habits and professional brand presence (e.g., LinkedIn profile) for optimization.
- CO6: Create: Develop a professional resume and a presentation incorporating effective speaking techniques and a storytelling framework.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Bovée, C. L., & Thill, J. V. (2020). *Business communication today* (15th ed.). Pearson.
2. Newman, A. R., & Newman, R. D. (2020). *Business communication: In person, online, and across cultures* (11th ed.). Cengage Learning.
3. Locker, K. O., & Kaczmarek, S. K. (2019). *Business communication: Building critical skills* (7th ed.). McGraw-Hill Education.

Course Details:

Unit No.	Unit Description
1	Communication: Your 'Key to Success'! Definition, Principles & Practices of Communication, Types of Communication, Barriers to Communication, Verbal and Non-verbal Communication, The 7 C's of Communication.
2	Art of Speaking: Pronunciation, Enunciation and Articulation, Mind Your Tone!, Techniques to Engage and Connect with Audiences, Crafting Compelling Stories, Storytelling Frameworks, Crafting and Delivering Effective Elevator Pitches, Public Speaking, Making Presentations, Giving Speeches.
3	Listening Skill: Introductory Content, Listening vs. Hearing, Obstacles to Listening, Types of Listening, Conscious Listening, Summary, Key Term
4	Critical Reading: Reading Effectively, Types of Reading, Reading Various Texts.
5	Writing Skills: Business Correspondence: Importance & Forms of Written Communication, Composing Messages, Letters and Email Writing, Cover Letter, Resume.
6	Personal Branding & Professional Conversation: Optimizing LinkedIn Profiles, Creating Personal Brand Presence, Increasing LinkedIn Post Engagement, Professional Conversation, Group Discussions, Interview, Panel Discussions, Meeting.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	1	3	1	1	1	1	1	1	1	1	1	1
CO 2	1	3	1	1	1	1	1	1	1	1	1	1
CO 3	2	3	2	2	1	1	1	1	1	1	2	1
CO 4	2	3	2	2	1	1	1	1	1	1	1	1
CO 5	2	3	2	2	1	1	1	1	2	1	1	1
CO 6	2	3	2	2	1	1	1	1	3	1	2	1

Course Name: Deep Tech (Elective)

Course Code: OL AE 25 116

Credits: 2

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This elective course introduces the concept of DeepTech, differentiating it from general emerging technologies, and providing an overview of Cognitive Technology (CT). It delves into core DeepTech areas: AI and Robotics (types of AI, Machine Learning, Neuromorphic Systems), Quantum and Advanced Computing, BioTech and Neurotechnology, Energy and Materials Science, and Space Technology & Autonomous Systems. The course aims to provide a broad, interdisciplinary understanding of these revolutionary technologies that drive fundamental scientific and engineering breakthroughs.

Course Objectives:

1. To explain the definition of DeepTech and how it fundamentally differs from other emerging technologies.
2. To describe the foundational concepts of Artificial Intelligence (AI), the different types of AI, and the principles of Machine Learning.
3. To outline the basics of advanced computing, including Quantum Computing and other Advanced Computing paradigms.
4. To analyze the core applications and potential of Biotechnology and Neurotechnology.
5. To identify the key advancements and challenges in the fields of Energy and Materials science as part of the DeepTech ecosystem.
6. To discuss the role of Space Technology and Autonomous Systems in shaping the future of business and society.

Course Outcomes:

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

- CO1 (Remember): List the core disciplines that constitute the DeepTech ecosystem (e.g., AI, Quantum Computing, BioTech).
- CO2 (Understand): Illustrate the difference between narrow AI, general AI, and super AI (implied by "Types of AI").
- CO3 (Apply): Relate a real-world problem to a potential solution involving one of the DeepTech areas like Robotics or Autonomous Systems.
- CO4 (Analyze): Compare and contrast the core mechanisms and potential impact of Quantum Computing versus classical Advanced Computing.
- CO5 (Evaluate): Assess the societal implications and ethical challenges of advancements in Neurotechnology and deep-level materials science.
- CO6 (Create): Develop a conceptual pitch for a DeepTech startup idea, outlining the underlying science (e.g., in Energy or BioTech) and its market potential.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Russell, S., & Norvig, P. (2022). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.
2. Nielsen, M. A., & Chuang, I. L. (2010). *Quantum Computation and Quantum Information* (10th Anniversary Ed.). Cambridge University Press.
3. Nordhaus, W. D. (2021). *The Economics of Deep Decarbonization*. MIT Press.

Course Details:

Unit No.	Unit Description
1	What is DeepTech, Difference Between DeepTech and Emerging Tech, Introduction to Cognitive Technology.
2	What is AI?, Types of AI, What is Machine Learning?, Robotics, Neuromorphic Systems.
3	Quantum Computing, Advanced Computing.
4	Biotechnology, Neurotechnology.
5	Energy, Materials.
6	Space Technology, Autonomous Systems.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	1	2	1	1	1	1	1	1	1	2	3
CO 2	2	1	2	1	1	1	1	1	1	1	2	3
CO 3	2	2	3	2	1	1	1	2	1	2	3	3
CO 4	2	2	3	2	1	1	1	2	1	1	3	3
CO 5	2	2	3	2	1	1	1	2	1	1	3	3
CO 6	2	3	3	2	2	2	1	2	1	1	3	3

Course Name: Future Forward with AI (Elective)

Course Code: OL AE 23 86

Credits: 2

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

The elective Future Forward with AI introduces students to the core concepts of Artificial Intelligence (AI), Generative AI, and Large Language Models (LLMs). The course emphasizes Prompt Engineering, covering the crafting of effective prompts. It provides hands-on exposure to various AI tools for text and presentation generation, visual and 3D creation, and audio and video generation. The curriculum is application-focused, detailing how AI is adopted across different industries (Creative, Business) and its future scope, culminating in the integration of multiple AI tools for briefs and projects.

Course Objectives:

1. To understand the fundamental concepts of Artificial Intelligence (AI), including Generative AI and Large Language Models (LLMs).
2. To comprehend the future scope of AI and its applications across creative, business, and cross domains.
3. To develop proficiency in Prompt Engineering by crafting effective and structured prompts for Text Generation AI models and tools.
4. To gain hands-on experience with AI tools for generating various digital assets, including text, presentations, images, and 3D visuals.
5. To explain the basics of AI tools used for audio and video generation.
6. To create and execute AI-driven briefs and projects by integrating multiple AI tools for comprehensive solutions.

Course Outcomes:

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

- CO1: Remember: Define Artificial Intelligence, Generative AI, LLM, and the concept of Prompt Engineering.
- CO2: Understand: Summarize the types of AI and explain how AI is being adopted across different industries.
- CO3: Apply: Craft effective prompts and use AI tools to generate coherent text, presentations, and simple images.
- CO4: Analyze: Differentiate between the processes of image generation, audio generation, and video generation using AI tools.
- CO5: Evaluate: Assess the potential and limitations of AI applications in creative and business contexts, considering its future scope.
- CO6: Create: Design an AI-integrated project by strategically combining multiple AI tools (Text, Visual, Audio/Video) to address a specific business brief.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Russell, S., & Norvig, P. (2021). *Artificial intelligence: A modern approach* (4th ed.). Pearson.
2. Goodfellow, I., Bengio, Y., & Courville, A. (2016). *Deep learning*. MIT Press.
3. Chollet, F. (2021). *Deep learning with Python* (2nd ed.). Manning Publications.

Course Details:

Unit No.	Unit Description
1	Introduction to AI: Introduction to Artificial Intelligence, Industries Adopting AI, Future Scope of AI, AI Applications in Creative, Business & Cross Domains.
2	Foundations and Applications of AI: Types of AI, Generative AI, LLM's, Prompt Engingeering, Crafting Effective Prompts.
3	Text & Presentation Tools: What is Text Generation, Prompt Structure for Text Gen AI Models and Tools, Hands on to Text Generation, Presetation Tools.
4	Visual & 3D Tools: What is Image Generation, Visual and 3D Tools Hands on.
5	Audio & Video Tools: What is Audio Generation, What is Video Generation.
6	AI Briefs & Projects: Integration of Multiple AI Tools.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	2	2	2	2	3	2	2	2	2	3
CO 2	3	2	3	2	2	2	3	3	2	2	3	3
CO 3	3	3	3	3	3	3	3	3	2	2	3	3
CO 4	3	2	3	3	2	3	3	3	2	2	3	3
CO 5	3	3	3	3	3	3	3	3	2	2	3	3
CO 6	3	3	3	3	3	3	3	3	3	3	3	3

Course Name: Colour Psychology (Elective)

Course Code: OL AE 22 33

Credits: 2

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

The elective course on Colour Psychology introduces the scientific and cultural significance of colour and its fundamental connection to human emotion and perception. It explores the psychological effects of primary colours (Red, Blue, Green, Yellow) and the crucial role of colour in design and branding (logo design, advertising, interior design, and consumer buying behaviour). The course also delves into Colour Therapy and its applications for mental health, examines the vast cultural influence on colour symbolism and preferences globally, and finally, explores advanced applications in digital media and technology (website/app design, video games, social media, and accessibility).

Course Objectives:

1. To understand the definition of Color Psychology and the historical and cultural context of color perception and emotion.
2. To explain the specific psychological and emotional effects associated with the primary colors (Red, Blue, Green, Yellow).
3. To identify the role of color in marketing, branding, advertising, logo design, and its influence on consumer buying behavior.
4. To comprehend the principles of Colour Therapy and how different colors are used to improve mental health.
5. To analyze the variations in color symbolism, perception, and marketing preferences across different global cultures and regions.
6. To apply the principles of color psychology to advanced applications, particularly in digital media, website design, and technology for accessibility and branding.

Course Outcomes:

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

- CO1: Remember: Recall the primary psychological associations for Red, Blue, Green, and Yellow.
- CO2: Understand: Explain how color choices in interior design and advertising psychologically influence a person.
- CO3: Apply: Select appropriate color palettes for a logo design based on the intended brand emotion and target consumer buying behavior.
- CO4: Analyze: Compare and contrast the cultural sensitivities and symbolism of a color in two different regions for a marketing campaign.
- CO5: Evaluate: Judge the effectiveness of color usage in a given website or app design for accessibility and digital branding.
- CO6: Create: Design a color strategy for a new digital product, justifying the choices based on psychological principles and cultural context.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Heller, E. (2017). *Psychology of color: A cultural and psychological study*. Scribe Publications.
2. Adams, S. (2018). *The little book of color: Using the psychology of color to transform your life*. Penguin Life.
3. Lupton, E., & Phillips, J. (2015). *Graphic design: The new basics* (2nd ed.). Princeton Architectural Press.

Course Details:

Unit No.	Unit Description
1	Introduction to Colour Psychology: What is Colour Psychology?, Historical Overview of Colour Perception, Cultural Significance of Colour, Colour and Emotion: The Basics.
2	The Psychological Effects of Primary Colours: The Role of Red in Psychology, The Calming Effect of Blue, Green: Balance and Harmony, Yellow: Happiness and Attention.
3	Colour and Its Role in Design and Branding: Colour in Logo Design, Colour Psychology in Advertising, Colour Choices in Interior Design, Colour and Consumer Buying Behavior.
4	Colour Therapy and its Applications: What is Colour Therapy?, Psychological Effects of Colours in Therapy, Using Colours to Improve Mental Health, Case Studies in Colour Therapy.
5	Colour and Cultural Influence: Colour Symbolism Around the World, Differences in Colour Perception Across Cultures, Colour Preferences in Marketing by Regio, Cultural Sensitivities to Colour.
6	Advanced Applications of Colour Psychology in Digital Media and Technology: Colour in Website and App Design, Colour in Video Games and Virtual Environments, Colour and Accessibility in Digital Design, Colour in Social Media and Digital Branding.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	1	1	1	1	3	1	1	1	1	1	1
CO 2	2	2	2	1	1	3	1	1	1	1	1	1
CO 3	2	2	3	2	1	3	1	1	1	1	2	2
CO 4	2	2	3	2	1	3	1	1	1	1	2	2
CO 5	2	2	3	2	1	3	1	1	1	1	2	2
CO 6	2	2	3	2	1	3	1	1	1	1	2	3

SEMESTER 3

Course Name: SEO & SEM Strategy

Course Code: OL BBA MKT 207

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a comprehensive understanding of Search Engine Optimization (SEO) and Search Engine Marketing (SEM) strategies, equipping students with the foundational knowledge and practical skills required to drive organic and paid traffic to websites. It covers key components of the digital marketing ecosystem, from foundational digital marketing basics and keyword research to technical SEO, off-page techniques, and the use of Google Ads, incorporating the latest trends like AI and Generative Engine Optimisation (GEO).

Course Objectives:

1. To introduce students to the foundational concepts of digital marketing, including Paid, Owned, and Earned Media, and the role of the sales funnel.
2. To explain the evolution of the internet and its impact on marketing, focusing on the customer journey and Google's Zero Moment of Truth (ZMOT).
3. To differentiate between SEO and SEM and explain their roles within the broader digital marketing ecosystem.
4. To equip students with the skills for keyword research, planning, and content asset creation, including developing digital personas and a content strategy.
5. To cover both on-page, technical, and off-page SEO techniques, such as content optimization, site architecture, structured data, and link building.
6. To teach students how to execute paid search campaigns using Google Ads, measure performance with web analytics and KPIs, and understand the impact of AI and ethical considerations.

Course Outcomes:

- CO1: Students will be able to recall and explain the fundamental concepts of digital marketing, the customer journey, and the core differences between SEO and SEM.
- CO2: Students will be able to classify and interpret the various types of keywords and apply keyword research tools to map out an effective keyword strategy.
- CO3: Students will be able to implement practical SEO techniques, including on-page optimization, creating SEO-friendly content, and applying technical SEO elements like structured data and Core Web Vitals.
- CO4: Students will be able to differentiate and analyze the components of a paid search campaign in Google Ads, including budgeting, bidding strategies, and Quality Score.
- CO5 (Creation): Students will be able to design and formulate an integrated SEO and SEM strategy, leveraging content calendars, link building, and data-driven decision making for business growth.
- CO6: Students will be able to assess and justify the use of AI tools in SEO, measure key performance indicators (KPIs), and evaluate the ethical implications and Google penalties in the digital marketplace.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Ryan, D. (2020). *Understanding digital marketing: Marketing strategies for engaging the digital generation* (5th ed.). Kogan Page.
2. Enge, E., Spencer, S., Stricchiola, J., & Fishkin, R. (2020). *The art of SEO: Mastering search engine optimization* (4th ed.). O'Reilly Media.
3. Dodson, I. (2022). *The ultimate guide to digital marketing: The essential guide to successfully marketing your business online* (2nd ed.). Kogan Page.

Course Details:

Unit No.	Unit Description
1	SEO Foundations – Understanding Digital Marketing Basics: Definition of Digital Marketing, Digital and Business Transformation, Paid, Owned, and Earned Media, Introduction to Digital Marketing Strategy, Sales Funnel & Digital Marketing Alignment.
2	The Internet, ZMOT, and Customer Touchpoints: Evolution of the Internet and Its Impact on Marketing, Customer Journey in the Digital Age, Google's Zero Moment of Truth (ZMOT), Awareness, Consideration, Decision, and Loyalty Stages, Customer Touchpoints.
3	Introduction to SEO & SEM: Fundamentals of Search Engines, SEO vs. SEM, Digital Marketing Ecosystem & Role of SEO/SEM.
4	Understanding Keywords & Keyword Planning: Keyword Research Fundamentals, Keyword Research Tools, Keyword Strategy & Mapping.
5	Creating Digital Assets for SEO: Developing Digital Personas, Content Calendar & Strategy, Understanding the Buyer's Journey, Content Asset Creation, Evergreen vs Trending Content.
6	On-Page SEO Techniques: Content Optimisation, User Experience Factors, SEO-friendly Content Writing & Blogging.
7	Technical SEO Techniques: Website Architecture & Crawlability, Page Speed, Mobile SEO & Core Web Vitals, Structured Data & Schema Markup.
8	Off-Page SEO Techniques: Link Building Strategies, Social Signals & Online Reputation Management, Local SEO & Citations, Customer Reviews & Local Ranking Factors.
9	Search Engine Marketing through Google Ads: Introduction to Paid Search & Google Ads Structure, Types of Google Ads, Budgeting, Bidding Strategies & Quality Score, Attribution Models.
10	Website Analytics & KPI Measurement: Introduction to Web Analytics, Key SEO & SEM KPIs, Data-Driven Decision Making.

11	Leveraging Artificial Intelligence in SEO: AI-powered SEO Tools, Voice Search & Conversational AI in SEO, Predictive Analytics & Personalisation.
12	Generative Engine Optimisation (GEO): Understanding Generative Engines, Optimising for AI-driven Search, Future of GEO.
13	Trust, Privacy, and Ethics in the Digital Marketplace: Digital Authenticity & Transparency, Privacy Laws and Regulations, Ethical Issues in the Digital Domain, Google Penalties.
14	SEO Strategy, Trends, and Future Outlook: Integrating SEO & SEM into Business Strategy, Case Studies of Successful SEO Campaigns, Latest SEO Trends, Preparing for the Future of Search.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	1	-	1	-	3	-	-	-	-	1	1
CO 2	3	2	1	-	2	-	3	2	-	-	-	2	1
CO 3	3	2	2	-	2	-	3	1	-	-	-	2	2
CO 4	3	2	2	-	1	1	3	2	-	-	-	2	2
CO 5	3	2	2	1	3	-	3	2	-	-	-	3	2
CO 6	3	2	3	-	2	-	3	2	-	-	-	2	3

Course Name: Selling and Negotiation

Course Code: OL BBA MKT 211

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a thorough grounding in the principles of professional selling and business negotiation. It covers the evolution, importance, and various types of selling, emphasizing the essential skills and psychological aspects required for success. Furthermore, it delves into the systematic process of personal selling, key models like SPANCO, and the strategic and ethical aspects of negotiation in the modern, digital business environment.

Course Objectives:

1. To introduce the nature, scope, and evolution of selling and its crucial role as a strategic function in business and society, distinguishing it from marketing.
2. To highlight the importance of selling skills as a life skill and its application in entrepreneurship, services vs. products, and in a globalized context.
3. To classify and understand the different types of selling, including classic models like McMurry & Arnold's and Derch Newton's, along with the differences between inside and field sales.
4. To explore the psychology of selling, including buyer motivation, the consumer decision-making process, persuasion models, and the power of storytelling and social proof.
5. To systematically teach the personal selling process, from prospecting and pre-approach to presentation, handling objections, closing the sale, and follow-up, including the SPANCO model.
6. To introduce the fundamentals of negotiation, including its process, key strategies, communication skills, ethical dilemmas, and the challenges of cross-cultural and team negotiations.

Course Outcomes:

- CO1: Students will be able to define the fundamental concepts, objectives, and evolution of selling and recognize the various classifications and types of selling.
- CO2: Students will be able to explain the role of a salesperson's competencies, including emotional intelligence and ethics, and summarize the key stages of the personal selling process.
- CO3: Students will be able to apply the seven steps of the personal selling process and the SPANCO model to a sales scenario and demonstrate various closing and objection-handling techniques.
- CO4: Students will be able to analyze the psychology of the buyer, compare different persuasion models, and distinguish between negotiation, persuasion, and compromise.
- CO5 (Creation): Students will be able to formulate a comprehensive negotiation plan by setting goals, identifying styles, and utilizing effective verbal and non-verbal communication strategies.
- CO6: Students will be able to evaluate and critique the impact of digitalization (Social Selling, CRM) on modern sales and judge the ethical dilemmas and conflict handling styles in negotiation.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Chaudhary, P. (2024). *Selling and negotiation skills: A pragmatic approach* (2nd ed.). Routledge India.
2. Ingram, T. N., LaForge, R. W., Avila, R. A., Schwepker, C. H., Jr., & Williams, M. R. (2020). *Professional selling: A trust-based approach* (8th ed.). Cengage Learning.
3. Fisher, R., Ury, W. L., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in* (3rd ed.). Penguin Books.

Course Details:

Unit No.	Unit Description
1	Introduction to Selling and Marketing Concepts: Nature, Scope, and Objectives of Selling, Evolution of Selling, Selling vs. Marketing, Role of Selling in Business and Society, Sales as a Strategic Function in Organizations.
2	Importance of Selling Skills in Modern Business: Selling Skills as a Life Skill, Role of Selling in Entrepreneurship & Start-ups, Selling Skills in Services vs. Products, Impact of Globalization on Selling, Selling as a Career Path, Summary, Key Terms, Descriptive Questions, References, Activity)
3	Types and Classifications of Selling: Types of Selling, McMurry & Arnold's Classification of Selling, Derch Newton's Classification of Selling, Emerging Types of Selling, Inside Sales vs. Field Sales.
4	Attributes and Competencies of a Successful Salesperson: Essential Personality Traits of a Salesperson, Core Skills for Sales Success, Role of Emotional Intelligence in Selling, Ethical and Cultural Sensitivity, Continuous Learning Mindset in Sales, Self-Motivation and Goal Orientation, Summary, Key Terms)
5	Psychology of Selling – The Art of Persuasion: Understanding Buyer Psychology and Motivation, Consumer Decision-Making Process, Persuasion Models, Storytelling in Sales, Role of Social Proof and Authority, Summary, Key Terms, Descriptive Questions, References, Activity)
6	The Personal Selling Process: Step 1: Prospecting & Lead Generation, Step 2: Pre-approach, Step 3: Approach, Step 4: Presentation & Demonstration, Step 5: Handling Objections, Step 6: Closing the Sale, Step 7: Follow-up & After-sales Service.

7	The SPANCO Model and Closing Techniques: The SPANCO Model, Prospect Qualification Criteria, Closing Techniques, Handling Difficult Customers, Summary, Key Terms, Descriptive Questions, References, Activity)
8	Selling in the Digital Era: Social Selling, Digital Lead Generation & Nurturing, CRM and Sales Automation Tools, E-commerce Selling, AI and Chatbots in Customer Engagement, Hybrid Selling, Summary, Key Terms, Descriptive Questions, References, Activity)
9	Introduction to Negotiation: Definition, Scope, and Objectives of Negotiation, Negotiation vs. Persuasion vs. Compromise, Types of Negotiations, Situations Where Negotiation is Not Possible, Importance of Negotiation in Business.
10	The Negotiation Process: Step 1: Setting Goals and Objectives, Step 2: Identifying Negotiation Styles, Step 3: Conducting Research and Gathering Data, Step 4: Bargaining and Exchanging Proposals, Step 5: Closing the Deal, Step 6: Post-Negotiation Follow-up, Summary, Key Terms, Descriptive Questions, References, Activity)
11	Communication Skills for Effective Negotiation: Verbal and Non-verbal Communication in Negotiation, Active Listening and Questioning Techniques, Building Rapport and Trust, Reading Body Language and Emotional Cues, Importance of Silence in Negotiation, Summary, Key Terms, Descriptive Questions, References, Role-play)
12	Negotiation Strategies, Models, and Psychology: Negotiation Strategies, Negotiation Models, Handling Objections, Concessions & Trade-offs, Psychology of Negotiation, Power Dynamics in Negotiation, Summary, Key Terms, Descriptive Questions, References, Activity)
13	Cross-Cultural and Team Negotiations: Cultural Dimensions in Negotiation, Negotiating Across Borders, Team-Based vs. One-to-One Negotiations, Virtual Negotiations.
14	Ethics, Conflict Management, and Contemporary Issues in Negotiation: Ethical Dilemmas in Negotiation, Conflict Handling Styles, Gender Differences in Negotiation, Emerging Trends in Negotiation, Summary, Key Terms, Descriptive Questions, References, Role-play)

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	1	-	-	-	2	-	-	-	-	1	-
CO 2	2	2	3	-	-	-	2	-	-	1	-	2	1
CO 3	2	3	3	-	1	-	3	-	-	-	-	3	-
CO 4	2	3	1	-	1	-	3	-	-	-	-	2	-
CO 5	3	3	2	1	2	-	2	-	-	-	-	3	-
CO 6	2	2	3	-	1	-	2	1	-	-	-	2	2

Course Name: Investment Analysis and Portfolio Management

Course Code: OL BBA FIN 209

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides an in-depth study of the principles of investment management, focusing on the concepts of risk and return, and the construction and management of portfolios. It covers various investment avenues, fundamental risk-return measures (HPR, Sharpe Ratio, Beta), and essential portfolio theories like the Capital Asset Pricing Model (CAPM), Arbitrage Pricing Theory (APT), and Modern Portfolio Theory (MPT). The course also emphasizes the role of diversification, correlation, and co-variance in real-life portfolio risk assessment.

Course Objectives:

1. To introduce the fundamentals of savings, investments, and their crucial role in individual wealth creation and overall economic growth.
2. To familiarize students with the different investment avenues, distinguishing between real and financial assets, as well as traditional and alternative investments.
3. To explain the key concepts of risk and return, including various types of risk, the risk-return trade-off, and methods to measure them, such as Holding Period Return (HPR) and Standard Deviation.
4. To enable students to evaluate portfolio performance using advanced risk-return measures like Sharpe Ratio, Treynor Ratio, Jensen's Alpha, and Beta.
5. To provide a solid foundation in portfolio theories, specifically the assumptions, derivation, and applications of CAPM, APT, and the Modern Portfolio Theory (MPT).
6. To demonstrate the practical application of diversification, correlation, variance, and co-variance in designing and assessing portfolio risk through various real-life case studies.

Course Outcomes:

- CO1: Students will be able to recall and state the fundamental distinction between savings and investment and recognize the various traditional and alternative investment avenues.
- CO2: Students will be able to explain the concept of the risk-return trade-off and interpret the different categories and types of investment risk.
- CO3: Students will be able to calculate risk and return measures for individual assets, including HPR, Expected Return, and Standard Deviation.
- CO4: Students will be able to analyze and compare the performance of different portfolios using the Sharpe, Treynor, and Jensen's Alpha ratios.
- CO5 (Creation): Students will be able to construct an optimal portfolio by applying the principles of Modern Portfolio Theory, the Efficient Frontier, and the law of diversification.
- CO6: Students will be able to evaluate the impact of correlation and co-variance among securities on portfolio risk and justify strategic diversification decisions using real-life case studies.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Reilly, F. K., & Brown, K. C. (2020). *Investment analysis and portfolio management* (11th ed.). Cengage Learning.
2. Bodie, Z., Kane, A., & Marcus, A. J. (2023). *Investments* (13th ed.). McGraw Hill.
3. Haugen, R. A. (2018). *The new finance: Overreaction, complexity, and the latest theories of asset pricing*. Pearson.

Course Details:

Unit No.	Unit Description
1	Introduction to Investments: Fundamentals of Savings & Investments, Difference Between Savings and Investment, Importance of Investments in Wealth Creation, Role of Investments in Economic Growth.
2	Investment Avenues: Real Assets vs. Financial Assets, Traditional Investments, Alternative Investments.
3	Introduction to Portfolio: Why Portfolios Matter, Types of Portfolios.
4	Portfolio Designing & Portfolio Management: Steps in Portfolio Construction, Portfolio Management Approaches.
5	Risk & Return: Types of Risk, Specific Categories of Risk, Risk-Return Trade-Off.
6	Risk–Return Measures (Part I): Holding Period Return (HPR), Expected Return, Standard Deviation.
7	Risk–Return Measures (Part II): Sharpe Ratio, Treynor Ratio, Jensen's Alpha, Beta.
8	Portfolio Theories (Part I): Introduction to CAPM, Assumptions of CAPM, Derivation of CAPM, Security Market Line (SML).
9	Portfolio Theories (Part II): Introduction to APT, Multi-Factor Model vs. Single-Factor CAPM, Sources of Systematic Risk, Applications of APT in Portfolio Management.
10	Portfolio Theories (Part III): Introduction to Modern Portfolio Theory, Risk-Return Optimization, Efficient Frontier, Optimal Portfolios.

11	Concept of Portfolio Risk & Diversification: Measuring Portfolio Risk, Law of Diversification, Role of Correlation Among Securities.
12	Coefficient of Correlation: Correlation Coefficient Interpretation, Impact on Diversification Benefits, Portfolio Construction with Correlation.
13	Variance & Co-variance in Portfolio Risk Measurement: Statistical Basis of Portfolio Variance, Co-variance in Portfolio Analysis, Application in Portfolio Performance.
14	Real-life case studies of diversified portfolio risk assessment: Diversification in Equity Portfolios, Equity–Debt Diversification, Equity–Gold Diversification, Global Diversification, Key Insights from Case Studies.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	-	1	-	-	3	-	-	1	-	-	1	-
CO 2	3	2	1	-	-	3	-	-	1	-	-	2	-
CO 3	3	2	2	-	-	3	-	2	2	-	-	1	-
CO 4	3	2	2	-	-	3	-	2	2	-	-	1	-
CO 5	3	2	2	-	2	3	-	1	2	-	-	2	1
CO 6	3	2	2	-	1	3	-	1	2	-	-	2	-

Course Name: Financial Management Fundamentals

Course Code: OL BBA FIN 207

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course lays the groundwork for understanding fundamental financial concepts and markets critical to business decision-making. It begins with the Time Value of Money (TVM), covering present/future values, annuities, and its application to loans. The course then provides a comprehensive overview of Money Markets and Debt Markets, contrasting their roles. Finally, it delves into Equity Markets (Primary and Secondary), International Resource Mobilisation, Working Capital Management (Cash, Receivables, Inventory), and both non-discounted and discounted Capital Budgeting methods.

Course Objectives:

1. To introduce the foundational concept of the Time Value of Money (TVM), including Present Value, Future Value, Annuity, Perpetuity, and their application in loan decisions.
2. To provide an overview of the Money Market, its instruments (T-Bills, CP, CD, CBLO), and its integral link with the Monetary Policy in India.
3. To describe the structure of the Debt Market, its instruments, the concept of Credit Rating, and compare its operation with the Money Market.
4. To explain the processes of Equity Markets, focusing on Primary Markets (IPO, Book Building) and Secondary Markets (Stock Exchanges, Indices, Role of SEBI).
5. To familiarize students with Working Capital Management by covering cash conversion cycle (CCC), managing accounts payables and cash, and introducing receivables and inventory management techniques (ABC, JIT).
6. To teach various Capital Budgeting techniques, differentiating between those *without* TVM (Payback Period, ARR) and those *with* TVM (NPV, IRR, Benefit-Cost Ratio).

Course Outcomes:

- CO1: Students will be able to recall and state the formulas for Present Value and Future Value, and identify the key instruments in the Money Market.
- CO2: Students will be able to explain the concept of loan amortisation and interpret the link between the Money Market and Monetary Policy in India.
- CO3: Students will be able to calculate project acceptability using Capital Budgeting methods like Payback Period, ARR, and Net Present Value (NPV).
- CO4: Students will be able to analyze and compare the features of the Debt Market and Money Market, and distinguish between the Primary and Secondary Equity Markets.
- CO5: Students will be able to develop a strategy for effective Working Capital Management by optimizing the Cash Conversion Cycle, receivables, and inventory using techniques like ABC analysis and JIT.
- CO6: Students will be able to critique the process of an Initial Public Offering (IPO) and the role of Credit Rating, and justify the selection of a Capital Budgeting method based on the time value of money.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Chandra, P. (2020). *Fundamentals of financial management* (7th ed.). McGraw Hill Education.
2. Brealey, R. A., Myers, S. C., & Allen, F. (2020). *Principles of corporate finance* (14th ed.). McGraw Hill Education.
3. Van Horne, J. C., & Wachowicz, J. M., Jr. (2020). *Fundamentals of financial management* (14th ed.). Pearson Education.

Course Details:

Unit No.	Unit Description
1	Time Value of Money: Present Value and Future Value, Annuity and Perpetuity, Simple & Compound Interest.
2	Impact of Time Value of Money on Loans: Loans and Time Value of Money, Loan Amortisation Schedule, Applications of TVM in Loan Decisions.
3	Money Market: Overview of the Money Market, Treasury Bills (T-Bills), Commercial Paper (CP), Commercial Bill, Certificate of Deposit (CD), Call/Notice Money Market, Collateralised Borrowing and Lending Obligation (CBLO).
4	Money Market and Monetary Policy: Link Between Money Market & Monetary Policy in India, Tools for Managing Liquidity, Effectiveness of Monetary Policy via Money Market.
5	Debt Market: Debt Market Overview, Debt Market Instruments, Credit Rating.
6	Debt Market & Money Market: Overview of Debt Market, Overview of Money Market, Comparison of Debt Market with Money Market, Integrated Role in Financial System.
7	Equity Markets - Primary Markets: Introduction to Primary Markets, Initial Public Offering (IPO), Book Building Process, Understanding an Offer Document, Green Shoe Option, Primary Issues.
8	Equity Markets - Secondary Markets: Introduction to Secondary Markets, Role of SEBI in Secondary Markets, Stock Exchanges in India, Stock Market Indices.

9	Resource Mobilisation from International Markets: Introduction to International Markets, Global Depository Receipts (GDRs), American Depository Receipts (ADRs), Comparative Analysis: GDRs vs ADRs.
10	Working Capital Management: Financing Working Capital, Cash Conversion Cycle (CCC), Accounts Payables Management, Cash Management.
11	Receivables Management: Introduction to Receivables Management, Accounts Receivables, Credit Evaluation & Control, Performance Measures, Technology in Receivables Management.
12	Inventory Management: Introduction to Inventory Management, 20/80 Principle in Inventory, ABC Analysis, Just-in-Time (JIT) Inventory System, Modern Inventory Practices.
13	Capital Budgeting without Time Value of Money: Introduction to Capital Budgeting, Process of Capital Budgeting, Payback Period Method, Accounting Rate of Return (ARR), Comparative Analysis of Payback and ARR.
14	Capital Budgeting with Time Value of Money: Introduction to Discounted Cash Flow (DCF) Methods, Net Present Value (NPV), Internal Rate of Return (IRR), Benefit-Cost Ratio (BCR), Discounted Payback Period, Comparative Analysis of DCF Methods.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	-	-	-	-	3	-	-	1	-	-	-	-
CO 2	3	2	-	-	-	3	-	-	2	-	-	-	-
CO 3	3	2	2	-	-	3	-	-	2	-	-	1	-
CO 4	3	2	-	-	-	3	-	-	1	-	-	-	-
CO 5	3	1	2	-	2	3	-	-	-	-	2	2	-
CO 6	3	2	2	-	1	3	-	-	1	-	-	1	-

Course Name: Environmental Science and Sustainability

Course Code: OL BBA MGT 217

Credits: 2

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course introduces the multidisciplinary nature of environmental studies and the critical issues surrounding climate change and environmental degradation. It explores the concept of the Anthropocene and the Human Footprint, framing the urgent need for sustainability through the Triple Bottom Line (TBL): Social, Environmental, and Economic dimensions. The course also covers the essential Environmental Laws in India and the growing importance of the ESG Framework in both Indian and global corporate best practices.

Course Objectives:

1. To introduce the multidisciplinary nature of environmental studies, including its scope, importance, and the extent of environmental degradation caused by human activities.
2. To explain key environmental challenges such as Global Warming, Ozone Layer Depletion, Acid Rain, and the importance of Solid Waste Management.
3. To familiarize students with the concept of the Anthropocene as a geological time unit and to quantify the Human Footprint in relation to global biogeochemical cycles.
4. To establish the rationale for sustainability by exploring the Triple Bottom Line (TBL) framework, encompassing its Social, Environmental, and Economic dimensions.
5. To provide an overview of critical Environmental Laws in India, including the Environment Protection Act, 1986, the Air and Water Acts, and the Energy Conservation (Amendment) Act, 2022.
6. To introduce the ESG (Environmental, Social, and Governance) Framework in India and illustrate best sustainability practices through case studies of leading Indian and Global companies.

Course Outcomes:

1. CO1: Students will be able to recall and identify the definition, scope, and importance of environmental studies and the multidisciplinary nature of the field.
2. CO2: Students will be able to explain the processes of Global Warming, Ozone Layer Depletion, and summarize the challenges of solid waste management.
3. CO3: Students will be able to apply the principles of the Triple Bottom Line (TBL) to a business scenario to assess its social, environmental, and economic performance.
4. CO4: Students will be able to analyze the concept of the Anthropocene and distinguish the various ways the human footprint impacts global biogeochemical cycles.
5. CO5: Students will be able to formulate a basic outline of an ESG strategy for an organization by integrating their understanding of Indian environmental laws and global best practices.
6. CO6: Students will be able to critique the effectiveness of key environmental laws like the Environment Protection Act, 1986 and evaluate the sustainability initiatives of companies like Infosys and the Tata Group.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Smith, F. (2018). *Environmental sustainability*. Taylor & Francis.
2. Raven, P. H., Berg, L. R., & Hassenzahl, D. M. (2020). *Environment* (11th ed.). Wiley.
3. Spira, S. (2021). *Sustainability principles and practice* (2nd ed.). Routledge.

Course Details:

Unit No.	Unit Description
1	Multidisciplinary nature of Environmental studies: Definition, Scope and Importance, Human Activities and the Environment, Extent of Environmental Degradation.
2	Climate change and Climate risk: Global Warming, Ozone Layer Depletion, Acid Rain and Its Impacts, Solid Waste Management.
3	Anthropocene and Human Impact: Concept of Anthropocene, Global Carbon and Biogeochemical Cycles, Anthropocene as a Geological Time Unit, Human Footprint in the Anthropocene.
4	Why be Sustainable?: The Triple Bottom Line (TBL), Social Dimension, Environmental Dimension, Economic Dimension.
5	Environmental Law and ESG: Key Environmental Laws in India, Environment Protection Act, 1986, Air Act (1981), Water Act (1974), and Hazardous Waste Rules (2016), Energy Conservation (Amendment) Act, 2022, Overview of ESG Framework in India.
6	Best practices in Indian and Global companies: Infosys, Tata Group, EY – Expectations of Citizens from Cities.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	-	1	-	-	-	-	-	-	-	-	-	2
CO 2	2	1	1	-	-	-	-	-	-	-	-	-	2
CO 3	3	-	2	-	1	-	-	-	1	-	1	1	3
CO 4	2	1	-	-	-	-	-	-	-	-	-	-	2
CO 5	3	1	3	-	2	-	-	-	-	-	-	1	3
CO 6	2	1	3	-	1	-	-	-	1	-	-	1	3

Course Name: Dynamics of Family Managed Businesses

Course Code: OL BBA ENT 211

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course delves into the unique ecosystem, opportunities, and challenges of Family-Managed Businesses (FMBs), particularly within the Indian context. It focuses on critical aspects such as the implementation of effective governance structures and family constitutions. A major emphasis is placed on the complexities of succession planning, intergenerational leadership, and the management of family dynamics and conflicts. The course also covers strategies for innovation, scaling, and professionalization, including financial planning, HR challenges, and the building of a lasting brand and legacy.

Course Objectives:

1. To introduce the foundations, characteristics, and evolution of Indian Family Businesses and analyze their unique opportunities and challenges.
2. To explain the importance of governance structures and the role of Family Constitutions in managing the business-family interface, including succession and professionalization.
3. To teach the principles, barriers, and challenges of Succession Planning, including the concepts of intergenerational leadership and succession mapping.
4. To explore the dynamics of family relationships, leadership styles, and to equip students with effective models for Conflict Resolution, trust building, and communication.
5. To cover strategies for Innovation and Scaling-up in Family Businesses, including the professionalization process and the balancing of family and non-family talent and management practices.
6. To detail the financial, HR, and branding aspects, specifically focusing on Succession Funding Models, talent management, legacy building, crisis management, and drafting a mini continuity plan.

Course Outcomes:

1. CO1: Students will be able to recall and identify the core characteristics, evolution, opportunities, and challenges unique to Family-Managed Businesses.
2. CO2: Students will be able to explain the necessity of Family Constitutions and different Governance Structures (Boards, Advisory Councils) in ensuring business continuity.
3. CO3: Students will be able to apply conflict resolution models and demonstrate techniques for building trust and effective communication to address family dynamics.
4. CO4: Students will be able to differentiate between family and professional management and analyze the barriers and challenges in the succession planning process.
5. CO5: Students will be able to formulate a basic Mini Continuity Plan and design a branding and storytelling strategy for a family enterprise to build its legacy.
6. CO6: Students will be able to evaluate different Succession Financing Models and critique the strategies used for retaining and motivating both family and non-family talent in a family firm.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Basco, R. (2023). *Family business management: The family-first approach*. Routledge.
2. Agarwal, R. (2024). *Managing family business: Dynamics, challenges, and opportunities*. Routledge.
3. Gersick, K. E., Davis, J. A., Hampton, M. M., & Lansberg, I. (2020). *Generation to generation: Life cycles of the family business* (2nd ed.). Harvard Business Review Press.

Course Details:

Unit No.	Unit Description
1	Understanding The Family Business Ecosystem: Foundations of Family-Managed Businesses, Characteristics and Evolution of Indian Family Businesses, Role of Family in the Indian MSME Sector, Opportunities and Challenges of Family-Managed Businesses.
2	Governance Structures and Family Constitutions: Governance in Family Businesses, Succession & Professionalisation, Family Constitutions, Boards and Advisory Councils.
3	Succession Planning & Intergenerational Leadership: Principles of Succession Planning, Barriers and Challenges in Succession, Leadership Roles Across Generations, Succession Mapping Exercise.
4	Family Dynamics and Conflict Management: Generational Dynamics and Leadership Styles, Conflict Resolution Models, Building Trust and Effective Communication, Design-Thinking Concept.
5	Innovation and Scaling in Family Businesses: Innovation Models for Family Businesses, Scaling-up Strategies in MSMEs, Digital Transformation in Family Businesses.
6	Professionalization of Family Businesses: Professionalization: Why and How?, Bringing in Non-Family Talent, Balancing Tradition with Modern Management Practices, Family vs. Professional Management.

7	Financial Planning & Succession Funding: Continuity & Strategic Planning, Role of Financial Planning in Continuity, Succession Financing Models, MSME Finance Options in India.
8	HR & Talent Management in Family Firms: Hiring in Family Firms, Retaining and Motivating Employees, Balancing Family and Non-Family Employees, Managing People Management Conflicts.
9	Branding and Legacy Building: Role of Branding in MSME Family Firms, Storytelling and Legacy Building, Rebranding Challenges Across Generations, Building Resilience in Family Enterprises, Strategic Vision for Long-Term Sustainability, Crisis Management in Family Firms, Drafting a Mini Continuity Plan.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	-	-	-	-	-	-	-	1	-	-	2	-
CO 2	3	1	2	1	1	-	-	-	-	1	-	2	1
CO 3	2	3	3	2	1	-	-	-	-	2	-	2	-
CO 4	3	2	2	1	1	-	-	-	-	2	-	3	-
CO 5	3	2	1	-	3	-	1	-	-	-	-	3	-
CO 6	3	1	2	-	1	1	-	-	-	3	-	3	-

Course Name: Design Thinking and MVP Management

Course Code: OL BBA ENT 209

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a comprehensive framework for innovation by integrating the methodologies of Design Thinking and Minimum Viable Product (MVP) Management from the Lean Startup approach. Students will learn the entire process, from understanding the core concepts of MVP and the Build–Measure–Learn framework, through the five stages of Design Thinking, including problem framing, creating personas, and creative ideation. The course covers practical skills like building and iterating the MVP using no-code tools, developing business models, and formulating go-to-market strategies, concluding with an exploration of applying Design Thinking to personal and career challenges.

Course Objectives:

1. To introduce the concept of Minimum Viable Product (MVP) and the Lean Startup Approach by Eric Ries, focusing on the Build–Measure–Learn Framework.
2. To explain Design Thinking as an innovation framework, including its five stages and its relationship with MVP Management.
3. To train students in effective Problem Framing, employing frameworks like Jobs to Be Done (JTBD), creating Consumer Personas, and articulating clear problem statements.
4. To equip students with Creative Ideation Techniques, distinguishing between Divergent and Convergent Thinking, and utilizing the Double Diamond Framework.
5. To teach how to structure a product/service using the Business Model Canvas and Value Proposition Canvas, and practically how to build and iterate the MVP using prototyping, user testing, and deciding whether to Pivot or Persevere.
6. To cover the aspects of Go-to-Market Strategy, including branding, acquiring the first users, and leveraging storytelling and digital presence for scaling post-MVP, and applying these concepts to personal development.

Course Outcomes:

1. CO1: Students will be able to recall and identify the core principles of the Lean Startup methodology, the MVP concept, and the five stages of Design Thinking.
2. CO2: Students will be able to explain the relationship between Design Thinking and MVP Management and summarize the importance of Problem Framing using the Jobs to Be Done (JTBD) framework.
3. CO3: Students will be able to apply ideation techniques to generate concepts and construct a basic MVP prototype using no-code tools, followed by user testing and validation.
4. CO4: Students will be able to analyze a business idea by creating a Business Model Canvas and a Value Proposition Canvas, and evaluate the decision to Pivot vs. Persevere based on feedback.
5. CO5: Students will be able to design a comprehensive Go-to-Market Strategy for an MVP, including branding, channel strategy, and a plan for scaling post-validation.
6. CO6: Students will be able to critique case studies of design-led innovation and assess how to apply Design Thinking principles to reframe personal life and career challenges.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Brown, T. (2009). *Change by design: How design thinking transforms organizations and inspires innovation*. HarperBusiness.
2. Ries, E. (2011). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Crown Business.
3. Lewrick, M., Link, P., & Leifer, L. (2018). *The design thinking playbook: Mindful digital transformation of teams, products, services, businesses and ecosystems*. Wiley.

Course Details:

Unit No.	Unit Description
1	Foundations of MVP and Lean Startup: Introduction to Minimum Viable Product (MVP), Eric Ries and the Lean Startup Approach, Build–Measure–Learn Framework, Global MVP Examples, Indian MVP Examples.
2	Design Thinking as an Innovation Framework: 5 Stages of Design Thinking, Relationship Between Design Thinking and MVP Management, Tools for Empathy & Market Insights, Case Studies in Design-Led Innovation.
3	Problem Framing, Personas & Market Fit: Importance of Problem Framing, Jobs to Be Done (JTBD) Framework, Consumer Personas, Competition Analysis, Persona Boards, Articulating Problem Statements.
4	Creative Ideation and Concept Generation: Ideation Techniques, Divergent vs. Convergent Thinking, Double Diamond Framework, Case Studies in Creative Ideation.
5	Business Models and Value Propositions: Introduction to Business Model Canvas, Value Proposition Canvas, Connecting User Needs with Revenue Models, Structuring Business Models Around MVPs.
6	Building and Iterating the MVP: No-Code Tools for Rapid Prototyping, User Testing and Validation, Experiments for MVP Validation, Pivot vs. Persevere Decisions, Integrating Feedback into Product Improvements.
7	Go-to-Market Strategy and Branding: Positioning the MVP, Channel Strategy, Acquiring the First 100 Users, Branding Principles, Packaging and User Experience, Hands-on Exercises.

8	Storytelling, Digital Presence, and Scaling: Storytelling for MVP Growth, Content Marketing & Social Media, Digital Presence & Landing Pages, Scaling Strategies Post-MVP.
9	Design Thinking for Life and Entrepreneurial Reflection: Applying Design Thinking to Life, Odyssey Mapping, Reframing Life and Career Challenges, Personal Compass Exercises, Connecting Entrepreneurial Skills to Life.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	-	1	-	2	-	1	-	-	-	-	3	1
CO 2	2	2	1	-	2	-	1	1	-	-	-	3	-
CO 3	2	1	2	1	3	-	1	1	-	-	1	3	1
CO 4	3	2	1	-	3	1	1	-	1	-	-	3	-
CO 5	3	1	1	-	3	-	2	-	-	-	-	3	-
CO 6	1	2	1	-	3	-	-	-	-	-	-	2	-

Course Name: Business Research Methods

Course Code: OL BBA MKT 203

Credits: 2

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a foundational understanding of the systematic process of conducting research in a business context. It covers the meaning and types of research, focusing on the crucial steps of research problem identification and hypothesis formulation. The course explores various research designs, the importance of data measurement and scaling, and practical skills in questionnaire design and various sampling techniques. Finally, it addresses the structural elements of a research proposal, ethical considerations, and effective report writing and presentation.

Course Objectives:

1. To introduce the meaning, types, and process of research, outlining the essential features that define good research in the business domain.
2. To teach the critical skill of Research Problem Identification, including the steps for formulating the problem, evaluating its quality, and the subsequent development of hypotheses, linking them to underlying theory.
3. To explain the concept of Research Design, including its meaning, purpose, and the classification and options available for effective study structuring.
4. To familiarize students with Data and Measurement fundamentals, encompassing different measurement scales and the crucial standards of quality for measures.
5. To develop practical skills in Questionnaire and Instrument Design, outlining design principles, the pilot process, and an understanding of Sampling Concepts and Techniques for data collection.
6. To cover the structural and ethical aspects of research, focusing on the components of a Research Proposal, principles of Research Ethics, and effective Report Writing and Presentation.

Course Outcomes:

1. CO1: Students will be able to recall and state the four key features that characterize good research and identify the steps in the overall research process.
2. CO2: Students will be able to explain the process of formulating a research problem and interpret the relationship between theory and the development of hypotheses.
3. CO3: Students will be able to apply different measurement scales to business variables and demonstrate proficiency in using various sampling techniques to select a representative sample.
4. CO4: Students will be able to analyze the meaning and purpose of research design and differentiate between various classification and design options.
5. CO5: Students will be able to design a methodologically sound research instrument (questionnaire) and construct a basic research proposal outlining the research plan.
6. CO6: Students will be able to critique the quality of research measures (reliability and validity) and evaluate the ethical implications and adherence to best practices in a business research context.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Sekaran, U., & Bougie, R. (2020). *Research methods for business: A skill-building approach* (8th ed.). Wiley.
2. Hair, J. F., Jr., Page, M., & Brunsveld, N. (2020). *Essentials of business research methods* (4th ed.). Routledge.
3. Cooper, D. R., & Schindler, P. S. (2023). *Business research methods* (14th ed.). McGraw Hill Education.

Course Details:

Unit No.	Unit Description
1	Introduction to Research: Meaning of Research, Types of Research, Research Process, Features of Good Research.
2	Research Problem Identification: Understanding Research Problems, Formulating the Problem, Evaluating Problem Quality, Foundations, Hypotheses, Linking Theory and Hypotheses.
3	Research Design: Meaning and Purpose, Classification of Designs, Design Options.
4	Data and Measurement: Data Foundations, Measurement and Scales, Quality of Measures.
5	Questionnaire and Instrument Design: Questionnaire Basics, Design Principles, Pilot and Revision, Sampling Concepts, Sampling Techniques, Sample Size and Process.
6	Research Proposal Ethics and Report Writing: Research Proposal, Research Ethics, Report Writing and Presentation.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	1	2	-	-	-	1	1	1	1	1	1	1
CO 2	2	3	1	-	1	-	1	1	1	1	1	1	1
CO 3	2	1	2	-	-	1	1	3	1	1	1	1	-
CO 4	2	2	1	-	1	-	1	1	-	-	-	1	-
CO 5	2	3	2	1	2	-	2	3	-	1	-	1	-
CO 6	1	2	3	-	1	-	1	2	-	1	-	1	1

Course Name: Business Intelligence using Power BI

Course Code: OL BBA BA 208

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a comprehensive introduction to Business Intelligence (BI) using Microsoft Power BI. It covers the entire BI workflow, beginning with the fundamentals of BI and the Power BI ecosystem. Key topics include connecting to various data sources, performing data cleaning and transformation using Power Query Editor, establishing effective Data Modeling concepts, and writing DAX (Data Analysis Expressions) for calculations and time intelligence. The course culminates in the practical application of Visual Analytics for report development, dashboard design, and the best practices for publishing, sharing, and governance within the Power BI Service.

Course Objectives:

1. To introduce the fundamentals of Business Intelligence (BI), its evolution, applications in business decision-making, and the architecture of the Power BI Ecosystem.
2. To teach students how to connect to various Data Sources, distinguish between DirectQuery and Import Mode, and perform data cleansing and transformation using the Power Query Editor and M Language.
3. To explain and apply Data Modeling Concepts, including defining tables, keys, relationships, building hierarchies, and adhering to best practices and schemas.
4. To introduce and build proficiency in DAX (Data Analysis Expressions), including the creation of Calculated Columns vs. Measures, and utilizing basic and advanced aggregation and logical functions.
5. To specifically cover Advanced DAX features, with a focus on Time Intelligence Functions and performance optimization for complex business use cases.
6. To equip students with the skills for effective Visual Analytics, report development, designing interactive Dashboards, and managing publishing, security, and data refresh in the Power BI Service.

Course Outcomes:

1. CO1: Students will be able to recall and identify the core features of the Power BI Ecosystem and the fundamental applications of Business Intelligence in business.
2. CO2: Students will be able to explain the difference between DirectQuery and Import Mode and interpret the basic functions and use cases of the Power Query Editor.
3. CO3: Students will be able to apply data cleaning and transformation techniques and implement relationships and hierarchies to build an effective Data Model in Power BI.
4. CO4: Students will be able to analyze business scenarios to determine whether to use a Calculated Column or a Measure, and evaluate the appropriate DAX function for a given calculation.
5. CO5: Students will be able to design a visually effective, interactive dashboard that utilizes storytelling and incorporates advanced DAX time intelligence calculations.
6. CO6: Students will be able to critique report visualizations for effectiveness and assess the key considerations for governance, security, and data refresh in the Power BI Service environment.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Hyman, J. A. (2020). *Microsoft Power BI for Dummies* (2nd ed.). Wiley.
2. Fuller, P. D. (2023). *Beginning Power BI for business users: Learning to turn data into insights*. Wiley.
3. Rodriguez, S., & Swinnen, J. (2023). *Business intelligence with Power BI: A practical manual*. Larcier-Intersentia.

Course Details:

Unit No.	Unit Description
1	Fundamentals of Business Intelligence: Introduction to Business Intelligence, Evolution of BI Tools, Applications of BI in Business Decision-Making, Case Studies and Real-World Examples.
2	Getting Started with Power BI: Power BI Ecosystem, Installing and Setting Up Power BI Desktop, Navigating the Power BI Interface, Overview of Core Power BI Features.
3	Data Sources & Import: Connecting to Various Data Sources, DirectQuery vs Import Mode, Handling Multiple Data Sources, Basics of Query Creation.
4	Data Cleaning & Transformation: Introduction to Power Query Editor, Removing Duplicates and Handling Missing Data, Splitting, Merging, and Changing Data Types, Creating Custom Columns and M Language.
5	Data Modeling Concepts: Tables, Keys, and Relationships, Data Modeling Schemas, Building Hierarchies, Best Practices in Data Modeling.
6	DAX (Data Analysis Expressions) Basics: Introduction to DAX, Calculated Columns vs Measures, Aggregation Functions in DAX, Logical Functions in DAX.
7	Advanced DAX & Time Intelligence: Advanced DAX Functions, Time Intelligence Functions, Performance Optimization with DAX, Business Use Cases with Advanced Formulas.
8	Visual Analytics & Report Development: Principles of Effective Visualization, Standard and Custom Visuals, Interactivity in Reports, Conditional Formatting and Storytelling Reports.

9	Dashboards, Publishing & Governance: Designing Interactive Dashboards, Storytelling with Bookmarks and Navigation, Publishing and Sharing in Power BI Service, Governance, Security, and Data Refresh.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	-	-	-	1	1	1	2	1	1	1	1	2
CO 2	2	1	1	-	-	1	1	3	-	1	1	1	2
CO 3	2	-	2	-	1	1	1	3	-	1	1	1	2
CO 4	2	2	1	-	1	1	1	3	1	1	1	1	2
CO 5	2	2	1	1	3	2	2	3	1	2	2	2	3
CO 6	3	1	2	1	1	1	1	3	-	1	1	1	3

Course Name: Building Useful Predictive Business Models

Course Code: OL BBA BA 206

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course introduces the fundamentals of Data Mining and the process of building useful predictive models for business applications. It covers the types, applications, and challenges of data mining across various data kinds. The course provides a practical, hands-on approach using tools like SPSS and Google Colab for data handling, visualization, cleaning, and preprocessing. A significant portion of the course is dedicated to developing, evaluating, and interpreting both Regression Models (like Multilinear Regression) and Classification Models (like Logistic Regression), along with an introduction to Time Series Forecasting for business prediction.

Course Objectives:

1. To introduce the core concepts, technologies, types, and applications of Data Mining, while also addressing its inherent challenges across various kinds of data.
2. To familiarize students with the SPSS environment, data objects, attribute types, and its application in calculating basic statistical descriptions of data.
3. To teach the practical skills of Data Handling, including data visualization, understanding data distribution, and analyzing relationships among variables.
4. To cover Data Cleaning and Preparation techniques, using tools like Google Colab to import files and perform essential data preprocessing steps.
5. To explain and demonstrate the process of Model Development for prediction, specifically focusing on Regression Models (Model Identification, Development, Evaluation, Multilinear Regression) and Classification Models (Logistic Regression).
6. To equip students with the skills to assess Model Performance for logistic models and to introduce the concepts and business applications of Time Series Forecasting.

Course Outcomes:

1. CO1: Students will be able to recall the fundamental concepts and technologies used in the data mining process and identify its core applications in various business domains.
2. CO2: Students will be able to explain the challenges of data mining and interpret the basic statistical descriptions of data using a tool like SPSS.
3. CO3: Students will be able to apply data visualization and cleaning techniques using tools like Google Colab for essential data preprocessing tasks.
4. CO4: Students will be able to analyze the relationship among variables to differentiate and select the appropriate prediction model (Regression vs. Classification) for a specific business problem.
5. CO5: Students will be able to develop a predictive model, such as a Multilinear Regression model, and construct a basic time series forecast for a given business scenario.
6. CO6: Students will be able to assess the performance of a Classification Model (e.g., Logistic Regression) and evaluate its business implications for data-driven decision making.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. James, G., Witten, D., Hastie, T., & Tibshirani, R. (2021). *An introduction to statistical learning: With applications in R* (2nd ed.). Springer.
2. Miller, T. W. (2014). *Modeling techniques in predictive analytics with R and Python: A guide to data science* (2nd ed.). Pearson Education.
3. Kuhn, M., & Johnson, K. (2019). *Applied predictive modeling*. Springer.

Course Details:

Unit No.	Unit Description
1	Introduction to Data Mining (Basics): Introduction to Data Mining, Concepts of data mining, Technologies used in data mining process.
2	"Data Mining: Types, Applications, and Challenges": Mining on various kinds of data, Applications of Data Mining, Challenges of data mining.
3	"SPSS Basics: Environment, Data Attributes, and Descriptive Statistics": Introduction to SPSS environment, Installation of SPSS software, Data Objects and Attribute Types, Basic Statistical Descriptions of Data.
4	Data handling: Data Visualization, Data Distribuition, Relation ship among variables.
5	"Data Cleaning and Preparation for Analysis": Introduction to colab, Importing the files to colab, Data preprocessing.
6	Prediction models: Introduction to prediction models, Regression and classification models.
7	Model Development (Regression Models): Model Identification, Model Development, Model Evaluation, Multilinear Regression.
8	Classification Models (Logistic regression): Classification Models, Assessing Model Performance (Logistic Models), Business Implications of Model Evaluation.
9	Time Series Forecasting: Introduction to Time Series, Applications of Time Series in Business, Practical Work with Time Series Data.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	-	-	-	1	1	1	2	1	1	1	1	2
CO 2	2	1	1	-	-	1	1	2	1	1	1	1	2
CO 3	1	1	2	-	1	1	1	3	-	1	1	1	2
CO 4	2	2	1	-	2	2	2	3	2	2	2	2	3
CO 5	2	1	1	-	2	2	2	3	2	1	1	2	3
CO 6	2	1	1	-	1	2	2	3	1	2	1	2	3

Course Name: Sociology

Course Code: OL BBA PE 01

Credits: 2

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides an introduction to the field of Sociology, exploring its foundations, the concept of the Sociological Imagination by C. Wright Mills, and its emergence in both Western and Indian contexts. It covers core sociological concepts such as Social Groups, Stratification, Inequality, Stereotypes, and Hegemony. A significant focus is placed on the contributions of Classical Western Social Thinkers like Karl Marx (Conflict Perspective, Class Struggle), Emile Durkheim (Functionalist Perspective, Social Facts), and Max Weber (Interpretive Sociology, Power and Authority), along with notable Indian Sociologists like M.N. Srinivas (Dominant Caste) and Andre Beteille.

Course Objectives:

1. To introduce the discipline of Sociology, its origins, and the significance of C. Wright Mills' Sociological Imagination in understanding social life.
2. To define and explain basic sociological concepts, including Social Groups, Social Stratification, and the differences between Natural and Social Inequality.
3. To explore the concepts of Stereotypes, Social Stigma, Discrimination, and Hegemony within the context of social inequality and mobility.
4. To analyze the contribution of Karl Marx, focusing on his Conflict Perspective, Historical and Dialectical Materialism, and the Theory of Capitalism and Class Struggle.
5. To understand the work of Emile Durkheim and his Functionalist Perspective, particularly his theory of Social Facts and its applications.
6. To examine the concepts from Max Weber (Interpretive Sociology/Verstehen, Power, and Authority) and the contributions of Indian Sociologists M.N. Srinivas and Andre Beteille on caste and village studies.

Course Outcomes:

1. CO1: Students will be able to recall the definition of Sociology and identify the key stages of its emergence in the West and India.
2. CO2: Students will be able to explain C. Wright Mills' concept of the Sociological Imagination and summarize the differences between natural and social inequality.
3. CO3: Students will be able to apply concepts like stereotype and discrimination to contemporary social issues and demonstrate an understanding of the relationship between power and authority (Weber).
4. CO4: Students will be able to analyze and differentiate between the Conflict Perspective (Marx) and the Functionalist Perspective (Durkheim) in interpreting social phenomena.
5. CO5: Students will be able to construct a basic argument linking Marx's theory of Class Struggle or Durkheim's concept of Social Facts to a modern organizational or business context.
6. CO6: Students will be able to critique the contributions of M.N. Srinivas (Dominant Caste) and Andre Beteille in studying the dynamics of caste and social classes in Indian society.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Giddens, A., Sutton, P. W. (2021). *Sociology* (9th ed.). Wiley.
2. Ritzer, G. (2021). *Introduction to sociology* (6th ed.). SAGE Publications.
3. Bilton, T., Bonnett, K., Jones, P., Lawson, T., & Skinner, D. (2018). *Introductory sociology* (6th ed.). Macmillan International Higher Education.

Course Details:

Unit No.	Unit Description
1	Introduction to Sociology: What is Sociology?, Foundations of Sociology, C. Wright Mills and Sociological Imagination, Emergence of Sociology in the West, Emergence of Sociology in India.
2	Basic terms and concepts in Sociology: Social Groups, Systems of Social Stratification and Mobility, Natural and Social Inequality, Stereotypes, Social Stigma, Discrimination, and Hegemony.
3	Classical Western Social Thinkers-1- Karl Marx: Conflict Perspective with Karl Marx, Historical and Dialectical Materialism, Theory of Capitalism and Class Struggle.
4	Classical Western Social Thinkers-1- Emile Durkheim: Functionalist Perspective with Emile Durkheim, Durkheim's Theory of Social Facts, Applications of Durkheim's Ideas.
5	Classical Western Social Thinkers-1- Max Weber: Interpretive Sociology (Verstehen), Power and Authority, Protestant Ethic and the Spirit of Capitalism.
6	Indian Sociologists: M.N. Srinivas and Andre Beteille: M.N. Srinivas and the Indian Village, Dominant Caste (M.N. Srinivas), Andre Béteille's Contribution to Indian Sociology, Dynamics of Caste and Social Classes.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	-	-	-	-	-	-	-	1	-	-	-	-
CO 2	2	2	1	1	-	-	-	-	1	1	-	-	1
CO 3	1	1	2	1	-	-	-	-	-	2	-	-	1
CO 4	2	2	-	1	-	-	-	-	2	2	-	-	-
CO 5	2	2	1	1	2	-	-	-	2	2	-	1	-
CO 6	2	1	1	1	-	-	-	-	2	1	-	-	-

Course Name: Product and Service Design

Course Code: OL BBA PE 06

Credits: 2

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a comprehensive methodology for designing both physical products and intangible services, emphasizing Human-Centred Design Principles and the Design Thinking framework. It covers the foundational concepts, distinguishing between product and service design, and introduces core tools like the Value Proposition Canvas (VPC) and Service Blueprinting. The course explores the entire design lifecycle, from defining a problem through contextual inquiry, understanding complex Service Ecosystems, and employing ideation techniques, to the practical skills of prototyping, testing, packaging, and leveraging business storytelling for long-term impact. Finally, it addresses emerging trends such as AI-First Products and Ethical/Circular Design principles.

Course Objectives:

1. To introduce the foundations of design, distinguishing between Product vs. Service Design, emphasizing the Lifecycle Thinking and Human-Centred Design Principles.
2. To familiarize students with the core frameworks like Design Thinking, the Double Diamond Framework, Value Proposition Canvas (VPC), Service Blueprinting, and Business Model Canvas (BMC).
3. To teach methods for Design Research, focusing on Problem Theory, Theory of Change (ToC), and conducting Contextual Inquiry and Ethnographic Research to synthesize user insights.
4. To explain the concept of Service Ecosystems, including Stakeholder Mapping, Touchpoint Mapping, and the difference between Frontstage vs. Backstage Interactions.
5. To develop practical skills in Prototyping, Service Blueprinting, Packaging, and Usability Testing for refinement cycles.
6. To cover the strategic use of Business Storytelling, Emotional Design, and Pitching for Impact, and to explore emerging trends like Designing for AI-First Products, Sustainability, and Ethical Design.

Course Outcomes:

1. CO1: Students will be able to recall and state the difference between Product and Service Design and identify the key principles of Human-Centred Design.
2. CO2: Students will be able to explain the Double Diamond Framework and interpret the different components of the Value Proposition Canvas and Service Blueprinting.
3. CO3: Students will be able to apply Contextual Inquiry techniques for design research and demonstrate proficiency in creating a basic Service Blueprint.
4. CO4: Students will be able to analyze a service context by performing Stakeholder and Touchpoint Mapping and differentiate between frontstage and backstage interactions.
5. CO5: Students will be able to design a product or service concept by integrating ideation techniques, prototyping, and business storytelling for pitching and impact.
6. CO6: Students will be able to critique design approaches based on Ethical Design and Sustainability/Circular Design Principles and evaluate the design challenges of AI-First products.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Stickdorn, M., Hormess, M. E., Lawrence, A., & Schneider, J. (2018). *This is service design doing: Applying service design thinking in the real world*. O'Reilly Media.
2. Kelley, T., & Kelley, D. (2013). *Creative confidence: Unleashing the creative potential within us all*. Crown Business.
3. Verganti, R. (2017). *Overcrowding: Why innovation is no longer about technology*. MIT Press.

Course Details:

Unit No.	Unit Description
1	Foundations of Product & Service Design: Product vs Service Design, Lifecycle Thinking & Business Impact, Human-Centred Design Principles, Case Discussion, Design Thinking, Double Diamond Framework, Value Proposition Canvas (VPC), Service Blueprinting Basics, Business Model Canvas (BMC).
2	Design Research & Problem Theory: Defining Problems Worth Solving, Problem Theory and Theory of Change (ToC), Contextual Inquiry & Ethnographic Research, Differentiation & Retention Models, Conducting Field Research, Synthesising User Insights.
3	Understanding Service Ecosystems: Stakeholder Mapping, Touchpoint Mapping, Frontstage vs. Backstage Interactions, Platform Thinking, Service System Maps, Ideation Techniques, AI-Assisted Ideation Tools.
4	Prototyping, Blueprinting & Testing: Prototyping Basics, Service Blueprinting, Packaging and Presentation, Usability Testing, Feedback and Refinement Cycles.
5	Prototyping, Blueprinting & Testing: Business Storytelling, Emotional Design in Narratives, Pitching for Impact, Designing for Long-Term Impact.
6	Emerging Trends in Product & Service Design: Designing for AI-First Products & Services, Sustainability & Circular Design Principles, Ethical Design & Inclusivity, Future of Ecosystems.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	-	1	-	2	-	1	-	-	-	1	2	1
CO 2	2	1	1	-	2	-	2	-	-	-	2	3	-
CO 3	1	2	2	1	2	-	2	2	-	-	3	3	-
CO 4	2	2	1	1	1	-	2	-	-	-	3	3	-
CO 5	2	2	1	-	3	-	3	-	-	-	3	3	-
CO 6	1	1	3	-	3	-	1	-	-	-	2	2	3

Course Name: Innovative Thinking

Course Code: OL AE 23 87

Credits: 2

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course uniquely connects the wisdom of Indian Mythology and epics to modern Management Principles and Innovative Thinking. It explores how to derive leadership lessons, craft vision statements, and inform decision-making strategies from mythical narratives. The curriculum also focuses on soft skills, analyzing communication, negotiation, and conflict resolution through epic examples. Furthermore, it covers lessons on time management, productivity, stress, ethics, values, adaptability, and resilience, ultimately guiding students to synthesize and apply these mythological insights to leadership training and corporate culture development.

Course Objectives:

1. To introduce the link between Indian Mythology and Management, deriving contemporary leadership lessons and applications from the epics.
2. To explore Visionary Thinking in both mythology and the corporate world, and to learn practical steps for crafting Vision Statements and making strategic decisions based on epic narratives.
3. To analyze various Communication Strategies, Negotiation Lessons, and Conflict Resolution models found in mythology, emphasizing the concept of Dharma.
4. To study lessons on Time Management, Productivity, Stress Management, and Balancing Multiple Roles as depicted in mythological stories.
5. To understand the significance of Ethics, Values, Adaptability, and Resilience in business, using mythological examples like the Pandavas' Exile to contextualize resilience in downturns.
6. To guide students in Synthesizing the mythological insights for corporate application, integrating them into Leadership Training, Corporate Culture Storytelling, and completing an applied project.

Course Outcomes:

1. CO1: Students will be able to recall and identify the core linkages between Indian Mythology and contemporary management concepts and leadership lessons.
2. CO2: Students will be able to explain the concept of Visionary Thinking and interpret strategic decision-making and crisis management through examples from epics.
3. CO3: Students will be able to apply negotiation and communication strategies learned from mythological narratives and demonstrate techniques for managing stress and achieving work-life balance.
4. CO4: Students will be able to analyze how the concept of Dharma influences conflict resolution and ethical dilemmas in a business setting and differentiate various teamwork lessons from epics.
5. CO5: Students will be able to formulate a modern, mythologically-inspired Vision Statement and construct a basic module for leadership training using epic storytelling.
6. CO6: Students will be able to critique the lessons on adaptability and resilience (e.g., Pandavas' Exile) and evaluate the role of embedding integrity and values in corporate strategy.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Tidd, J., & Bessant, J. R. (2021). *Managing innovation: Integrating technological, market and organizational change* (7th ed.). Wiley.
2. Sharma, R. (2018). *Management lessons from the Bhagavad Gita: A guide to self-mastery*. Jaico Publishing House.
3. Debroy, B. (2017). *The Mahabharata for the management guru*. Rupa Publications India.

Course Details:

Unit No.	Unit Description
1	Introduction to Indian Mythology & Management: Introduction to Indian Mythology, Myth & Management Linkages, Leadership Lessons from the Epics, Contemporary Applications.
2	Crafting Vision Statements from Mythical Visionaries: Visionary Thinking in Mythology & Corporate World, Crafting Vision Statements, Decision-Making from Epics, Strategy & Leadership in Crisis.
3	Communication, Negotiation & Conflict Resolution: Communication Strategies in Mythology & Management, Negotiation Lessons from Epics, Conflict Resolution & Dharma, Teamwork Lessons from Epics.
4	Time Management, Productivity, Stress & Balance: Productivity & Stress Management in Mythology, Self-Learning & Focus, Stress Management Practices, Balancing Multiple Roles.
5	Ethics, Values, Adaptability & Resilience: Dharma and Resilience in Business, Embedding Integrity with Myths, Adaptability Lessons from Pandavas' Exile, Business Resilience in Downturns.
6	Integration & Application: Synthesizing Mythology Insights for Corporate Application, Using Mythology in Leadership Training, Storytelling for Corporate Culture, Learners' Applied Project.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	-	1	-	1	-	-	-	-	1	-	1	-
CO 2	3	2	1	-	3	-	-	-	-	-	-	1	-
CO 3	1	3	2	1	1	-	-	-	-	1	-	1	-
CO 4	2	2	3	2	1	-	-	-	-	1	-	-	1
CO 5	2	2	1	1	3	-	-	-	-	2	-	2	-
CO 6	2	1	3	-	2	-	-	-	-	1	-	1	2

SEMESTER 4

Course Name: Essentials of Organizational Behaviour and Human Resource Management

Course Code: OL BBA MGT 208

Credits: 2

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a comprehensive understanding of human behaviour in organizational settings, integrating concepts from Organizational Behaviour (OB) and Human Resource Management (HRM). It covers key topics like individual perception, decision-making, work teams, motivation, leadership, organizational structure, and culture. Furthermore, it explores contemporary HRM practices, the impact of technology and diversity on the workforce, and strategies for managing organizational change and work-related stress.

Course Objectives:

1. To introduce the core concepts of perception, decision-making, and their role within organizational behavior.
2. To explain the dynamics of work groups and teams, including formation stages, decision-making processes, and conflict resolution techniques.
3. To explore fundamental theories and applications of motivation and leadership in designing effective work environments.
4. To analyze the foundations and types of organizational structure and the concept and importance of organizational culture.
5. To describe contemporary HR practices, the influence of technology (such as automation and AI), and the strategies for managing workforce diversity.
6. To examine the drivers and approaches to organizational change and to provide an overview of causes and techniques for managing work stress.

Course Outcomes:

- CO1: Define and recall the core concepts of perception, decision-making, motivation, leadership, organizational structure, culture, and key HRM practices.
- CO2: Explain the role of perception in the workplace and differentiate between rational and bounded rationality in decision-making.
- CO3: Apply principles of group dynamics and conflict resolution techniques to effectively manage work teams.
- CO4: Analyze the impact of different leadership theories and motivational models on employee performance and organizational effectiveness.
- CO5: Formulate strategies for creating and sustaining organizational culture and managing diversity and inclusion in a technology-driven HR landscape.
- CO6: Assess the causes and consequences of work stress and evaluate organizational approaches for managing change and building resilience.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. McShane, S. L., Glinow, M. A. V., & Sharma, R. R. (2012). *Organisational behaviour* (4th ed.). Tata McGraw Hill.
2. Mullins, L. J. (2012). *Management and organisational behaviour* (7th ed.). Pearson.
3. Greenberg, J., & Baron, R. A. (2009). *Behaviour in organisations* (9th ed.). Prentice Hall of India (PHI).

Course Details:

Unit No.	Unit Description
1	Introduction to Perception and Decision Making, The Role of Perception in Organisational Behaviour, Understanding Perception in the Workplace, Attribution Theory and Social Perception, Types of Perceptual Biases, Decision Making in Organisations, Rational vs. Bounded Rationality, Decision Making under Uncertainty, Ethics in Decision Making
2	Introduction to Work Groups and Teams, From Statics to Dynamics: Work Group Development, Stages of Group Formation and Team Evolution, Practical Guidelines for Managing Groups, Decision Making in Teams, Determining the Extent of Participation, Groupthink and Group Decision Pitfalls, Work Groups in Competition and Conflict, Conflict Resolution Techniques in Teams
3	Motivation: Concepts and Applications, Content Theories of Motivation, Process Theories of Motivation, Leaders for the Future: Evolving Leadership Roles, Leadership Theories and Approaches, Leader-Member Exchange Theory, Power, Influence, and Persuasion in Leadership, Designing Work Environments to Enhance Motivation, Leadership Challenges in Modern Organisations
4	Foundations of Organisational Structure, Elements of Organisational Design, Types of Organisational Structures, Mechanistic vs. Organic Structures, Organisational Culture: Concept and Importance, Dimensions of Organisational Culture, Creating and Sustaining Organisational Culture, Linking Structure and Culture to Strategy, Global Perspectives on Organisational Culture
5	Human Resource Policies and Practices, Strategic HRM and Talent Management, Automation and AI in the Workplace, Impact of Technology on Job Design, Remote Work, Gig Economy, and Flexible Work Arrangements, Legal and Ethical Considerations in New Work Models, Workforce Diversity: Concept and Importance, Managing Diversity and Inclusion, Technology-Driven HR Transformation
6	Organisational Life Cycle Theory, Types and Drivers of Organisational Change, Approaches to Managing Organisational Change, Managing Transitions to Change, Resistance to Change and Overcoming Barriers, Work Stress: Causes and Consequences, Stress Management Techniques, Organisational Interventions for Stress Reduction, Building Resilience in Organisations

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	-	1	-	-	-	-	-	-	3	-	-	-
CO 2	3	2	1	-	-	-	-	-	-	3	-	-	-
CO 3	2	2	2	3	1	-	-	-	-	3	-	-	-
CO 4	3	1	1	1	1	-	-	-	-	3	-	-	-
CO 5	3	2	3	2	3	-	-	-	-	3	-	1	2
CO 6	3	1	2	1	2	-	-	-	-	3	-	-	-

Course Name: Business Legal Communication and Ethics

Course Code: OL BBA MGT 210

Credits: 2

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides an overview of the legal framework essential for business operations, focusing on key commercial laws like The Indian Contract Act, Sale of Goods Act, Law of Partnership, and Negotiable Instruments Act. It also covers The Companies Act and Corporate Law. Additionally, the course introduces Intellectual Property Laws, Consumer Protection, the IT Act, and mechanisms for Alternative Dispute Resolution (ADR), all while embedding a focus on ethical considerations in business communication and legal compliance.

Course Objectives:

1. To introduce the fundamental principles and essentials of the Indian Contract Act, including different kinds of contracts and capacity to contract.
2. To explain the provisions of the Sale of Goods Act, including conditions, warranties, and rights of an unpaid seller.
3. To analyze the nature, formation, and dissolution of a partnership firm, including the rights and duties of partners.
4. To describe the features and penalties under the Negotiable Instruments Act, focusing on promissory notes, bills of exchange, and cheques.
5. To introduce the core concepts of The Companies Act, including corporate personality, company formation, and key foundational documents.
6. To outline the basics of Intellectual Property Rights, Consumer Protection, the IT Act, and the mechanisms of Alternative Dispute Resolution in business.

Course Outcomes:

- CO1: Define and recall the essentials and kinds of contracts under the Indian Contract Act and the nature of negotiable instruments.
- CO2: Explain the difference between conditions and warranties and the legal implications of dishonour of cheques.
- CO3: Apply the procedures for the registration of a firm and the drafting of a partnership deed.
- CO4: Analyze the concept of corporate personality and the rationale behind lifting the corporate veil.
- CO5: Formulate a basic understanding of a business's obligations under the Consumer Protection Act and Intellectual Property Laws.
- CO6: Evaluate the suitability of different Alternative Dispute Resolution (ADR) mechanisms for resolving various business disputes.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Pathak, A. (2022). *Legal aspects of business* (8th ed.). McGraw Hill Education.
2. Tulsian, P. C., & Tulsian, B. (2022). *Business law* (4th ed.). Pearson Education.
3. Kuchhal, M. C., & Kuchhal, V. (2018). *Business law*. Vikas Publishing House.

Course Details:

Unit No.	Unit Description
1	Introduction to the Indian Contract Act: Agreement, Contract, Offer, Acceptance, Consideration and its Essentials, Void Agreements and Voidable Agreements, Essentials of a Valid Contract, Kinds of Contracts: Valid, Void, Voidable, Contingent, Quasi Contracts and E-Contracts, Communication, Acceptance and Revocation of Contract (Sections 3–5), Capacity to Contract (Sections 10–12), Free Consent: Coercion, Undue Influence, Fraud, Misrepresentation and Mistake, Legality of Objects and Void Agreements, Consideration: Doctrine of Privity and Exceptions, Contracts of Indemnity and Guarantee, Bailment and Pledge
2	Introduction to the Sale of Goods Act, Conditions and Warranties, Transfer of Ownership and Property in Goods, Rights of Unpaid Seller, Remedies for Breach of Contract of Sale, Rights and Duties of Buyer
3	Introduction and Nature of Partnerships, Essential Elements of a Partnership, Registration of Firms, Drafting a Partnership Deed, Rights and Duties of Partners, Relations of Partners to One Another, Relations of Partners to Third Parties, Changes in a Firm and Dissolution
4	Introduction to Negotiable Instruments, Definition and Essentials of Negotiable Instruments (Section 13), Promissory Notes (Section 4), Bills of Exchange (Sections 5, 108–116), Cheques and Their Characteristics (Sections 6, 123–131A), Penalties for Dishonour of Cheques (Sections 138–147), Liability of Parties and Endorsements, Crossing of Cheques and Legal Implications
5	Introduction to Company Law and Corporate Personality, Company Formation and Incorporation Procedures, Concept of Corporate Personality and Lifting the Corporate Veil, Limited Liability and Citizenship of a Company, Types of Companies, Membership of a Company, Memorandum of Association, Articles of Association, Alteration of Memorandum and Articles
6	Introduction to Intellectual Property Rights (IPR), Patent Laws: Concept, Process and Protection, Trademark Laws: Registration and Enforcement, Copyright Laws: Protected Works, Rights, Ownership and Duration, Design, Geographical Indicators, Plant Varieties and Trade Secrets, Consumer Protection Act: Objectives, Rights and Redressal, IT Act: Electronic Records, E-Signatures and Cybercrime, Alternative Dispute Resolution (ADR): Concept and Mechanisms, ADR Mechanisms in Business Disputes

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	-	3	-	-	-	-	-	1	-	-	1	1
CO 2	3	2	3	-	-	1	-	-	1	-	-	-	1
CO 3	2	1	3	1	-	-	-	-	-	-	-	2	-
CO 4	3	2	2	-	-	-	-	-	1	-	-	1	-
CO 5	2	1	3	-	1	-	1	-	-	-	-	1	1
CO 6	2	2	3	1	1	-	-	-	-	-	-	1	-

Course Name: Basics of Derivatives

Course Code: BBA FIN 208.

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course introduces the fundamentals of derivatives, covering futures, options, and swaps, along with their markets, participants, and trading mechanisms. A major focus is on risk management, including hedging with futures, option pricing models, and the measurement and control of various financial risks such as market, credit, liquidity, operational, and legal risk. It also examines the regulatory framework and emerging trends in integrated risk management.

Course Objectives:

1. To introduce the meaning, characteristics, and economic function of derivatives and their market evolution.
2. To explain the concept, specification, and mechanism of futures contracts, including margin and mark-to-market processes.
3. To describe the basic concepts of options, including call/put options, option terminologies, payoff structures, and the factors affecting option prices.
4. To analyze the different types of swaps and the trading, clearing, and settlement mechanisms in the derivatives market.
5. To outline the different types of financial risks in the derivatives market and their identification and quantification methods.
6. To examine the regulatory aspects of risk management, including Basel Norms and the role of SEBI and RBI, and to introduce the Enterprise Risk Management (ERM) framework.

Course Outcomes:

- CO1: Define and recall the meaning and types of derivatives (futures, options, swaps) and various financial risks.
- CO2: Explain the market structure, roles of participants (hedgers, speculators, arbitrageurs), and the clearing and settlement process of derivatives.
- CO3: Apply hedging strategies using futures contracts to mitigate price risk and practically illustrate option payoff structures.
- CO4: Analyze the factors affecting option prices and the principles of the Binomial and Black–Scholes Option Pricing Models.
- CO5: Formulate a comprehensive risk management framework that integrates market, credit, liquidity, operational, and legal risk mitigation tools.
- CO6: Evaluate the impact of regulatory frameworks (like Basel Norms and SEBI guidelines) on risk capital and risk control mechanisms in the derivatives market.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Hull, J. C. (2022). *Options, futures, and other derivatives* (11th ed.). Pearson Education.
2. Chance, D. M., & Brooks, R. (2020). *An introduction to derivatives and risk management* (11th ed.). Cengage Learning.
3. Kolb, R. W., & Overdahl, J. A. (2019). *Financial derivatives: Pricing and risk management* (3rd ed.). Wiley.

Course Details:

Unit No.	Unit Description
1	Meaning and Definition of Derivatives, Characteristics and Types of Derivatives, Economic Function and Importance of Derivatives, Evolution and Growth of Derivatives Market
2	Market Structure of Derivatives in India and Globally, Market Participants and their Roles, Types of Traders – Hedgers, Speculators, Arbitrageurs, Regulatory Framework for Derivatives in India, Role of SEBI and Stock Exchanges
3	Concept and Nature of Futures Contract, Standardisation of Futures Contracts, Margin Requirements and Mark-to-Market, Clearing and Settlement Mechanism in Futures, Practical Illustration of Futures Trading
4	Concept and Objectives of Hedging, Short Hedge and Long Hedge Strategies, Basis Risk and Cross Hedging, Practical Applications of Hedging Strategies, Advantages and Limitations of Hedging
5	Introduction to Options, Call and Put Options, Option Terminologies, Payoff Structure of Options, Practical Illustration of Option Payoffs
6	Factors Affecting Option Prices, Intrinsic Value and Time Value of Options, Binomial Option Pricing Model – Overview, Black–Scholes Option Pricing Model – Overview, Limitations and Practical Relevance of Pricing Models
7	Introduction to Swaps, Types of Swaps – Interest Rate, Currency and Commodity Swaps, Contract Specifications and Mechanics of Swaps, Economic Significance of Swaps
8	Exchange Traded vs. OTC Derivatives, Role of Exchanges and Intermediaries, Clearing House and its Role in Risk Mitigation, Settlement Process and Netting, Regulatory Oversight in Trading and Settlement
9	Types of Financial Risks in Derivatives Market, Risk Identification and Quantification Methods, Risk Management Framework and Governance, Tools and Techniques of Risk Mitigation
10	Market Risk Factors and Exposures, Value at Risk (VaR) – Concept and Methods, Stress Testing and Scenario Analysis, Backtesting and Model Validation
11	Definition and Sources of Credit Risk, Counterparty Credit Exposure and Mitigation, Liquidity Risk and Its Implications, Measurement and Control Techniques
12	Characteristics and Causes of Operational Risk, Legal Risk in Financial Transactions, Risk Control, Monitoring and Governance, Operational Risk Management Framework
13	Basel Norms – Overview, Risk Capital and Regulatory Requirements, SEBI Guidelines and Risk Control Mechanisms, RBI's Role in Risk Regulation, International Regulatory Standards
14	Enterprise Risk Management (ERM) Framework, Risk Aggregation and Reporting Systems, Technology and Innovation in Risk Management, Emerging Risks: Cyber, Climate and Systemic Risks, Future Trends in Derivatives and Risk Governance

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	-	1	-	-	3	-	-	1	-	-	1	-
CO 2	3	1	1	-	-	3	-	-	1	-	-	-	-
CO 3	3	1	2	-	1	3	-	-	1	-	-	2	-
CO 4	3	2	1	-	1	3	-	-	2	-	-	1	-
CO 5	3	1	2	-	2	3	-	-	1	-	1	2	1
CO 6	3	1	3	-	1	3	-	-	1	-	-	1	1

Course Name: Introduction to Financial Modelling

Course Code: OL BBA FIN 204

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course serves as an introduction to financial modelling, covering its purpose, importance, and applications in business decision-making. It focuses on the practical steps of building a financial model, starting from understanding the components of financial statements, planning the model structure, gathering historical data (P&L and Balance Sheet), and performing financial analysis. A significant portion is dedicated to forecasting financial statements, scenario and sensitivity analysis, interpreting model outputs, and translating findings into credit research and reports.

Course Objectives:

1. To introduce the meaning, importance, and applications of financial modelling in business and finance decision-making.
2. To explain the components and inter-relationships of the Income Statement, Balance Sheet, and Cash Flow Statement.
3. To outline the planning, preparation, and best practices required before and during the construction of a financial model, including formatting and linking sheets.
4. To analyze historical financial data through common-size, trend, and ratio analysis to identify patterns and red flags.
5. To demonstrate the techniques for forecasting the Profit & Loss Statement and Balance Sheet for a future period, including plugging balance sheet gaps.
6. To explain the process of scenario and sensitivity analysis, interpret model outputs, and structure findings into a credit research report.

Course Outcomes:

- CO1: Define and recall the key concepts, terminology, and importance of financial models and their various applications.
- CO2: Explain the linkage and flow of information between the three core financial statements in a financial model.
- CO3: Structure historical financial data into a model using proper formatting conventions and apply ratio analysis to interpret financial statements.
- CO4: Analyze a business model to identify key revenue and cost drivers and assess associated business risks and assumptions.
- CO5: Construct projected Profit & Loss Statements and Balance Sheets for future periods, linking them based on key forecasting assumptions.
- CO6: Evaluate the impact of changing key variables using scenario and sensitivity analysis and present financial data insights to stakeholders.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Pignataro, P. (2020). *Financial modeling and valuation: A practical guide to investment banking and private equity* (2nd ed.). Wiley.
2. Rosenbaum, J., & Pearl, J. (2022). *Investment banking: Valuation, leveraged buyouts, and mergers & acquisitions* (4th ed.). Wiley.
3. Benninga, S. (2014). *Financial modeling* (4th ed.). MIT Press.

Course Details:

Unit No.	Unit Description
1	Meaning and Definition of Financial Modelling, Importance of Financial Models in Business and Finance, Who Uses Financial Models and Why, Applications of Financial Modelling in Decision Making
2	Understanding Income Statement, Balance Sheet, and Cash Flow Statement, Key Accounting Concepts and Terminology, Inter-relationship Between Financial Statements, Understanding Financial Statement Linkages in Models
3	Defining Model Objectives and Scope, Identifying Key Inputs, Assumptions and Drivers, Data Collection and Data Quality Considerations, Structuring a Model Template
4	Business Models and Their Financial Implications, Different Stages of a Company – Start-up, Growth, Maturity and Decline, Identifying Key Revenue and Cost Drivers, Business Risks and Assumptions
5	Basics of Industry Research, Sources of Industry Data and Competitive Benchmarking, Understanding Transaction Modelling (M&A, PE/VC, Project Finance), Practical Considerations in Business Analysis
6	Structuring Historical Financial Data in a Model, Formatting Conventions and Model Layout, Linking Sheets for Dynamic Modelling, Error Checking and Best Practices
7	Collecting Historical Data for P&L, Inputting and Organising Revenue and Expense Heads, Normalising and Adjusting Non-Recurring Items, Understanding Key P&L Ratios
8	Collecting Historical Balance Sheet Data, Classification and Linking of Assets and Liabilities, Working Capital Adjustments, Understanding Leverage and Liquidity Ratios
9	Common-Size Analysis and Trend Analysis, Ratio Analysis and Key Financial Indicators, Liquidity, Profitability and Solvency Metrics, Identifying Patterns and Red Flags
10	Forecasting Revenue and Expenses for 3 Years, Understanding Key Assumptions and Growth Drivers, Techniques of Forecasting (Trend, Ratio, Driver-based), Linking Forecasts with Historical Data
11	Forecasting Asset and Liability Items for 3 Years, Linking BS Forecast with P&L and Cash Flow, Plugging Balance Sheet Gaps, Key Ratios for BS Projections
12	Understanding Scenario Analysis, Base Case, Upside and Downside Scenarios, Sensitivity Analysis of Key Variables, Interpretation of Results and Impact on Valuation
13	Reading and Understanding Model Outputs, Analysing Cash Flows, Ratios and Financial Metrics, Drawing Insights for Decision Making, Presenting Findings to Stakeholders
14	Introduction to Credit Research and Its Relevance, Qualities of a Good Research Report, Checklist-based Approach to Research Reporting, Investment Research Report Structure and Example

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	-	1	-	1	3	-	1	1	-	-	1	1
CO 2	3	2	1	-	-	3	-	-	1	-	-	-	-
CO 3	2	1	2	-	-	3	-	2	1	-	-	1	-
CO 4	3	2	1	-	1	3	1	1	2	-	-	2	-
CO 5	2	1	2	-	2	3	-	1	1	-	-	2	1
CO 6	3	3	2	-	1	3	-	1	1	-	-	1	1

Course Name: Content and Social Media Marketing

Course Code: OL BBA MKT 212

 Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a comprehensive guide to content and social media marketing, exploring their role in digital strategy and integrated marketing communications. It covers audience analysis, persona development, content ideation, and strategy formulation. A core focus is on mastering major platforms like Facebook, YouTube, Instagram, Twitter/X, and LinkedIn, detailing platform-specific content creation, best practices, and advanced tools like Ads Manager and YouTube Studio analytics. The course concludes with an emphasis on measuring social media performance using key metrics and KPIs.

Course Objectives:

1. To introduce the role and evolution of content and social media marketing in a digital ecosystem.
2. To explain the process of identifying target audience personas and mapping the customer journey for content strategy.
3. To outline techniques for content ideation, crafting compelling content, and aligning content strategy with brand goals.
4. To describe platform-specific content strategies and best practices for major social media channels like Facebook, YouTube, and Instagram.
5. To introduce advanced social media tools, including Facebook Business Suite and YouTube Studio analytics, for audience targeting and optimization.
6. To analyze and measure social media performance using key KPIs and metrics like impressions, reach, and engagement rate to calculate ROI.

Course Outcomes:

- CO1: Define and recall the fundamental concepts of content marketing and the core features of major social media platforms.
- CO2: Explain the psychology of social media usage and the rationale behind developing target audience personas.
- CO3: Apply content ideation and brainstorming techniques to craft compelling and shareable content for various platforms.
- CO4: Analyze the demographics and features of different social media platforms to select the right channel for specific brand objectives.
- CO5: Develop an integrated content and marketing strategy for a brand across Facebook, Instagram (Reels/Stories), YouTube (SEO), and LinkedIn/Twitter.
- CO6: Evaluate social media campaign performance using platform analytics and key KPIs to optimize future campaigns and measure ROI.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Handley, A. (2014). *Everybody writes: Your go-to guide to creating ridiculously good content*. Wiley.
2. Safko, L. (2012). *The social media bible: Tactics, tools, and strategies for business success* (3rd ed.). Wiley.
3. Scott, D. M. (2021). *The new rules of marketing and PR: How to use social media, blogs, news releases, online video, and viral marketing to reach buyers directly* (8th ed.). Wiley.

Course Details:

Unit No.	Unit Description
1	Understanding the role of content and social media marketing in digital strategy, Evolution of content marketing and its impact on digital ecosystems, Social media as a key channel in integrated marketing communications
2	Overview of major social media platforms and their demographics, Psychology of social media usage and engagement, Understanding audience behaviors and platform trends
3	Identifying target audience personas, Understanding customer journey mapping, Building actionable personas for content strategy
4	Content ideation and brainstorming techniques, Crafting compelling and shareable content, Aligning content strategy with brand goals
5	Overview of major social media platforms (Facebook, Instagram, Twitter/X, LinkedIn, etc.), Understanding each platform's audience and features, Selecting the right platform for brand objectives
6	Facebook content strategy and best practices, Platform-specific audience engagement, Leveraging Facebook Pages and Groups
7	Introduction to Facebook Business Suite and Ads Manager, Audience targeting and segmentation, Campaign optimization and performance tracking
8	YouTube content creation strategy, Best practices for video storytelling, Brand positioning through YouTube marketing
9	YouTube SEO and discoverability strategies, YouTube Studio analytics and insights, Measuring performance and optimizing content
10	Instagram content creation and visual storytelling, Instagram feed strategy and branding, Engagement through posts, carousels, and collaborations
11	Reels and Stories strategy for visibility and engagement, Polls, quizzes, and interactive stickers, Building community and brand loyalty on Instagram
12	Content marketing strategy on X (Twitter), Trending topics, hashtags, and community engagement, Using X for thought leadership and brand conversations
13	LinkedIn content formats and publishing strategy, Thought leadership and personal branding on LinkedIn, Company Pages, newsletters, and audience engagement
14	Understanding social media KPIs – impressions, reach, followers, engagement rate, CTR, Platform analytics overview and dashboard tools, Measuring ROI and optimizing campaigns

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	-	1	-	1	-	3	-	-	-	-	1	1
CO 2	2	1	1	-	1	-	3	1	-	-	-	1	-
CO 3	1	3	1	1	3	-	3	-	-	-	-	2	-
CO 4	2	1	1	-	1	-	3	1	-	-	-	2	1
CO 5	3	2	2	1	3	-	3	-	-	-	-	2	1
CO 6	3	1	2	-	1	1	3	2	-	-	-	1	1

Course Name: Marketing Analytics

Course Code: OL BBA MKT 208

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a dual focus on digital analytics and traditional marketing research methodologies. It begins with an overview of web and app analytics, focusing on Google Analytics setup, standard reports, and data exploration. The second part delves into marketing research, covering problem formulation, research design, hypothesis formulation, and qualitative techniques. A major component is data collection, emphasizing questionnaire design, scaling techniques (Likert, Semantic Differential), reliability, and validity. It concludes by introducing advanced multivariate data analysis techniques like Conjoint, Factor, Cluster, Multi-Dimensional Scaling (MDS), and Discriminant Analysis for consumer behavior and market segmentation.

Course Objectives:

1. To introduce the role and types of web and app analytics in digital marketing decisions and the basics of Google Analytics setup.
2. To explain the process of navigating and exploring data using Google Analytics standard and custom reports.
3. To outline the meaning, scope, and process of marketing research, from problem formulation to research design.
4. To describe the techniques of exploratory and qualitative research, and the steps for formulating hypotheses.
5. To explain the principles of questionnaire design, scaling techniques (Likert, Semantic Differential), and the testing of reliability and validity.
6. To introduce and explain the applications and interpretation of advanced multivariate data analysis techniques such as Conjoint, Factor, Cluster, MDS, and Discriminant Analysis for marketing insights.

Course Outcomes:

- CO1: Define and recall the core concepts of web/app analytics and the steps in the marketing research process.
- CO2: Explain the functionality of Google Analytics reports and the distinction between different types of research designs (e.g., exploratory, descriptive, causal).
- CO3: Apply the steps of translating a business decision problem into a solvable research problem and formulate appropriate research hypotheses.
- CO4: Analyze the validity and reliability of research instruments and differentiate between various scale construction techniques like Likert and Semantic Differential.
- CO5: Develop a comprehensive research design that incorporates appropriate data collection instruments and multivariate analysis techniques for a given marketing challenge.
- CO6: Interpret the output of Cluster Analysis, Multi-Dimensional Scaling, and Discriminant Analysis to derive actionable insights for market segmentation and brand positioning.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Gupta, S., & Jathar, A. (2020). *Marketing analytics*. Wiley India.
2. Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Pearson.
3. Malhotra, N. K., & Dash, S. (2021). *Marketing research: An applied orientation* (7th ed.). Pearson.

Course Details:

Unit No.	Unit Description
1	Overview of web and app analytics, Role of analytics in digital marketing decisions, Types of analytics and their business applications
2	Introduction to Google Analytics, Creating an account and property, Setting up data streams and basic configuration
3	Understanding standard reports in Google Analytics, Creating and editing custom reports, Data retention and exploration tools
4	Meaning and role of marketing research, Role of information in marketing decisions, Scope and significance of marketing research in digital strategy
5	Marketing research steps, Types of research designs, Validity and reliability of research, Problem formulation in marketing research
6	Translating decision problems into research problems, Developing a research framework, Preparing and evaluating marketing research proposals
7	Formulating hypotheses using exploratory research techniques, Meaning and applications of qualitative research, Techniques of exploratory research
8	Questionnaires and scaling design, Scale construction and basic scaling issues, Scale purification process, Reliability and validity testing
9	Applications of Likert, Semantic Differential and Staple Scales, Designing questionnaires and observation forms, Scale construction: specifying domain and generating scale items
10	Introduction to Conjoint Analysis, Applications in consumer behavior studies, Interpretation of Conjoint Analysis output
11	Introduction to Factor Analysis, Applications in consumer studies, Interpretation of Factor Analysis output
12	Introduction to Cluster Analysis, Applications in marketing research, Interpretation of Cluster Analysis output
13	Introduction to Multi-Dimensional Scaling (MDS), Applications of MDS in marketing, Perceptual mapping for brand positioning
14	Introduction to Discriminant Analysis, Applications in consumer and market segmentation studies, Interpretation of Discriminant Analysis output

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	-	1	-	1	-	2	2	-	-	-	1	1
CO 2	2	1	1	-	-	-	2	2	-	-	-	1	1
CO 3	2	3	1	-	1	-	3	1	-	-	-	2	-
CO 4	2	2	2	-	-	-	2	3	1	-	-	1	-
CO 5	2	2	2	1	2	-	3	3	1	-	-	2	1
CO 6	2	2	1	-	1	1	3	3	1	-	-	2	1

Course Name: SQL for Business

Course Code: OL BBA BA 218

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course introduces SQL (Structured Query Language) as a tool for business data retrieval and analysis, without focusing on complex installation or syntax. It covers the basics of databases, understanding different data tables (customer, sales, product), and performing fundamental operations like selecting, filtering, and sorting data. The course emphasizes grouping and summarizing information for pattern recognition and connecting data from multiple tables using simple joins to answer key business questions. Finally, it focuses on turning data insights into clear business reports for strategic decision-making in real-world scenarios.

Course Objectives:

1. To introduce the importance of databases and SQL in storing business data and supporting decision-making and reporting.
2. To explain how to view, explore, and retrieve basic information from business datasets using simple SQL commands like SELECT and WHERE.
3. To outline the techniques for sorting, organizing, grouping, and summarizing data for pattern and trend analysis.
4. To describe how different business data tables are linked and how to combine information using simple joins to answer meaningful business questions.
5. To apply structured SQL queries to find trends, key customer behaviors, and performance metrics for marketing, sales, and finance.
6. To explain how to use SQL insights to support better decision-making, spot risks, and identify business opportunities, and how SQL connects with reporting tools.

Course Outcomes:

- CO1: Define and recall the role of SQL and databases in business data management and reporting.
- CO2: Explain the function of basic SQL commands like SELECT, WHERE, and ORDER BY in retrieving and organizing data.
- CO3: Apply grouping and summarizing functions (e.g., totals, averages) to answer business questions like "Which product sells the most?".
- CO4: Analyze relationships between different data tables and formulate simple join queries to calculate metrics like "Total revenue by customer".
- CO5: Construct SQL queries to find complex trends and patterns, transforming raw data into clear and easy-to-read business reports.
- CO6: Evaluate SQL-derived data insights to support strategic decision-making, such as identifying key growth areas or customer retention opportunities.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Beaulieu, A. (2020). *Learning SQL* (3rd ed.). O'Reilly Media.
2. Welling, P., & Thomson, L. (2018). *SQL in 10 minutes, Sams teach yourself* (6th ed.). Sams Publishing.
3. Forta, B. (2012). *Sams teach yourself SQL in 24 hours* (5th ed.). Sams Publishing.

Course Details:

Unit No.	Unit Description
1	Understanding how businesses store and use data, Introduction to databases and their importance in decision-making, What is SQL and why it matters in business, How SQL helps in reporting and business growth
2	Introduction to basic SQL tools and interfaces (simple, no installation focus), Understanding tables like customer, sales, and product data, Viewing and exploring information in a business dataset, Asking basic questions from data (e.g., "How many customers last month?")
3	Using simple commands to display information (SELECT), Filtering data to get specific results (e.g., sales in a region), Sorting and organizing information (e.g., top customers), Using simple calculations for insights (totals, averages)
4	Grouping data to see patterns and trends, Summarizing data by region, product, or customer segment, Asking business questions like "Which product sells the most?", Presenting summarized data clearly for decision-making
5	How different business data tables are linked (e.g., customers & orders), Combining information to answer meaningful business questions, Practical examples: Total revenue by customer, sales by region, Using simple joins without complex syntax explanations
6	Asking structured questions to get insights, Finding trends, patterns, and key customer behaviors, Examples: "Which customers buy the most?", "Which month had the best sales?", Turning data into stories and reports
7	Simple data updates (e.g., adding or changing customer details), Keeping business data clean and accurate, Common data handling practices in business settings, Ethical use of data in business analysis
8	Turning raw data into clear and easy-to-read reports, Using SQL to prepare reports for marketing, sales, and finance, Highlighting key numbers like revenue, customers, and trends, How SQL connects with tools like Excel or dashboards
9	How data insights support better decision-making, Identifying key business opportunities from SQL reports, Spotting risks, customer behaviors, and growth areas, Real-world examples: sales strategy, customer retention, marketing performance

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	-	1	-	-	1	1	2	1	1	1	1	1
CO 2	1	1	1	-	-	1	1	3	-	1	1	1	1
CO 3	1	2	1	-	1	2	2	3	1	1	1	1	1
CO 4	1	2	1	-	1	2	2	3	1	1	1	1	1
CO 5	2	3	2	-	1	2	2	3	1	1	1	1	2
CO 6	3	2	2	-	1	2	2	3	1	1	1	1	2

Course Name: Fundamentals of Python Programming

Course Code: OL BBA BA 220

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides an introduction to Python programming with a strong focus on business applications and data analysis. It covers basic setup, variables, data types, operators, and control structures (conditional statements and loops) for logical problem-solving. The core of the course focuses on key libraries: NumPy for array operations and basic statistics, and pandas for data manipulation, cleaning, reading/writing files, and descriptive statistics. It also introduces data visualization using Matplotlib for creating business dashboards and an overview of machine learning (regression and classification) using scikit-learn for business prediction and customer segmentation.

Course Objectives:

1. To introduce Python setup, basic data types (lists, dictionaries), operators, and the writing and execution of simple scripts.
2. To explain the use of control structures (if-else, for, while) for writing decision-based programs and solving logical problems.
3. To outline the definition and use of functions and to introduce NumPy for array operations and basic statistical calculations.
4. To describe the pandas library for data reading, writing, selection, filtering, grouping, and initial data cleaning processes (handling missing values, duplicates).
5. To demonstrate the creation of data visualizations using Matplotlib for business reporting and the use of Pivot Tables in pandas.
6. To introduce the overview and applications of machine learning techniques like Simple Linear Regression, Logistic Regression, and K-Means Clustering using scikit-learn for business scenarios.

Course Outcomes:

- CO1: Define and recall Python basics, including data types, operators, control structures, and the main functionalities of NumPy, pandas, and Matplotlib.
- CO2: Explain the logic of control flow in conditional and looping statements and the application of NumPy for array-based statistical operations.
- CO3: Write and execute Python functions and simple scripts to solve business problems like discount eligibility or inventory checks.
- CO4: Analyze raw data using pandas to perform data selection, filtering, and grouping, and implement basic data cleaning techniques.
- CO5: Construct a Python-based data analysis workflow, from reading a file and cleaning the data to visualizing insights for a business report.
- CO6: Evaluate the performance of a Simple Linear Regression model and assess the utility of K-Means Clustering for customer segmentation based on business data.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. McKinney, W. (2018). *Python for data analysis: Data wrangling with pandas, NumPy, and IPython* (2nd ed.). O'Reilly Media.
2. Lutz, M. (2013). *Learning Python* (5th ed.). O'Reilly Media.
3. VanderPlas, J. (2016). *Python data science handbook: Essential tools for working with data*. O'Reilly Media.

Course Details:

Unit No.	Unit Description
1	Getting Started with Python: Installing Python and IDEs (Jupyter Notebook, Anaconda), Python Basics: Variables and Data Types (int, float, string, bool), Lists, Tuples, Dictionaries, Input and Output Operations, Arithmetic, Comparison, and Logical Operators, Writing and Executing Simple Python Scripts
2	Conditional Statements (if, if-else, nested if), Looping Constructs (for, while), Using Break, Continue, and Pass Statements, Writing Decision-based Programs
3	Creating Simple Programs for Decision-making Scenarios (e.g., Inventory Check, Discount Eligibility), Solving Logical Puzzles using Python, Writing Modular and Readable Code, Practical Problem-Solving Exercises
4	Defining and Calling Functions, Function Parameters and Return Statements, Introduction to NumPy: Arrays and Array Operations, Basic Statistical Operations (mean, median, standard deviation), Applying NumPy in Business Analytics Scenarios
5	Introduction to pandas: Series and DataFrames, Reading and Writing Data (CSV, Excel), Data Selection, Filtering, and Grouping, Basic Descriptive Statistics with pandas
6	Handling Missing Values, Removing Duplicates and Standardizing Data, Data Transformation and Preparation
7	Plotting with Matplotlib (Line, Bar, Scatter, Pie), Customizing Plots (Titles, Labels, Legends, Styles), Creating Dashboards using Multiple Subplots, Summarizing Data for Business Reports, Creating Pivot Tables in pandas
8	Overview of Supervised and Unsupervised Learning, Applications of Machine Learning in Business, Regression: Simple Linear Regression using scikit-learn, Predicting Sales or Revenue Trends, Evaluating Model Performance
9	Classification: Logistic Regression, Classification: Decision Tree Classifier and Random Forest Classifier, Applications in Customer Churn and Business Decision-making, Unsupervised Learning: K-Means Clustering and Hierarchical Clustering, Customer Segmentation based on Purchasing Behavior or Demographics

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	1	1	-	1	1	1	2	1	1	1	1	2
CO 2	2	2	1	-	1	1	1	2	1	1	1	1	2
CO 3	1	2	2	-	2	1	1	3	1	1	1	1	2
CO 4	1	1	2	-	1	1	1	3	-	1	1	1	2
CO 5	2	2	2	1	2	1	1	3	1	1	1	1	3
CO 6	2	1	1	-	2	2	2	3	1	2	1	2	3

Course Name: Fundamentals of Social Entrepreneurship

Course Code: OL BBA ENT 203

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course explores the concept, evolution, and role of social entrepreneurship in addressing societal issues. It introduces frameworks for social enterprise building, such as the MET Framework (Mission, Execution, Transformation). The core focus is on practical engagement: understanding community needs through mapping and Participatory Rural Appraisal (PRA), immersive fieldwork, and co-creation with stakeholders. It covers the application of Design Thinking and Prototyping for social solutions, digital advocacy, and essential business aspects like impact measurement, financial sustainability, and scaling of social ventures.

Course Objectives:

1. To introduce the concept of social entrepreneurship, its evolution, characteristics, and distinction from traditional entrepreneurship.
2. To explain the MET Framework (Mission, Execution, Transformation) and its application in building a sustainable social enterprise.
3. To describe methods for understanding community needs, including community mapping and Participatory Rural Appraisal (PRA).
4. To outline the principles of Design Thinking (Empathize, Define, Ideate, Prototype, Test) and its use in prototyping social solutions.
5. To describe the importance of impact measurement, key indicators, and the use of data analytics to assess and report on social programs.
6. To examine strategies for financing social ventures, including crowdfunding, and the critical considerations for reflection, growth, and scaling of a social enterprise.

Course Outcomes:

- CO1: Define and recall the core concepts of social entrepreneurship, its characteristics, and the components of the MET Framework.
- CO2: Explain the significance of community mapping, immersive experiences, and stakeholder co-creation in identifying and solving community challenges.
- CO3: Apply the Design Thinking framework to ideate, prototype, and test social solutions, integrating community feedback.
- CO4: Analyze the financial sustainability models and various financing mechanisms (e.g., crowdfunding) available for social ventures.
- CO5: Construct a digital advocacy and campaign design strategy leveraging social media for building awareness and mobilization for a social issue.
- CO6: Evaluate a social initiative's success using key social impact indicators and data analytics to determine its potential for scaling.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Collavo, T. (2022). *Foundations of social entrepreneurship: Theory, practical tools and skills* (1st ed.). Routledge. https://doi.org/10.4324/9781003121824
2. Bornstein, D. (2007). *How to change the world: Social entrepreneurs and the power of new ideas* (Updated ed.). Oxford University Press.
3. Zahra, S. A., Gedajlovic, E., Neubaum, D. O., & Shulman, J. M. (2009). A typology of social entrepreneurs: Motives, search processes and ethical challenges. *Journal of Business Venturing, 24*(5), 519–538. https://doi.org/10.1016/j.jbusvent.2008.10.007

Course Details:

Unit No.	Unit Description
1	Concept and Evolution of Social Entrepreneurship, Role of Social Enterprises in Addressing Societal Issues, Characteristics of Social Entrepreneurs, Social Entrepreneurship vs. Traditional Entrepreneurship
2	Understanding the MET Framework (Mission, Execution, Transformation), Components of Mission in Social Enterprise Building, Execution Strategies for Sustainable Impact, Transformation and Long-Term Social Change, Application of MET in Social Entrepreneurship
3	Community Mapping and Problem Identification, Participatory Rural Appraisal (PRA) Tools and Techniques, Assessing Local Resources and Capabilities, Identifying Root Causes of Community Challenges
4	Immersion as a Tool for Learning and Understanding Context, Building Trust and Empathy with Communities, Observation, Listening, and Relationship Building, Reflection and Learning from Immersive Fieldwork
5	Participatory Approaches to Engagement, Co-creation with Stakeholders and Beneficiaries, Leveraging Local Knowledge and Leadership, Building Collaborative Partnerships
6	Introduction to Design Thinking Principles, Empathize, Define, Ideate, Prototype, and Test Framework, Prototyping and Iteration for Social Solutions, Integrating Community Feedback into Designs
7	Introduction to Digital Advocacy Tools, Campaign Design Strategies for Social Impact, Leveraging Social Media Platforms for Advocacy, Building Awareness, Engagement, and Mobilization
8	Measuring Outcomes and Social Impact, Key Indicators and Metrics for Social Initiatives, Using Data Analytics to Assess and Scale Social Programs, Reporting and Communicating Impact
9	Introduction to Financing Social Ventures, Crowdfunding for Social Impact Projects, Financial Sustainability Models for Social Enterprises, Reflection, Growth, and Scaling of Social Enterprise Ventures

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	-	1	-	1	-	-	-	1	-	-	3	1
CO 2	1	2	2	2	1	-	-	1	1	1	-	3	1
CO 3	1	1	2	2	3	-	-	1	-	-	1	3	1
CO 4	2	1	1	-	1	2	-	-	-	-	-	3	-
CO 5	1	3	1	1	2	-	2	-	-	-	-	3	1
CO 6	2	1	1	-	1	-	-	2	-	-	-	3	2

Course Name: Entrepreneurial Marketing and Growth Hacking

Course Code: OL BBA ENT 212

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course focuses on the principles and tactics of growth hacking and entrepreneurial marketing. It begins by covering the use of digital tools like Google Analytics and Facebook Audience Insights for gathering business, market, and audience insights. A major component is the optimization of key revenue metrics, including the calculation and strategic use of CAC, CLTV, Conversion Rate (CR), and Contribution Margin (CM1, CM2). The course then delves into optimizing the marketing funnel, specifically for top-of-the-funnel performance (Facebook, Landing Pages) and advanced strategies for channel optimization (Google Ads, multi-channel attribution). Finally, it covers retention strategies, metrics, and bottom-of-the-funnel tactics like email, WhatsApp engagement, and building loyalty.

Course Objectives:

1. To introduce the key digital tools for gathering business insights and the concept of optimizing opportunities in the customer journey.
2. To explain how to analyze website traffic, segment audiences, and track conversions using Google Analytics for growth.
3. To describe the core revenue metrics, including CAC and CLTV, and advanced metrics like CR and Contribution Margin (CM1, CM2).
4. To outline strategies for Top-of-the-Funnel performance optimization, including landing page and content/creative optimization for improved CTR.
5. To describe channel optimization strategies, focusing on Google Ads, exploring alternate acquisition channels, and multi-channel attribution.
6. To explain the importance of retention metrics and tactics, including content marketing for retention, marketing automation, and bottom-of-the-funnel engagement.

Course Outcomes:

- CO1: Define and recall the core concepts of growth hacking, entrepreneurial marketing, and key digital tools for insight generation.
- CO2: Explain the relationship between core revenue metrics (CAC, CLTV) and their impact on overall marketing strategy and business growth.
- CO3: Apply Google Analytics to analyze audience behavior, track conversion funnels, and identify high-performing channels.
- CO4: Analyze a business's funnel performance to identify bottlenecks and use advanced metrics (CR, CM1, CM2) to drive optimization decisions.
- CO5: Develop an integrated growth strategy that incorporates top-of-the-funnel tactics, channel optimization (e.g., Google Ads), and retention-focused engagement.
- CO6: Evaluate the effectiveness of various retention channels and tactics (e.g., Email, WhatsApp) and assess the ROI of multi-channel acquisition efforts.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Ellis, S., & Brown, M. (2017). *Hacking growth: How today's fastest-growing companies drive breakout success*. Currency.
2. Holiday, R. (2014). *Growth hacker marketing: A primer on the future of PR, marketing, and advertising*. Penguin Books.
3. Weinberg, G., & Mares, J. (2015). *Traction: How any startup can achieve explosive customer growth*. Portfolio.

Course Details:

Unit No.	Unit Description
1	Introduction to Digital Tools for Business Insights, Understanding How Data Informs Growth Strategies, Identifying Optimization Opportunities in the Customer Journey, Integrating Insights into Marketing Strategy
2	Website Traffic Analysis using Google Analytics, Audience Segmentation and Behavior Analysis, Funnel and Conversion Tracking with Google Analytics, Identifying High-Performing Channels and Pages
3	Using Answer Socrates for Content and Search Insights, Keyword Targeting with Google Keyword Planner, Facebook Audience Insights for Demographic and Behavioral Data, Translating Insights into Actionable Growth Plans
4	Understanding and Calculating CAC (Customer Acquisition Cost), Understanding and Calculating CLTV (Customer Lifetime Value), Using Core Metrics to Drive Marketing Strategy, Linking Metrics to Business Growth Goals
5	Understanding CR (Conversion Rate), Understanding CM1 (Contribution Margin 1), Understanding CM2 (Contribution Margin 2), Applying Advanced Growth Metrics for Optimization
6	Top-of-the-Funnel Optimization using Facebook, Landing Page Optimization Strategies, Leveraging Content and Creative for Improved CTR, Identifying Bottlenecks in Funnel Performance
7	Google Ads Optimization and Campaign Structuring, Exploring Alternate Channels of Customer Acquisition, Key Website Optimization Metrics for Performance Measurement, Multi-channel Attribution and ROI Tracking
8	Key Retention Metrics and Their Role in Growth, Content Marketing for Retention and Engagement, Marketing Automation for Lifecycle Management, Personalization and Customer Journey Mapping
9	Retention-Focused Email and WhatsApp Engagement, Bottom-of-the-Funnel Strategies to Drive Conversions, Building Loyalty through Post-Purchase Engagement, Integrating Retention with Growth Loops

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	-	1	-	2	-	2	1	-	-	-	3	1
CO 2	3	1	1	-	1	2	3	-	1	-	-	3	-
CO 3	2	1	2	-	1	1	3	2	-	-	-	3	1
CO 4	3	2	1	-	2	2	3	2	1	-	-	3	1
CO 5	3	1	1	1	3	1	3	1	-	-	-	3	1
CO 6	3	1	1	-	1	1	3	1	-	-	-	3	1

SEMESTER 5

Course Name: Artificial Intelligence in Business Practice

Course Code: OL BBA BA 319

Credits: 2

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides an introduction to Artificial Intelligence (AI) and its practical application in various business functions and industries. It covers the fundamentals of AI, common categories of AI tools, and their use cases in enhancing productivity, communication, marketing, sales, data analysis, decision-making, HR, operations, and customer experience. The course also addresses the critical aspects of ethical AI usage and future trends.

Course Objectives:

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

1. Understand the foundational concepts of Artificial Intelligence and its transformative impact on business functions and industries.
2. Recognize and categorize common AI tools for business, such as those used for content, analytics, automation, and decision support.
3. Apply AI tools to enhance personal and organizational productivity, particularly in communication, writing, summarizing, and document formatting.
4. Analyze how AI is used in marketing and sales for consumer insight generation, content creation, conversational marketing, and predictive analytics.
5. Examine the role of AI in data analysis, visualization, and decision-making for smarter business strategies and performance tracking.
6. Evaluate the ethical considerations, data privacy, and bias management crucial for the responsible adoption and governance of AI in a business context.

Course Outcomes:

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

- CO1: Remember: Recall the common categories of AI tools and their real-world applications across various business sectors.
- CO2: Understand: Explain how Artificial Intelligence is transforming core business functions like marketing, sales, and HR.
- CO3: Apply: Utilize AI-powered tools such as ChatGPT and Microsoft Copilot for practical tasks like summarizing, note-taking, and presentation creation.
- CO4: Analyze: Differentiate between various applications of AI, such as predictive analytics for sales forecasting versus AI-powered recruitment tools.
- CO5: Evaluate: Judge the importance of ethical considerations, data privacy, and bias management when implementing AI systems in a business.
- CO6: Create: Formulate a strategic approach for building an "AI-ready business mindset" incorporating future trends like generative AI.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Panda, S. K., Mishra, V., Balamurali, R., & Elngar, A. A. (Eds.). (2021). *Artificial Intelligence and Machine Learning in Business Management: Concepts, Challenges, and Case Studies* (1st ed.). CRC Press. *https://doi.org/10.1201/97281003125129*
2. Taddy, M. (2019). *Business Data Science: Combining Machine Learning and Economics to Optimize, Automate, and Accelerate Business Decisions*. McGraw-Hill Education.
3. Davenport, T. H., & Ronanki, R. (2019). *Artificial Intelligence: The Insights You Need from Harvard Business Review*. Harvard Business Review Press.

Course Details:

Unit No.	Unit Description
1	Introduction to AI in Business: Understanding AI, its transformation of business functions, benefits, common categories of AI tools (content, analytics, automation, decision support), and real-world applications.
2	AI Tools for Productivity and Communication: Overview of tools (e.g., ChatGPT, Microsoft Copilot), using AI for writing, summarizing, translation, presentation creation, and automating communication/scheduling tasks.
3	AI Tools for Marketing and Sales: AI in market research, content creation tools (e.g., Jasper, Copy.ai), chatbots, predictive analytics for sales forecasting and lead generation.
4	AI Tools for Data Analysis and Decision Making: AI-powered data visualization (e.g., Tableau, Power BI with AI), predictive/prescriptive analytics, and how AI simplifies complex business decisions.
5	AI in HR, Operations and Customer Experience: AI for recruitment (e.g., HireVue), process automation, enhancing customer experience with chatbots and personalization, and operational efficiency.
6	Ethical Use of AI and Future Trends: Ethical and responsible AI use, data privacy/security, managing bias, and future trends like generative AI and human-AI collaboration.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	1	-	-	1	1	1	-	1	1	-	3
CO 2	3	2	2	1	-	-	3	1	-	3	1	1	3
CO 3	2	-	2	3	-	1	1	1	-	1	1	-	3
CO 4	2	1	2	1	-	-	3	1	1	3	-	-	3
CO 5	2	2	3	1	3	1	1	1	1	1	1	1	3
CO 6	2	2	3	1	1	1	1	1	1	1	1	2	3

Course Name: The Art of Data Storytelling

Course Code: OL BBA BA 321

Credits: 2

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course focuses on the art of communicating data effectively to drive insights and influence decisions. It covers fundamental principles of storytelling, audience analysis, choosing appropriate visual displays, eliminating clutter, using design principles, and developing a cohesive data narrative for impactful presentations.

Course Objectives:

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

1. Understand the importance of context in data storytelling and differentiate between exploratory and explanatory data analysis.
2. Select the most appropriate visual displays for specific data types and avoid ineffective chart forms like 3D and pie charts.
3. Apply techniques to eliminate visual clutter and cognitive load, utilizing Gestalt principles for simplified and legible data visuals.
4. Strategically use pre-attentive attributes such as colour, size, and positioning to draw the audience's attention to key findings.
5. Apply core design principles, accessibility, and aesthetics to create effective and balanced data visualizations.
6. Develop and present a cohesive and persuasive data narrative using techniques like storyboarding, narrative flow, and the "Big Idea" concept.

Course Outcomes:

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

- CO1: Remember: Recall the concepts of "3-Minute Story" and "Big Idea" in the context of data narrative.
- CO2: Understand: Explain the difference between exploratory and explanatory data analysis.
- CO3: Apply: Choose appropriate chart types (e.g., bar charts, line graphs) and apply Gestalt principles to simplify a complex data visual.
- CO4: Analyze: Critically evaluate a data visualization for visual clutter and identify opportunities to improve legibility using techniques like white space and contrast.
- CO5: Evaluate: Justify the selection and strategic use of pre-attentive attributes (color, size) to effectively guide the audience's focus.
- CO6: Create: Construct a complete, structured, and visually compelling data story and narrative for a given business case.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Knaflic, C. N. (2015). *Storytelling with Data: A Data Visualization Guide for Business Professionals*. Wiley.
2. Few, S. (2012). *Show Me the Numbers: Designing Tables and Graphs to Enlighten* (2nd ed.). Analytics Press.
3. Cleveland, W. S. (1993). *Visualizing Data*. Hobart Press.

Course Details:

Unit No.	Unit Description
1	Understand the Context: Introduction to storytelling with data, the importance of context, exploratory vs. explanatory data analysis, audience analysis, and the "3-Minute Story" and "Big Idea" concepts.
2	Choose an Appropriate Visual Display: Overview of visualization types (bar charts, line graphs, heatmaps), guidelines for selection, and avoiding ineffective visuals (3D, pie charts).
3	Eliminate Clutter: Understanding visual clutter, cognitive load, applying Gestalt principles, and techniques for simplifying visuals through removing unnecessary elements, white space, contrast, and alignment.
4	Draw Attention Where You Want It: Using pre-attentive attributes (color, size, positioning), creating visual hierarchies, and strategic use of color to highlight key information.
5	Think Like a Designer: Design principles for effective visualization, accessibility and inclusivity, emphasis on aesthetics and design balance, and using design affordances for readability.
6	Tell a Story: Structure of an effective data narrative, techniques for storytelling (storyboarding, narrative flow, repetition), and developing a cohesive data story with examples.

POCO Mapping

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	2	-	1	3	-	1	1	-	1	-	-	1	-
CO 2	2	1	1	2	-	1	1	2	2	1	1	-	1
CO 3	2	-	1	2	-	1	1	2	1	1	1	-	1
CO 4	2	-	1	3	-	1	1	2	1	1	1	-	1
CO 5	2	-	2	3	-	1	2	1	1	1	1	-	1
CO 6	2	1	2	3	1	1	2	2	2	1	1	1	1

Course Name: Introduction to Banking, NBFC and Insurance

Course Code: OL BBA FIN 309

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a comprehensive overview of the Indian financial services sector, focusing on the roles, functions, and regulatory frameworks of commercial Banks, Non-Banking Financial Companies (NBFCs), and the Insurance industry. It covers core banking functions, monetary control tools of the RBI, and the digital transformation impacting all three sectors, including the role of Fintech and Insurtech.

Course Objectives:

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

1. Understand the structure of the Indian Financial System and the pivotal role and tools of the regulator, the Reserve Bank of India (RBI).
2. Analyze the key instruments of monetary control, including CRR, SLR, OMO, LAF, and MSF, used by the RBI.
3. Explain the core functions and organizational structure of commercial banks, including their role in capital markets and Asset Liability Management (ALM).
4. Describe the business model, risk, and regulatory environment for Non-Banking Financial Companies (NBFCs) and the impact of digital adoption.
5. Differentiate between life and non-life insurance concepts and the mechanism of Bancassurance.
6. Evaluate the digital transformation strategies, emerging technologies (Fintech, Insurtech), and future outlook of banks, NBFCs, and insurance companies.

Course Outcomes:

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

- CO1: Remember: Recall the full forms and basic definitions of key monetary control tools like CRR, SLR, and LAF.
- CO2: Understand: Explain the differences between the business models and regulatory frameworks of banks and NBFCs.
- CO3: Apply: Relate the core functions of a bank to its strategic role in capital markets.
- CO4: Analyze: Examine the key issues faced by NBFCs in the digital era and the role of Fintech in the financial services industry.
- CO5: Evaluate: Assess the concept and mechanism of Bancassurance and its role in the financial services ecosystem.
- CO6: Create: Formulate a high-level digital transformation strategy for a traditional financial institution based on emerging trends in technology (Fintech, Insurtech).

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Suresh, P., & Paul, J. (2020). *Management of Banking and Financial Services* (4th ed.). Pearson.
2. Tripathy, N. P., & Pal, P. (2021). *Insurance: Theory and Practice* (4th ed.). PHI Learning.
3. Machiraju, H. R. (2019). *Indian Financial System* (5th ed.). Vikas Publishing House.

Course Details:

Unit No.	Unit Description
1	Introduction to the Indian Banking Ecosystem: Indian Financial System overview, Banking Ecosystem, and the Role of the Regulator – Reserve Bank of India (RBI).
2	Tools of Monetary Control: Cash Reserve Ratio (CRR), Statutory Liquidity Ratio (SLR), Open Market Operations (OMO), Selective Credit Control (SCC), Liquidity Adjustment Facility (LAF), and Marginal Standing Facility (MSF).
3	Core Functions of a Bank: Functions of a Bank and the Bank's Role in Capital Markets.
4	Organizational Structure of Banks: Organizational Structure in a Bank and Introduction to Asset Liability Management (ALM) Models.
5	Banking Products and CBDC: Corporate Banking, Retail Banking, and Central Bank Digital Currency (CBDC).
6	NBFCs – Business Model and Regulatory Framework: Business Model of NBFCs, Risk and Regulatory Environment.
7	Digital Transformation in NBFCs: Digital Adoption in NBFCs and Key Issues Faced by NBFCs in the Digital Era.
8	Introduction to Insurance: Concepts of Insurance, Life Insurance, and Non-life Insurance.
9	Bancassurance: Concept and Mechanism of Bancassurance and its Role in the Financial Services Ecosystem.
10	Digital Adoption in Banks: Digital Transformation Strategies in Banks and Emerging Trends in Banking Technology.
11	Digital Transformation in NBFCs: Deep Dive into Digital Tools and Innovations in NBFCs and Use Cases/Case Studies.
12	Digital Transformation in Insurance: Digital Tools in Insurance and Insurtechs: Introduction and Use Cases.

13	Fintech Ecosystem: Overview of Fintech, its Role in the Financial Services Industry, and Collaboration with Traditional Financial Institutions.
14	Emerging Technologies in Financial Services: Advanced Use Cases of Fintech and Insurtech and Future Outlook on Digital Financial Services.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	2	-	-	1	2	-	-	2	-	-	-	-
CO 2	3	2	1	1	-	2	-	-	3	-	-	-	-
CO 3	2	1	1	-	-	2	-	-	1	-	-	-	-
CO 4	2	2	2	1	1	1	-	-	1	-	-	-	2
CO 5	2	1	1	-	-	1	1	-	-	-	-	-	-
CO 6	2	2	3	1	1	1	-	-	1	-	-	1	3

Course Name: Foundation of Corporate Valuation

Course Code: OL BBA FIN 305

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course delves into the principles and techniques of corporate valuation, covering both intrinsic and relative valuation approaches. It teaches the foundation of valuation, estimating the cost of capital, discounting cash flows, calculating terminal value, and applying various multiples. The course also includes an introduction to asset-based valuation, focusing on tangible and intangible assets, as well as valuation of start-ups.

Course Objectives:

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

1. Understand the foundations of valuation, differentiating between price and value, and recognizing common myths and biases in valuation.
2. Calculate the different components of the cost of capital, including the Cost of Equity, Debt, Preference Capital, and Hybrids.
3. Determine the Weighted Average Cost of Capital (WACC) and appropriately move from reported earnings to free cash flows (FCFF & FCFE).
4. Apply Intrinsic Valuation Models, specifically the Discounted Cash Flow (DCF) method, to determine Enterprise Value (EV) and Equity Value.
5. Utilize Relative Valuation techniques by understanding and applying common multiples (P/E, EV/EBITDA, P/S) and the rules for their effective use.
6. Introduce Asset-Based Valuation methods for tangible assets (Inventory, Property) and the specialized valuation of intangible assets and start-ups.

Course Outcomes:

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

- CO1: Remember: Define the key difference between price and value in the context of corporate finance.
- CO2: Understand: Explain the concepts of Cost of Equity, Cost of Debt, and Cost of Preference Capital.
- CO3: Apply: Calculate the Weighted Average Cost of Capital (WACC) for a firm.
- CO4: Analyze: Compare and contrast the intrinsic valuation approach (DCF) with the relative valuation approach (Multiples).
- CO5: Evaluate: Assess the appropriateness and proper application of different common multiples like P/E, P/B, and EV/EBITDA.
- CO6: Create: Construct a basic Discounted Cash Flow (DCF) model, including the estimation of the Terminal Value.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Damodaran, A. (2016). *Damodaran on Valuation: Security Analysis for Investment and Corporate Finance* (3rd ed.). Wiley.
2. Koller, T., Goedhart, M., & Wessels, D. (2020). *Valuation: Measuring and Managing the Value of Companies* (7th ed.). Wiley.
3. Pratt, S. P., & Grabowski, S. R. (2020). *Cost of Capital: Applications and Examples* (6th ed.). Wiley.

Course Details:

Unit No.	Unit Description
1	Foundations of Valuation: What is Valuation, difference between price and value, bias in valuation, and myths in valuation.
2	Overview of Valuation Approaches: Basic introduction to various valuation approaches.
3	Introduction to Intrinsic Valuation: Cost of Equity, Cost of Debt, Cost of Preference Capital, and Cost of Hybrids.
4	Capital Structure & Discounting: WACC and moving cost from one currency to another.
5	From Earnings to Cash Flows: Moving from Earnings to Cash flows (FCFF & FCFE) and the tax rate to be used.
6	Growth and Terminal Value: Estimating Growth rate and Terminal Value.
7	Intrinsic Valuation Models: Discounted Cash Flow (DCF) method, Enterprise Value (EV), Equity Value, and Dividend Discount Model (DDM).
8	Introduction to Relative Valuation: What is pricing and why people prefer pricing.
9	Multiples – Concepts and Rules: What is a multiple and rules in using multiples.
10	Common Multiples (Part 1): P/E, PEG, and P/B.
11	Common Multiples (Part 2): P/S, EV/Sales, EV/Invested Capital, and EV/EBITDA.
12	Advanced Aspects of Multiples: Sector specific multiples, factors influencing multiples, and steps in Relative Valuation / Pricing.
13	Asset-Based Valuation – Tangible Assets: Valuation of Inventory and Valuation of Property.

14	Asset-Based Valuation – Intangible & Start-ups: Valuation of Start-ups and Valuation of Intangibles (brands, patents, goodwill).

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	-	1	1	1	3	-	-	1	-	-	1	-
CO 2	3	-	-	-	-	3	-	-	2	-	-	-	-
CO 3	3	-	1	-	-	3	-	-	2	-	-	-	-
CO 4	2	1	2	1	-	3	-	-	2	-	-	1	-
CO 5	2	1	2	1	-	3	1	-	1	-	-	1	-
CO 6	2	1	2	1	-	3	-	1	2	-	-	1	-

Course Name: Brand Strategy and Innovation

Course Code: OL BBA MKT 313

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a comprehensive framework for building, measuring, and managing brands over their lifecycle. It covers brand identity, positioning, brand elements (names, logos, taglines, mascots), sources and models of brand equity (Keller's CBBE, Aaker's model), brand architecture, and strategies for leveraging secondary brand associations. The course concludes with an analysis of global brands, brand revitalization, and contemporary issues like ethical branding and digital age branding.

Course Objectives:

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

1. Understand the introduction to product, product management, and the evolution and importance of brands as strategic business assets.
2. Distinguish between brand identity and brand image, and apply Kapferer's Brand Identity Prism to align identity with market positioning.
3. Develop effective brand positioning strategies, including creating brand mantras and value propositions, and utilizing positioning maps.
4. Analyze the criteria for selecting and the strategic role of various brand elements (names, logos, taglines, mascots) in brand recall and recognition.
5. Evaluate the sources and outcomes of customer-based brand equity (CBBE) using frameworks like Keller's Brand Resonance Model and Aaker's Brand Equity Model.
6. Formulate strategies for brand architecture (hierarchy and portfolio), brand extensions, and leveraging secondary brand associations through co-branding, licensing, and sponsorship.

Course Outcomes:

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

- CO1: Remember: Recall the stages of the Product Life Cycle and the definition of brand equity.
- CO2: Understand: Explain the difference between Brand Identity and Brand Image, including the application of Kapferer's Brand Identity Prism.
- CO3: Apply: Use the criteria for selecting brand names and taglines to suggest suitable elements for a new brand.
- CO4: Analyze: Differentiate between corporate branding and individual branding strategies within a brand architecture framework.
- CO5: Evaluate: Judge the effectiveness of a marketing program and Integrated Marketing Communications (IMC) in building brand equity and resonance.
- CO6: Create: Develop a basic brand revitalization plan for a declining brand, considering global branding strategies where applicable.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Keller, K. L. (2020). *Strategic Brand Management* (5th ed.). Pearson.
2. Aaker, D. A. (2014). *Aaker on Branding: 20 Principles that Drive Success*. John Wiley & Sons.
3. Kotler, P., & Keller, K. L. (2022). *Marketing Management* (16th ed.). Pearson Education.

Course Details:

Unit No.	Unit Description
1	Introduction to Product and Product Management: Product and Product Management, Product Mix Decisions, Role of Product Management in Branding and Marketing Strategy, and Product Life Cycle Overview.
2	Introduction to Branding and Brand Evolution: Introduction to Branding, Evolution of Branding, Importance of Brands in Modern Business, and Brands as Strategic Business Assets.
3	Brand Identity and Image: Understanding Brand Identity and Image, Kapferer's Brand Identity Prism, Points of Parity vs. Points of Difference, and Aligning Identity with Market Positioning.
4	Brand Positioning and Value Proposition: Brand Positioning – Concept and Strategy, Brand Mantras and Value Proposition, Positioning Maps and Perceptual Differentiation, and Building a Distinct Brand Space.
5	Brand Elements – Names, Logos, and Taglines: Brand Names: Criteria for Selection, Logos, Symbols, Packaging, Taglines, Slogans, Jingles, and URLs, and Role of Elements in Brand Recall and Recognition.
6	Brand Elements – Mascots, Visual Systems & Strategic Role: Characters, Mascots, and Visual Identity Systems, Criteria for Choosing Brand Elements, Strategic Role of Brand Elements in Equity Building, and Coherence in Brand Identity Systems.
7	Marketing Programs for Branding: Role of Marketing Mix in Branding, Designing Brand Strategy through Marketing Programs, Integrated Marketing Communications (IMC) and 6M Framework, and Evaluating Communication Options.
8	Sources of Brand Equity: Customer-Based Brand Equity (CBBE), Sources and Outcomes of Brand Equity, Keller's Customer-Based Brand Equity Pyramid, and Aaker's Brand Equity Model.
9	Brand Architecture: Defining Brand Architecture Strategy, Brand Hierarchy and Brand Portfolio Guidelines, Corporate Branding vs. Individual Branding, and Brand Extensions and Brand-Product Mix.

10	Leveraging Secondary Brand Associations: Co-Branding, Licensing, Sponsorship Strategies, Brand Value Chain, and Strategic Partnerships for Brand Growth.
11	Building Brand Resonance: Understanding Brand Resonance, Keller's Brand Resonance Model, Creating Deep, Active Loyalty Relationships with Customers, and Strategic Role of Brand Resonance in Sustained Growth.
12	Managing Global Brands and Brand Revitalization: Reinforcing Brands and Maintaining Relevance, Revitalizing Declining Brands, Global Branding: Standardization vs. Adaptation, and Case Examples of Brand Management across Markets.
13	Contemporary Issues in Branding: Ethical Branding and Sustainability, Cause-Related Branding & CSR Initiatives, Employer Branding & Internal Branding, and Branding in the Digital Age.
14	Brand Measurement and Future Directions: Strategic Brand Management Concepts Summary, Introduction to Brand Measurement, Brand Audits, Tracking, and Valuation Methods, and Emerging Trends and the Future of Branding.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	1	-	-	-	3	-	-	-	-	1	-
CO 2	3	1	1	1	-	-	3	-	-	-	-	1	-
CO 3	2	1	2	2	-	-	3	-	-	-	-	2	-
CO 4	2	1	2	1	-	-	3	-	-	-	-	1	-
CO 5	2	2	2	2	1	-	3	-	-	-	-	1	-
CO 6	2	2	3	2	1	-	3	-	-	-	-	2	1

Course Name: Advanced Digital Marketing

Course Code: OL BBA MKT 307

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides an in-depth study of advanced digital marketing concepts, strategies, and tools. It covers the digital ecosystem, customer journey mapping, the difference between omnichannel and multichannel strategies, paid advertising across various platforms (Google Ads, Social Media), influencer marketing, and email marketing. A significant focus is placed on marketing automation, CRM integration, digital analytics (KPIs, Attribution Models), A/B testing, and emerging trends like AI and Martech.

Course Objectives:

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

1. Understand the advanced digital marketing ecosystem and apply customer journey mapping to identify and optimize digital touchpoints.
2. Differentiate between omnichannel and multichannel strategies and evaluate their respective use cases for business growth.
3. Execute and manage advanced paid advertising campaigns across Search Engine Marketing (Google Ads), Display Advertising, Remarketing, and Paid Social Media platforms.
4. Develop strategies for content marketing, specifically leveraging influencer marketing, video marketing, and short-form content.
5. Implement email marketing best practices, list segmentation, and utilize marketing automation tools for customer lifecycle journeys and CRM integration.
6. Measure and optimize digital marketing performance using key performance indicators (KPIs), analytics dashboards, attribution models, and Conversion Rate Optimization (CRO) techniques like A/B testing.

Course Outcomes:

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

- CO1: Remember: Recall the basic components of Search Engine Marketing (SEM), such as Google Ads.
- CO2: Understand: Explain the key differences and strategic implications of an Omnichannel versus a Multichannel approach.
- CO3: Apply: Implement a list segmentation strategy for an email marketing campaign based on best practices.
- CO4: Analyze: Compare and contrast different attribution models used in digital marketing analytics.
- CO5: Evaluate: Judge the effectiveness of a landing page based on Conversion Rate Optimization (CRO) best practices and A/B testing results.
- CO6: Create: Design a customer lifecycle journey and integrate it with marketing automation tools for retention tactics.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Chaffey, D., & Ellis-Chadwick, F. (2022). *Digital Marketing* (8th ed.). Pearson.
2. Kingsnorth, S. (2023). *The Digital Marketing Strategy Book: An Integrated Workbook for Business Success* (3rd ed.). Kogan Page.
3. Ltifi, M. (Ed.). (2023). *Advances in Digital Marketing in the Era of Artificial Intelligence: Case Studies and Data Analysis for Business Problem Solving* (1st ed.). CRC Press. https://doi.org/10.1201/9781003450443

Course Details:

Unit No.	Unit Description
1	Fundamentals of Digital Marketing: Overview and recap of basic Digital Marketing (SEO, SMM, etc.).
2	Advanced Digital Marketing & Ecosystem: Introduction to Advanced Digital Marketing and Current Ecosystem Overview.
3	Customer Journey Mapping: Customer Journey Mapping and Digital Touchpoints.
4	Omnichannel vs Multichannel Strategy: Omnichannel Strategy, Multichannel Strategy, and Key Differences & Use Cases.
5	Search Engine Marketing (Google Ads): Google Ads (SEM).
6	Display Advertising and Remarketing: Display Advertising and Retargeting / Remarketing.
7	Paid Social Media Advertising: Social Media Advertising Platforms, Ad Formats, and Targeting Techniques.
8	Influencer & Short-Form Content Marketing: Influencer Marketing, Video Marketing, and Short-form Content Marketing.
9	Email Marketing Strategy: Email Marketing Best Practices and List Segmentation.
10	Marketing Automation & Lifecycle Journeys: Marketing Automation Tools and Customer Lifecycle Journeys.
11	CRM Integration & Retention: CRM Integration Techniques and Retention Tactics.
12	Digital Marketing Analytics: KPIs, Dashboards, Google Tag Manager, and Attribution Models.

13	Testing & Optimization: A/B Testing, Conversion Rate Optimization (CRO), and Landing Page Best Practices.
14	Emerging Trends & Martech: Artificial Intelligence, Voice Search, Augmented Reality (AR), Martech Tools & Future Trends.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	-	-	-	-	-	3	-	-	-	-	-	1
CO 2	3	1	2	1	-	-	3	-	-	-	1	1	1
CO 3	2	-	1	1	-	-	3	-	-	-	-	-	1
CO 4	2	1	1	1	-	-	3	1	1	-	-	-	1
CO 5	2	1	2	1	1	-	3	1	1	-	-	-	1
CO 6	2	1	2	1	-	-	3	1	-	1	-	1	2

Course Name: Sustainability Analytics

Course Code: OL BBA BA 315

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course focuses on applying analytical and statistical methods to sustainability data. It covers the foundations of data preparation (collection, cleaning, descriptive statistics), statistical testing (ANOVA, T-test, time series forecasting), and diagnostic tools. A core component is the study of ESG principles and construction techniques, along with Multi-Criteria Decision Analysis (MCDA) models like AHP and TOPSIS for sustainability decision-making. The course also introduces Sustainable Development Goals (SDGs) and basic Python for sustainability data analysis.

Course Objectives:

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

1. Master the fundamental steps of data analysis for sustainability, including data collection, cleaning, and calculating descriptive statistics.
2. Apply statistical tests such as ANOVA and T-tests, and utilize time series forecasting techniques for sustainability metrics.
3. Understand and assess statistical assumptions like linearity, normality, collinearity, and homoscedasticity using diagnostic tools like QQ plots.
4. Explain the principles of ESG (Environmental, Social, Governance) and their importance, along with the basic construction techniques for ESG calculation.
5. Utilize Multi-Criteria Decision Analysis (MCDA) models like WSM, AHP, and TOPSIS for making informed sustainability decisions.
6. Introduce the UN Sustainable Development Goals (SDGs) and apply Python for basic tasks like visualizing SDG data and creating sustainability reports.

Course Outcomes:

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

- CO1: Remember: Recall the full forms and core importance of the ESG (Environmental, Social, Governance) principles.
- CO2: Understand: Explain the purpose and application of statistical tests like ANOVA and T-test in analyzing sustainability data.
- CO3: Apply: Perform data cleaning and descriptive statistics on a raw sustainability dataset.
- CO4: Analyze: Examine a regression model's diagnostics to check for statistical assumptions like collinearity and homoscedasticity.
- CO5: Evaluate: Assess and compare different MCDA models (WSM, AHP, TOPSIS) to select the most suitable one for a given sustainability decision problem.
- CO6: Create: Develop a basic sustainability report using Python for visualizing and applying statistical tests to SDG-related data.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Raj, G., & Kumar, B. (Eds.). (2023). *Sustainability Analytics: Data-Driven Modeling and Analysis*. CRC Press.
2. Shmueli, G., Patel, N. R., & Bruce, P. C. (2018). *Data Mining for Business Analytics: Concepts, Techniques and Applications in R* (1st ed.). Wiley.
3. Rogers, P. P., Jalal, K. F., & Boyd, J. A. (2008). *An Introduction to Sustainable Development*. Taylor & Francis.

Course Details:

Unit No.	Unit Description
1	Foundations of Sustainability Data Analysis: Data collection, Data cleaning, and Descriptive statistics.
2	Statistical Testing and Forecasting: ANOVA, T-test, and Time series forecasting.
3	Statistical Assumptions & Diagnostic Tools: Linearity, Multivariate normality, Collinearity, Homoscedasticity, and QQ plots.
4	ESG Principles & Construction Techniques: ESG principles & importance and ESG calculation.
5	ESG Case Studies and Applications: Case studies on ESG performance and assessment.
6	MCDA Models and Sustainability Decision-Making: Weighted Sum Model (WSM), Analytic Hierarchy Process (AHP), TOPSIS, and ELECTRE.
7	Sustainable Building Design & Rating Systems: LEED, GRIHA overview, Passive design technologies, Considerations for passive buildings, and Cooling and heating techniques.
8	SDG Foundations and Data Preparation: Understanding the UN SDGs and Data collection, cleaning, and analysis for SDGs.
9	Python for Sustainability Analytics: Visualizing SDG data, Creating reports, and Applying statistical tests to assess sustainability metrics.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	2	1	-	3	1	-	-	1	-	1	-	1
CO 2	3	1	1	1	-	1	-	2	3	-	1	-	-
CO 3	2	-	-	-	1	1	-	3	1	-	1	-	-
CO 4	2	1	1	1	1	1	-	2	2	-	1	-	-
CO 5	2	1	2	2	2	1	-	1	2	-	1	1	1
CO 6	2	2	2	3	2	1	-	2	2	-	1	-	2

Course Name: Data Mining and Warehouse for business

Course Code: OL BBA BA 317

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course introduces the concepts of Data Mining and Data Warehousing from a business perspective. It covers the importance of data, different types and sources of business data, and the role of data in business intelligence. The core of the course explores Data Warehousing components, how they support decision-making, and the application of Data Mining techniques (association, classification, clustering) for customer segmentation, sales forecasting, and fraud detection. The course also addresses data quality, governance, ethical use, and future trends.

Course Objectives:

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

1. Understand the fundamental concepts of Data Mining and Data Warehousing and their contribution to business intelligence and strategy.
2. Identify and describe the various types and sources of business data (structured vs. unstructured) and how organizations collect and store them.
3. Explain the basic structure and components of a data warehouse, including data sources, staging area, and reporting layer, and its benefits for centralized reporting.
4. Describe the common applications of data mining in a business context, such as customer segmentation, sales forecasting, and fraud detection.
5. Differentiate and apply core data mining techniques, including association analysis (market basket), classification/prediction, and clustering.
6. Evaluate the critical importance of data quality, governance, and ethics, including privacy, security, and responsible use of business data.

Course Outcomes:

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

- CO1: Remember: Recall the definitions of Data Mining and Data Warehousing.
- CO2: Understand: Explain the difference between a data warehouse and an operational database.
- CO3: Apply: Use the concept of association analysis (market basket analysis) to identify potential product pairings in a retail scenario.
- CO4: Analyze: Distinguish between structured and unstructured data and determine appropriate storage methods for each type.
- CO5: Evaluate: Judge the necessity of data governance and security measures for a business based on data privacy concerns.
- CO6: Create: Develop a high-level plan for integrating data from multiple systems into a centralized data warehouse for business reporting.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Shmueli, G., Bruce, P. C., Gedeck, P., & Patel, N. R. (2019). *Data Mining for Business Analytics: Concepts, Techniques and Applications in Python* (1st ed.). Wiley.
2. Han, J., Kamber, M., & Pei, J. (2023). *Data Mining: Concepts and Techniques* (4th ed.). Morgan Kaufmann.
3. Ponniah, P. (2019). *Data Warehousing Fundamentals: A Comprehensive Guide for IT Professionals* (2nd ed.). Wiley.

Course Details:

Unit No.	Unit Description
1	Introduction to Data Mining and Data Warehousing: Importance of data, What is Data Mining and Data Warehousing, Role in business intelligence, and Real-world examples.
2	Business Data and Information Management: Types and sources of business data (internal and external), How organizations collect and store data, Structured vs. unstructured data, and Data as a business asset.
3	Introduction to Data Warehousing Concepts: What is a data warehouse, How data warehouses support decision-making, Data warehouse vs. operational databases, and Business examples.
4	Components of a Data Warehouse: Basic structure, Data sources, staging area, and reporting layer explained simply, How businesses integrate data, and Benefits of centralized business reporting.
5	Introduction to Data Mining for Business: Understanding data mining, How businesses use it to find patterns and trends, Common applications (customer segmentation, sales forecasting, fraud detection), and supporting better business decisions.
6	Data Mining Techniques – Business Perspective: Association (market basket analysis), Classification and prediction, Clustering for customer segmentation, and Real-world applications.
7	Business Intelligence and Decision Support: Linking data warehouses and mining to business intelligence, Dashboards, KPIs, and reporting, How managers use data insights, and Business performance tracking.
8	Data Quality, Governance, and Ethics: Importance of clean data, Data privacy, security, and governance basics, Responsible and ethical use of data, and Legal frameworks/compliance.
9	Future of Data Mining and Warehousing in Business: AI and Big Data transforming data mining, Cloud-based data warehouses and real-time analytics, Future trends in data-driven strategy, and Building a data culture.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	-	1	-	-	1	1	3	1	1	1	-	1
CO 2	3	1	1	1	-	1	1	3	1	1	1	-	-
CO 3	2	-	1	1	-	1	3	2	1	1	1	-	-
CO 4	2	1	1	1	-	1	1	3	1	1	1	-	-
CO 5	2	2	2	1	3	1	1	2	1	1	1	-	2
CO 6	2	1	2	2	1	1	1	3	1	1	1	-	1

Course Name: Fundraising and Venture Capital

Course Code: OL BBA ENT 305

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a practical guide to the startup fundraising process, covering everything from idea generation to securing venture capital. It introduces the startup ecosystem, the decision-making process for raising capital, and the overall fundraising process. Key topics include developing a robust business plan, financial modeling, creating impactful pitches, understanding different investor types (angels, VCs), negotiating term sheets, and managing equity dilution.

Course Objectives:

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

1. Understand the Indian startup ecosystem and the crucial steps required to transition an idea to market readiness.
2. Evaluate different types of capital and determine the appropriate fund-raise decision for a startup based on its stage and needs.
3. Develop a comprehensive business plan and construct a clear financial model to support the fundraising narrative.
4. Create an impactful and compelling pitch tailored to different investor types and understand the overall fund-raising process.
5. Differentiate between Angel Investors and Venture Capitalists (VCs) and devise strategies for approaching them effectively.
6. Analyze the components of a term sheet, understand various deal structuring instruments, and calculate the impact of equity dilution on ownership.

Course Outcomes:

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

- CO1: Remember: Recall the various types of capital available to a startup.
- CO2: Understand: Explain the strategic considerations behind the fund-raise decision-making process.
- CO3: Apply: Structure a simple financial model and business plan for a pre-seed stage startup.
- CO4: Analyze: Differentiate between the types of pitches (e.g., elevator, deck) and select the most appropriate one for a given scenario.
- CO5: Evaluate: Assess the impact of equity dilution clauses presented in a sample term sheet on the founders' ownership.
- CO6: Create: Develop a targeted strategy for approaching a specific type of investor (e.g., a sector-focused VC) with an impactful pitch.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Ramsinghani, M. (2021). *The Business of Venture Capital: The Art of Raising a Fund, Structuring Investments, Portfolio Management, and Exits* (3rd ed.). Wiley.
2. Feld, B., & Mendelson, J. (2017). *Venture Deals: Be Smarter Than Your Lawyer and Venture Capitalist* (3rd ed.). Wiley.
3. Sahlman, W. A. (2018). *The Entrepreneurial Venture* (7th ed.). Pearson.

Course Details:

Unit No.	Unit Description
1	Introduction to Startups: Introduction and Startup Ecosystem in India.
2	From Idea to Market: Overview of the process from idea to market.
3	Understanding Capital and Fundraising Decisions: Fund raise decision making, Types of Capital, and Capital Evaluation.
4	Fundraising Process Overview: Overview of the Fund-Raising Process.
5	Business Planning and Financial Modeling: Business Plan and Understanding the Financial Model.
6	Pitching to Investors: Types of Pitches and How to create an impactful pitch.
7	Understanding and Approaching Investors: Types of Investors and Strategies for approaching angel investors and venture capitalists.
8	Term Sheet Fundamentals and Equity Dilution: Understanding the components of a term sheet and Equity dilution and its impact on ownership.
9	Deal Structuring Instruments: Structuring venture deals.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	1	-	-	1	-	-	1	-	-	3	-
CO 2	2	1	3	1	1	2	-	-	1	-	-	3	-
CO 3	2	-	2	1	-	2	-	-	1	-	-	3	-
CO 4	2	-	2	3	1	1	-	-	-	-	-	3	-
CO 5	2	1	2	1	1	3	-	-	1	-	-	3	-
CO 6	2	1	3	3	1	1	1	-	-	-	-	3	-

Course Name: IP Laws and Startup Ecosystem

Course Code: OL BBA ENT 307

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides an overview of Intellectual Property (IP) laws in India and the legal and governance framework for the startup ecosystem. It covers the different types of IP (Patents, Copyrights, Trademarks, GIs), the legal acts governing them, and emerging issues like IP and Artificial Intelligence. The course also details legal business structures, company incorporation, mandatory compliances, and key legal agreements (Founders Agreement, NDA, SHA & SSA) critical for startups.

Course Objectives:

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

1. Understand the introduction to Intellectual Property Rights (IPR) in India, including the different types of IP and the acts that govern them.
2. Differentiate between and describe the legal protections offered by Patents, Copyrights, Trademarks, and Geographical Indications (GIs).
3. Identify the most suitable legal business structure for a new startup and understand the basic requirements for company incorporation and compliance.
4. Analyze the importance and key clauses of fundamental legal agreements for a startup, such as Founders Agreements, Non-Disclosure Agreements (NDA), and Shareholder/Share Purchase Agreements (SHA/SSA).
5. Explain the benefits of DPIIT Startup Recognition and recognize the roles of central ecosystem stakeholders and government funding schemes.
6. Evaluate the emerging legal issues at the intersection of IP and Artificial Intelligence (AI) and the future funding models for startups.

Course Outcomes:

- At the end of course, the students will be able to:
- CO1: Remember: Recall the various types of Intellectual Property (IP).
- CO2: Understand: Explain the primary purpose and scope of protection for a Patent versus a Copyright.
- CO3: Apply: Select the appropriate legal business structure for a specific startup idea and list the necessary incorporation compliances.
- CO4: Analyze: Examine a Founders Agreement and identify key clauses such as Exit, Non-compete, and Reserve Matters.
- CO5: Evaluate: Judge the importance of obtaining DPIIT Startup Recognition and the value of government schemes and grants.
- CO6: Create: Draft the essential terms for a basic Non-Disclosure Agreement (NDA) to protect a startup's proprietary information.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Bains, G. (2020). *Intellectual Property: A Practical Guide for Entrepreneurs and SMEs*. LexisNexis.
2. Parr, R. L. (2018). *Intellectual Property: Valuation, Exploitation, and Infringement Damages* (5th ed.). Wiley.
3. Srividya, P., & Rao, K. U. (2022). *Startup Ecosystems: Navigating the Legal and Business Landscape*. Taxmann Publications.

Course Details:

Unit No.	Unit Description
1	Introduction to Intellectual Property in India: Introduction to IPR, Types of IP, Importance of IP, and Acts governing IP in India.
2	Patents and Copyright in IP Law: Patents and Copyright.
3	Trademarks and Geographical Indications: Trademarks and Geographical Indications.
4	Emerging IP Issues: IP and Artificial Intelligence (AI).
5	Legal Structures and Incorporation: Legal Business Structures and Company Incorporation & Compliances.
6	DPIIT Recognition and Startup Benefits: DPIIT Startup Recognition.
7	Key Legal Agreements and Compliance: Founders Agreement, NDA, SHA & SSA, Key Clauses (Exit, Non-compete, Reserve Matters), and Mandatory Compliances.
8	Case-Based Learning in Governance: Case studies in governance.
9	Government Schemes, Ecosystem & Funding: Startup India Community (BHASKAR), Central Ecosystem Stakeholders, Government Schemes & Grants, and Funding Models.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	1	-	2	-	-	-	-	-	-	2	-
CO 2	3	1	1	1	2	-	-	-	-	-	-	2	-
CO 3	2	1	2	-	2	-	-	-	-	-	-	3	-
CO 4	2	1	2	1	3	1	-	-	-	-	-	3	-
CO 5	2	2	2	1	1	-	-	-	-	-	-	3	-
CO 6	2	-	2	1	3	-	-	-	-	-	-	3	1

SEMESTER 6

Course Name: Strategic Management

Course Code: OL BBA MGT 306

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a comprehensive framework for understanding the foundations, process, and tools of strategic management. It covers the essential concepts of strategy, strategic intent, and the crucial aspects of internal and external environment analysis. Students will learn about corporate and business-level strategies, various strategic analysis and portfolio tools, value chain analysis, industry competition, and different strategy implementation frameworks. Finally, the course addresses the vital role of strategic evaluation and control for organizational success.

Course Objectives:

1. To introduce the fundamental concepts, approaches, and processes that form the basis of strategic management.
2. To explain the concept of strategic intent and its critical linkage with organizational vision and mission.
3. To enable students to analyze and understand the dynamics of the external and internal business environment, including organizational capabilities and resources.
4. To examine different corporate-level and business-level strategies and how they are aligned with organizational goals.
5. To familiarize students with key strategic analysis and portfolio tools like the BCG Matrix, GE Nine Cell Matrix, Value Chain Analysis, and Porter's Five Forces Model.
6. To detail the various frameworks and mechanisms for effective strategy implementation and subsequent strategic evaluation and control.

Course Outcomes:

- CO1: Recall the definitions and core components of strategic management, including the different levels and approaches to strategy.
- CO2: Explain the strategic management model and the process of linking strategic intent with an organization's vision and mission.
- CO3: Apply frameworks like the PESTEL analysis (implied by environment understanding) and SWOT analysis (implied by internal/external analysis) to analyze a business's competitive landscape and internal factors.
- CO4: Analyze strategic business situations using portfolio tools such as the BCG Portfolio Model and GE Nine Cell Matrix to inform resource allocation decisions.
- CO5: Evaluate the effectiveness of different corporate and business-level strategies in achieving organizational goals and assess the mechanisms for strategic evaluation and control.
- CO6: Develop an integrated strategy implementation framework for a given business scenario using tools like McKinsey's 7S framework and functional plans.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Grant, R. M. (2022). *Contemporary Strategy Analysis* (11th ed.). Wiley.
2. David, F. R., David, F. R., & David, M. E. (2024). *Strategic Management: A Competitive Advantage Approach, Concepts and Cases* (18th ed.). Pearson.
3. Johnson, G., Whittington, R., Scholes, K., Angwin, D., & Regnér, P. (2023). *Exploring Strategy* (13th ed.). Pearson.

Course Details:

Unit No.	Unit Description
1	Foundations of Strategic Management, Meaning, approaches, and levels of strategies; Strategic management model; Process of strategic management.
2	Strategic Intent, Concept and significance of strategic intent; Linking strategic intent with organizational vision and mission.
3	Understanding Business Environment, Environment – meaning and characteristics; Importance of environmental scanning in strategy.
4	External and Internal Environment Analysis, External environment factors; Internal environment factors; Organizational capabilities and resources
5	Corporate and Business Level Strategies, Corporate level strategies; Business level strategies; Linking strategy to organizational goals.
6	Strategic Analysis and Portfolio Tools, Strategic analysis – meaning and importance; BCG Portfolio Model; GE Nine Cell Matrix.
7	Value Chain and Industry Analysis, Value Chain analysis; Porter's Five Forces Model of Competition in Industry.
8	Strategy Implementation Frameworks, McKinsey's 7S Framework; Functional plans and policies; Aligning structure and strategy.
9	Strategic Evaluation and Control, Evaluation process and control mechanisms; Feedback loops and performance measurement; Strategic review and corrective actions.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	-	1	-	-	-	-	-	-	-	-	1	-
CO 2	3	1	2	1	-	-	-	-	-	-	-	1	-
CO 3	2	3	2	2	-	1	1	1	2	1	1	1	-
CO 4	2	2	3	2	-	1	1	-	1	-	-	1	-
CO 5	2	2	3	2	1	1	1	-	1	-	-	1	-
CO 6	2	1	3	2	1	1	1	-	1	1	1	2	1

Course Name: Emerging Trends in Technology

Course Code: OL BBA BA 312

Credits: 2

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course offers an essential overview of key emerging technologies and their profound impact on modern business strategy and operations. It covers Artificial Intelligence, Machine Learning, Big Data, Business Analytics, the Internet of Things (IoT), Blockchain, Cloud and Edge Computing, and Cybersecurity. The course emphasizes real-world business applications, ethical considerations, and how these trends are shaping the future of work and driving digital transformation.

Course Objectives:

1. To define emerging technologies and understand their role in digital transformation and shaping business strategy.
2. To introduce the foundational concepts of Artificial Intelligence, Machine Learning, Big Data, and Business Analytics and their applications across business functions.
3. To explain the Internet of Things (IoT) and Blockchain, focusing on their use cases in various industries and their significance for digital trust and transparency.
4. To provide a simplified overview of Cloud and Edge Computing, highlighting their business benefits and role in transformation.
5. To emphasize the critical importance of Cybersecurity, digital risk management, and the ethical and societal impacts of new technologies.
6. To analyze how emerging technologies are changing the nature of jobs, skills, and business models, and how to prepare for future digital disruption.

Course Outcomes:

- CO1: Recall the definitions of key emerging technologies such as AI, ML, IoT, Blockchain, and Big Data.
- CO2: Explain the significance of digital transformation and the role of technology in shaping core business functions like marketing, finance, and logistics.
- CO3: Identify and apply predictive analytics and data-driven decision-making examples in business scenarios using Big Data and ML concepts.
- CO4: Differentiate and analyze the business benefits of Cloud computing, Edge computing, and the applications of blockchain in finance and supply chain.
- CO5: Evaluate the challenges and risks associated with IoT adoption and assess the importance of cybersecurity and ethical frameworks in a digital world.
- CO6: Formulate strategies for building digital trust with customers and partners and for adapting to the technology-driven future of work.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Turban, E., Pollard, C., & Wood, G. (2020). *Information Technology for Management: Digital Strategies for Insight, Action, and Sustainable Performance* (12th ed.). Wiley.
2. Sharda, R., Delen, D., & Turban, E. (2024). *Business Intelligence, Analytics, and Data Science: A Managerial Perspective* (5th ed.). Pearson.
3. Laudon, K. C., & Laudon, J. P. (2022). *Management Information Systems: Managing the Digital Firm* (17th ed.). Pearson.

Course Details:

Unit No.	Unit Description
1	Introduction to Emerging Technologies, Understanding technology evolution and digital transformation; What makes a technology "emerging"; Role of technology in shaping business strategy; Key global tech trends influencing industries.
2	Artificial Intelligence and Machine Learning, Introduction to AI and ML in simple terms; How AI is used in marketing, finance, operations, and customer service; Predictive analytics and decision support; Real-world business applications of AI and ML.
3	Big Data and Business Analytics, What is Big Data and why it matters for business; How companies collect and use data; Using analytics to understand customers and markets; Examples of data-driven decision making.
4	Internet of Things (IoT), Introduction to IoT and connected devices; Business applications of IoT in retail, healthcare, logistics, and manufacturing; Smart homes, smart cities, and emerging business opportunities; Challenges and risks in IoT adoption.
5	Blockchain and Digital Trust, Understanding blockchain technology in simple terms; How blockchain builds trust and transparency; Applications in finance, supply chain, and governance; Future potential of blockchain in business models.
6	Cloud Computing and Edge Technologies, What is cloud computing – simplified overview; Business benefits: cost efficiency, scalability, flexibility; Edge computing and faster decision making; How cloud supports business transformation.
7	Cybersecurity and Digital Risk, Understanding cyber threats in today's world; Why cybersecurity is a business priority; Common security measures to protect data; Building digital trust with customers and partners.
8	Ethics, Society, and Human-Technology Interaction, How technology impacts society and behavior; Ethical concerns: privacy, bias, surveillance, misinformation; Digital well-being and responsible use of technology; Regulations and governance for ethical tech use.
9	Future of Work and Technology-Driven Innovation, How emerging technologies are changing jobs and skills; Automation, digital skills, and the new workplace; Technology-driven business models and innovation ecosystems; Preparing for the next wave of digital disruption.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	1	-	-	1	1	1	1	1	1	1	3
CO 2	3	2	2	1	-	1	2	2	2	2	2	1	3
CO 3	2	1	2	1	-	2	1	2	2	1	1	-	3
CO 4	2	1	2	1	-	1	-	1	1	-	2	-	3
CO 5	2	2	2	1	3	1	1	1	1	1	1	-	3
CO 6	2	2	3	1	2	1	1	1	1	1	1	2	3

Course Name: Ancient Indian languages and Philosophy

Course Code: OL BBA LA 304

Credits: 2

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
6+1= 7 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course delves into the foundational concepts of philosophy, contrasting Greek and Indian philosophical traditions. A significant focus is placed on the Indian Ethos in Management, exploring its features, relevance, elements, and principles, as well as its role in managerial practices. The course extracts management lessons from ancient texts like the Vedas, Mahabharata, Kautilya's Arthashastra, and other religious texts. It concludes by exploring the practical implications of Indian philosophy for 21st-century leadership, including spirituality at work, human values, Indian techniques of motivation, and Karma-Yoga.

Course Objectives:

1. To introduce the meaning, characteristics, elements, branches, and methods of philosophy, including a preview of Pre-Socratic thought.
2. To explore key thinkers of Greek philosophy such as Socrates, Plato, and Aristotle, and modern philosophers like Francis Bacon and Edmund Gettier.
3. To define and examine the features, need, relevance, and elements of Indian Ethos, and its role in modern managerial practices.
4. To analyze management lessons derived from ancient Indian texts (Vedas, Mahabharata, Arthashastra) and religious texts (Bible, Quran).
5. To understand the contemporary implications of Indian philosophy for 21st-century leaders, focusing on concepts like Bharat, spirituality at work, human values, and Indian motivational techniques.
6. To study the application of Indian ethos and spirituality in management, including Karma-Yoga and leadership in the Indian context.

Course Outcomes:

- CO1: Recall the main branches and methods of philosophy and the key management lessons from texts like the Vedas and Arthashastra.
- CO2: Explain the core contributions of Greek philosophers like Socrates and Plato, and articulate the features and relevance of the Indian Ethos.
- CO3: Apply the principles of Indian Work Ethos and Karma-Yoga to modern managerial practices and work motivation.
- CO4: Analyze the significance of Francis Bacon's 'Four Idols of the Mind' and compare management lessons from Indian, Christian, and Islamic philosophies.
- CO5: Evaluate the role of spirituality, human values, and Karma & Corporate Karma in constructing workplace spirituality and ethical leadership in an Indian context.
- CO6: Develop a leadership philosophy for the 21st century by integrating the insights from ancient Indian philosophy, ethics, and techniques of motivation.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Chakraborty, S. K. (2018). *Management and Ethos: An Indian Context*. Oxford University Press.
2. Sharma, S. (2018). *Indian Management Ethos: Emerging Dimensions and Global Implications*. Routledge (Taylor & Francis Group).
3. Satpathy, B. (2018). *Indian Ethos and Values for Managers*. Excel Books.

Course Details:

Unit No.	Unit Description
1	Introduction to Philosophy, Meaning, Characteristics, Elements, Main Branches, and Methods of Philosophy; Preview of Pre-Socratic Philosophy.
2	Greek Philosophy, Socrates – The Socratic Method; Plato; Aristotle; Francis Bacon – Bacon's Four Idols of the Mind; Edmund Gettier.
3	Indian Ethos in Management, Features, Need, Relevance, and Elements of Indian Ethos; 8 Indian Work Ethos and Principles of Indian Management; Role of Indian Ethos in Managerial Practices.
4	Indian Philosophy, Management Lessons from Vedas, Mahabharata, and Kautilya's Arthashastra; Management Lessons from Bible and Quran.
5	Implications of Indian Philosophy for Leaders of the 21st Century, Meaning of Bharat; Spirituality at Work; Human Values; Indian Techniques of Motivation; Karma & Corporate Karma.
6	Indian Ethos and Spirituality in Management, Spirituality in Management: Towards Management by Higher Consciousness; Constructing Workplace Spirituality in an Indian Context; Karma-Yoga: Philosophy of Moral Development and Work Motivation; Understanding Self and Well-Being Based on Ayurveda; Organizational Leadership in Indian Context.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	-	-	1	-	-	-	-	-	-	-	-
CO 2	3	1	1	1	1	-	-	-	-	-	-	-	-
CO 3	2	-	3	1	3	-	-	-	-	2	-	1	-
CO 4	2	2	1	2	2	-	-	-	-	-	-	-	-
CO 5	2	1	3	1	3	-	-	-	-	2	-	1	-
CO 6	2	1	3	2	3	-	-	-	-	2	-	2	-

Course Name: Taxation for Business Decisions

Course Code: OL BBA FIN 320

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This comprehensive course introduces the system of taxation in India, covering both direct and indirect taxes. The core of the curriculum is the Income Tax Act, 1961, where students learn key definitions, the scope of total income, and the determination of residential status for taxpayers. It provides detailed computation of income under the heads of Salary, House Property, Business Income, Capital Gains, and Other Sources, along with an overview of deductions. The course concludes with practical aspects of tax compliance, including the computation of total income, e-filing of Income Tax Returns (ITR), and an introduction to GST and its registration process.

Course Objectives:

1. To provide an overview of the Indian taxation system, including the objectives, significance, and classification of direct vs. indirect taxes.
2. To familiarize students with the key definitions, concepts of total income, and residential status determination under the Income Tax Act, 1961.
3. To enable students to compute income accurately under the heads of Salary and House Property.
4. To equip students with the knowledge to compute income under the heads of Business Income, Capital Gains, and Income from Other Sources.
5. To explain the various deductions available under Chapter VI-A and the process of computing total taxable income, including the treatment of losses.
6. To provide practical knowledge on tax compliance, including the overview and e-filing of Income Tax Returns (ITR) and an introduction to GST registration.

Course Outcomes:

- CO1: Recall the objectives and classification of direct and indirect taxes and the key definitions under the Income Tax Act, 1961.
- CO2: the concept of 'scope of total income' and the determination process for a taxpayer's residential status.
- CO3: Apply the relevant provisions of the Income Tax Act to compute income under the heads of 'Salary' and 'Income from House Property'.
- CO4: Analyze the provisions related to Profits and Gains of Business or Profession, Capital Gains, and Income from Other Sources to determine taxable income under these heads.
- CO5: Evaluate the eligibility for various deductions under Chapter VI-A and assess the tax incidence on different categories of taxpayers (residents, non-residents).
- CO6: Prepare the computation of total taxable income by aggregating income and accounting for losses, and outline the steps for e-filing an Income Tax Return (ITR).

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Ahuja, G., & Gupta, R. (2023). *Direct Taxes Law and Practice* (50th ed.). Wolters Kluwer India Pvt. Ltd.
2. Singhania, V. K., & Singhania, M. (2023). *Direct Taxes: Law and Practice* (65th ed.). Taxmann Publications.
3. Datey, V. S. (2023). *Indirect Taxes: Law and Practice (GST)* (65th ed.). Taxmann Publications.

Course Details:

Unit No.	Unit Description
1	Overview of Taxation in India, Introduction to taxation; Direct vs. indirect tax overview; Objectives and significance of taxation.
2	Understanding Direct and Indirect Taxes, Classification of taxes; Key differences and examples; Evolution of tax structure in India.
3	Definitions under the Income Tax Act, 1961, Key definitions and terminology; Relevance of definitions in tax computation.
4	Scope of Total Income, Introduction to scope of income; Income deemed to accrue or arise in India.
5	Residential Status of Taxpayers, Determination of residential status; Categories: Resident, Not Ordinarily Resident, Non-Resident.
6	Tax Incidence on Different Taxpayers, Tax incidence on residents and non-residents; Interplay between residential status and tax liability.
7	Introduction to Heads of Income, Concept of different income heads; Overview and classification.
8	Salary and House Property Income, Computation of income under Salary; Computation of income from House Property.
9	Business Income, Capital Gains & Other Sources, Profits and gains of business or profession; Capital gains; Income from other sources.
10	Deductions under Chapter VI-A, Overview of deductions; Common sections and eligibility; Impact on taxable income.
11	Computation of Total Income, Aggregation of income; Set off and carry forward of losses; Determination of taxable income.
12	Overview of ITR Forms, Various ITR forms and applicability; Online filing interface overview.

13	E-Filing of Income Tax Returns, Steps for filing ITR online; Key compliance requirements.
14	Introduction to GST & Registration , Concept and structure of GST; GST registration process; Overview of GSTR forms online.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	2	-	-	2	2	-	-	2	-	-	-	-
CO 2	3	2	1	1	1	2	-	-	1	-	-	-	-
CO 3	3	-	1	-	1	3	-	-	1	-	-	-	-
CO 4	3	-	1	1	1	3	-	-	1	-	-	-	-
CO 5	2	1	2	1	1	3	-	-	1	-	-	-	-
CO 6	2	-	2	1	2	3	-	-	1	-	-	-	1

Course Name: International Finance

Course Code: OL BBA FIN 310

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a comprehensive understanding of international finance, focusing on foreign exchange exposure and risk management. It covers the nature of transaction and translation exposure, risk mitigation strategies, and the impact of currency fluctuations on business performance. Key topics include hedging tools, techniques like natural hedging, and the strategic challenges of international operations and financing. The course concludes with an overview of international capital markets, the role of FinTech, transfer pricing, and the growing importance of Sustainable Finance and ESG considerations in a global context.

Course Objectives:

1. To explain the nature and types of foreign exchange exposure, specifically transaction and translation exposure.
2. To teach students how to manage exposure risks and understand their impact on corporate profitability, cash flow, and earnings.
3. To introduce the fundamentals of hedging, risk management, and the various tools and instruments available for mitigating foreign exposure risk.
4. To analyze the strategic decisions related to currency choices, natural hedging, and the financial challenges of running international operations.
5. To provide an overview of international capital markets, including financial instruments, investors, and the comparative advantages of international versus domestic financing.
6. To explore emerging topics in international finance, such as transfer pricing, the role of FinTech and technology, and the concepts of Sustainable Finance and ESG.

Course Outcomes:

- CO1: Recall the definitions of transaction exposure and translation exposure, and the types of financial risks in international business.
- CO2: Explain the impact of foreign exchange exposure on profitability, cash flow, and earnings, and the objectives of hedging.
- CO3: Apply risk mitigation and natural hedging strategies, as well as tools and instruments for hedging, to real-world international business scenarios.
- CO4: Analyze strategic financing challenges in international operations and compare the benefits of domestic versus international financing.
- CO5: Evaluate the strategic role of transfer pricing in determining the place of business and assess the importance of ESG considerations in international operations.
- CO6: Formulate a comprehensive foreign exposure risk management plan using a combination of hedging techniques and strategic currency choices, drawing insights from case studies like BMW.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Shapiro, A. C., Hanouna, P., & Sarin, A. (2024). *Multinational Financial Management* (12th ed.). Wiley.
2. Madura, J. (2022). *International Financial Management* (14th ed.). Cengage Learning.
3. Eiteman, D. K., Stonehill, A. I., & Moffett, M. H. (2022). *Multinational Business Finance* (16th ed.). Pearson.

Course Details:

Unit No.	Unit Description
1	Nature of Foreign Exchange Exposure, Transaction exposure; Translation exposure.
2	Managing Exposure Risks, Managing transaction and translation risks; Risk mitigation strategies.
3	Impact on Business Performance, Impact of exposure on profitability; Cash flow and earnings implications.
4	Reporting and Invoicing Challenges, Invoicing currency issues; Reporting complexities; Regulatory considerations.
5	Hedging and Risk Management with Case Study, Introduction to hedging and risk management; Definition and objectives of hedging; Types of financial risks; BMW case study; Strategic insights from real-world application.
6	Foreign Exposure Risk Management Techniques, Tools and instruments for hedging; Risk assessment frameworks.
7	Currency Choices and Natural Hedging, Choice of currency in international trade; Natural hedging mechanisms and strategies.
8	Strategic Financing Challenges, Running international operations: financial challenges; Industry-specific financing considerations.
9	International Capital Markets – Instruments, International capital markets: overview; Financial instruments in international finance.
10	Investors in International Capital Markets, Classes of investors; Global investment flows and their influence.
11	Domestic vs. International Financing, Role of domestic financing in supporting global operations; Comparative advantages of international financing.
12	Transfer Pricing and Business Location, Importance of understanding transfer pricing; Strategic role in determining place of business.

13	Technology and FinTech in International Finance, Role of technology in international finance; FinTech innovations and applications.
14	Sustainable Finance and ESG, Sustainable finance in a global context; ESG considerations in international operations.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	2	1	-	-	3	-	-	2	-	-	-	-
CO 2	2	2	2	1	-	3	-	-	2	-	-	-	-
CO 3	2	1	2	-	-	3	-	-	1	-	1	-	-
CO 4	2	2	3	1	-	2	-	-	2	-	1	1	-
CO 5	2	3	2	1	-	3	-	-	2	-	1	-	-
CO 6	2	3	3	1	2	2	-	-	1	-	1	-	2

Course Name: Retail Management and Ecommerce

Course Code: OL BBA MKT 301

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides an integrated perspective on modern retail management and e-commerce. It begins with an overview of the retail industry, consumer behavior, and core retail strategies, including merchandising and pricing. A significant part of the course focuses on Customer Experience, incorporating in-store design, retail technology, and visual merchandising. It then transitions to E-commerce, covering its business models (B2B, B2C, C2C, Quick Commerce), infrastructure, and analytics. The course concludes by emphasizing Omnichannel Integration, International Retailing, and the crucial topics of Ethics, Social Responsibility, and sustainability in the retail sector.

Course Objectives:

1. To provide an overview of the retail industry, key trends, consumer behavior, and the core elements of retail strategy, including merchandising and pricing.
2. To analyze the importance of customer experience, incorporating in-store experience, visual merchandising, and the role of retail technology.
3. To introduce the fundamentals of E-commerce, its trends in the Indian market, and various business and service models, including Quick Commerce.
4. To explain the technical and logistical requirements for building e-commerce infrastructure, focusing on capacity planning, inventory management, and logistics flow.
5. To teach the application of retail analytics, including key metrics, data collection, and market research for data-driven decision making in both offline and online retail.
6. To explore strategic topics like International Retailing, Omnichannel Integration, Quick Commerce adaptation, and the importance of Ethics and Corporate Social Responsibility in retail.

Course Outcomes:

- CO1: Recall the different retail formats, service models in e-commerce (B2B, B2C, C2C), and key retail metrics/performance indicators.
- CO2: Explain the role of customer service, merchandising, and visual merchandising in enhancing the overall customer experience.
- CO3: Apply pricing objectives and strategies, including markdown policies, and use data collection methods for market research in a retail context.
- CO4: Analyze the challenges of international retailing and the hardware/software infrastructure planning required for a successful e-commerce business.
- CO5: Evaluate the effectiveness of Omnichannel Marketing and Quick Commerce strategies in meeting modern customer demands and assess the importance of CSR in retail marketing.
- CO6: Design an integrated retail strategy that incorporates both a physical store presence and an e-commerce platform, ensuring 'right stock at right place' and effective inventory/returns management.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Berman, B., Evans, J. R., & Mathur, M. (2018). *Retail Management: A Strategic Approach* (13th ed.). Pearson.
2. Edmundson-Bird, D. (2020). *Digital Business and E-Commerce Management* (7th ed.). Pearson.
3. Levy, M., Weitz, B. A., & Grewal, D. (2023). *Retailing Management* (11th ed.). McGraw-Hill Education.

Course Details:

Unit No.	Unit Description
1	Introduction to Retail Marketing, Overview of the retail industry; Key trends and challenges in retail marketing; Consumer behavior and buying habits.
2	Retail Strategy, Retail formats and store design Location and site selection; Merchandising and product assortment.
3	Advertising and Promotion, Advertising techniques for retail marketing; Promotions and sales promotion strategies; Pricing objectives and strategies, markdown policies.
4	Customer Experience – I, Customer service and satisfaction; Retail technology and innovation.
5	Customer Experience – II, In-store experience and visual merchandising; Always available - Right stock at right place - Offline and online.
6	Retail Analytics, Retail metrics and performance indicators; Data collection; Market research and customer insights.
7	International Retailing, Overview of international retailing; Cultural differences and challenges; Global retailing strategies.
8	Ethics and Social Responsibility, Ethical issues in retail marketing; Corporate social responsibility and sustainability; Socially responsible marketing.
9	Introduction to E-commerce Business & Revenue Models, E-commerce Trends in Indian Markets; Service Models in B2B, B2C & C2C E-commerce; Quick Commerce Overview,
10	Building E-commerce Infrastructure, Software & Hardware infrastructure Planning; Capacity Planning.
11	Building E-commerce Infrastructure, Inventory Management (Managing Distribution, delivery, returns.

12	E-commerce Analytics and Performance, Introduction to E-commerce Analytics; Key Performance Indicators (KPIs) for E-commerce; Data-Driven Decision Making.
13	Omnichannel Integration Strategies, Omnichannel Marketing and Quick Commerce; Integrating Omnichannel Strategies.
14	Quick Commerce Adaptation, Omnichannel Marketing & Quick Commerce; Adapting to quick commerce demands.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	1	-	-	-	3	-	-	-	1	1	1
CO 2	2	1	2	1	1	-	3	-	-	-	1	-	-
CO 3	2	1	2	-	-	1	3	-	1	-	1	-	-
CO 4	2	3	2	1	1	-	1	-	-	-	2	1	2
CO 5	2	2	3	1	2	-	3	-	-	-	2	1	1
CO 6	2	2	3	2	1	1	3	-	-	-	3	2	1

Course Name: Advertising, Media, and Public Relations

Course Code: OL BBA MKT 314

Credits: 4

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
12+1 =13 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course provides a comprehensive study of advertising and public relations (PR), covering the fundamental concepts, strategic planning, and creative execution of both disciplines. It explores advertising appeals, persuasion models (like ELM), objective setting (DAGMAR), and the creative process, including copywriting and visualization techniques. The curriculum also details media planning, buying, and scheduling strategies. The course concludes with an in-depth focus on Public Relations, defining its role, publics, and strategies, including the use of social media and influencer partnerships.

Course Objectives:

1. To introduce the core concepts and importance of advertising, including the involved institutions, various appeals, and the role of regulation (ASCI).
2. To explain and apply persuasion models like the Elaboration Likelihood Model (ELM) and Cognitive Response Model to target segments within the marketing funnel.
3. To teach the process of setting measurable advertising objectives using the DAGMAR approach and linking them to a communication strategy.
4. To develop creative skills by focusing on copywriting, visualization techniques, content strategy, various content formats, and the steps in ad film production.
5. To analyze media types (traditional vs. digital), media planning basics, and effective strategies for media buying and scheduling.
6. To cover the fundamentals of Public Relations (PR), including its principles, the identification of publics, the role of PR in brand perception, and contemporary strategies like social media management and influencer partnerships.

Course Outcomes:

- CO1: Recall the definition and types of advertising appeals and the core principles and roles of Public Relations.
- CO2: Explain the difference between rational and emotional advertising and articulate the central and peripheral routes to persuasion (ELM).
- CO3: Apply the DAGMAR approach to set specific advertising objectives and use content mapping to align content formats with the buyer's journey.
- CO4: Analyze the steps involved in ad film production and compare the strategic considerations for media buying and scheduling across different media types.
- CO5: Evaluate the importance of identifying organizational publics and public opinion, and assess the effectiveness of various PR tools like press releases and media relations.
- CO6: Design a basic integrated advertising and PR campaign that includes creative copywriting, selected visualization techniques (e.g., direct gaze induction), and the use of social media/influencer partnerships.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Jefkins, F. (2000). *Advertising* (4th ed.). Pearson Education.
2. Belch, G. E., & Belch, M. A. (2021). *Advertising and Promotion: An Integrated Marketing Communications Perspective* (12th ed.). McGraw-Hill Education.
3. Broom, G. M. (2020). *Cutlip and Center's Effective Public Relations* (11th ed.). Pearson.

Course Details:

Unit No.	Unit Description
1	Introduction to Advertising, Concepts and importance; Institutions involved in the field of advertising.
2	Advertising Appeals, Appeal: definition and essentials of good advertising appeal; Types of advertising appeal.
3	Approaches to Advertising & Regulation, Rational approach; Emotional advertising: meaning and examples; Advertising regulations – role of ASCI.
4	Persuasion Models in Advertising, Elaboration Likelihood Model (ELM); Cognitive Response Model; Central and peripheral routes to persuasion; Relationship between recall and persuasion.
5	Marketing Funnel and Targeting, Marketing funnel; Specifying target segment.
6	Objective Setting in Advertising, Objective setting using DAGMAR approach; Linking objectives to communication strategy.
7	The Creative Process and Copywriting, Copywriting: the creative process; Types of television commercial.
8	Visualization Techniques, Associative bonds; Composition and focal point; Direct gaze induction techniques.
9	Content Strategy and Formats, Identifying target audience and personas; Content mapping across buyer's journey; Engaging and shareable content; Various content formats (blog posts, videos, infographics); Content distribution channels.
10	Ad Film Making Process, Steps in ad film production; Roles, planning, and execution in ad creation.
11	Media Types and Planning Basics, Traditional vs digital media; Media types and vehicles; Media planning basics.

12	Media Buying and Scheduling Strategies, Ad placement strategies; Media budgeting and buying strategies; Scheduling and timing decisions.
13	Fundamentals of Public Relations , Definition, key principles & importance of PR; Publics of an organization, types of publics; Importance of identifying publics and public opinion; Public Relations & brand perception; Roles of PR in an organization.
14	PR Strategies, Tools & Social Media , PR strategies & tactics; PR tools, press releases, media relations; Challenges & future trends; Social media management; Influencer partnerships.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	1	1	2	-	3	-	-	-	-	-	-
CO 2	3	1	1	2	-	-	3	-	-	-	-	-	-
CO 3	2	1	2	3	-	-	3	-	-	-	-	-	-
CO 4	2	1	2	2	-	-	3	-	-	-	-	1	-
CO 5	2	2	2	2	2	-	3	-	-	-	-	-	-
CO 6	2	1	3	3	1	-	3	-	-	-	-	1	1

Course Name: AI driven design thinking

Course Code: OL BBA BA 318

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course integrates the human-centered approach of Design Thinking with the power of Artificial Intelligence. It takes students through the entire design thinking process—Empathy, Define, Ideate, Prototype, and Test—demonstrating how AI tools can augment each stage. Students will learn to use AI for collecting user feedback, generating data-driven user personas, augmenting creative ideation, creating rapid prototypes, and analyzing user testing feedback. The course also addresses the ethical and responsible use of AI tools and culminates in applying the AI-driven design thinking methodology to solve real-world business challenges.

Course Objectives:

1. To introduce the concept and evolution of Design Thinking and how AI is transforming the innovation process, contrasting human-centered vs. technology-driven design.
2. To teach students how to use AI tools, such as sentiment analysis, to enhance the Empathy stage by collecting user feedback and creating data-driven user personas.
3. To explain the process of defining problems effectively by using AI-powered insights to identify root problems and map customer pain points.
4. To enable students to leverage AI tools (e.g., ChatGPT, idea engines) for idea generation, augmenting human creativity during the Ideation stage.
5. To instruct on the role of prototyping and testing, including creating rapid prototypes with AI design tools and utilizing AI-assisted user testing for rapid iteration.
6. To apply the AI-driven design thinking methodology to real-world business challenges, focusing on product development, customer experience, and scaling innovative solutions ethically.

Course Outcomes:

- CO1: Recall the five stages of the design thinking process (Empathy, Define, Ideate, Prototype, Test) and common AI tools used for different stages.
- CO2: Explain the difference between human-centered design and technology-driven design and the concepts of sentiment analysis and behavior insights.
- CO3: Apply AI-powered tools to analyze user feedback and create data-driven user personas for the Empathy stage of a project.
- CO4: Analyze problem framing and re-framing using AI-powered insights to identify root problems and map customer pain points effectively.
- CO5Evaluate the ethical considerations and responsible use of AI tools in the design process and assess the utility of different prototype fidelity levels (low-fidelity vs. high-fidelity).
- CO6: Develop and present an AI-driven design solution for a business challenge, including a rapid prototype created with AI tools and a strategy for scaling the solution.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Tidd, J., & Bessant, J. R. (2021). *Managing Innovation: Integrating Technological, Market and Organizational Change* (7th ed.). Wiley.
2. Luchs, M. G., Brower, J., & Nix, S. J. (2023). *Design Thinking* (2nd ed.). SAGE Publications.
3. Plattner, H., Meinel, C., & Leifer, L. (2021). *Design Thinking Research: Past, Present and Future* (Springer Series in Design and Innovation). Springer.

Course Details:

Unit No.	Unit Description
1	Introduction to Design Thinking and AI, Understanding the concept and evolution of Design Thinking; How AI is transforming the innovation process; Human-centered design vs. technology-driven design; Real-world examples of AI-enabled innovation.
2	Empathy – Understanding Users with AI, Importance of empathy in the design process; Using AI tools to collect and analyze user feedback; Sentiment analysis and behavior insights (non-technical overview); Creating user personas using data-driven insights.
3	Defining Problems Effectively, Problem framing and re-framing in design thinking; Using AI-powered insights to identify root problems; Mapping customer pain points and opportunities; Creating clear and actionable problem statements.
4	Ideation – Augmenting Creativity with AI, Brainstorming and ideation in the design thinking process; Leveraging AI tools for idea generation (e.g., ChatGPT, idea engines); Combining human creativity with machine intelligence; Evaluating and prioritizing ideas collaboratively.
5	Prototyping – From Concept to Experience, Role of prototyping in design thinking; Creating rapid prototypes using AI design tools (no coding required); Low-fidelity vs. high-fidelity prototypes; Storyboarding and journey mapping with AI support.
6	Testing and Iteration with AI Support, Importance of testing in innovation; AI-assisted user testing and feedback analysis; Rapid iteration using AI-generated suggestions; Continuous improvement mindset.
7	AI Tools for Design Thinking, Overview of popular AI tools for ideation, prototyping, and testing; How AI simplifies research, ideation, and visualization; Selecting the right tool for different stages of the design process; Ethical considerations and responsible use of AI tools.
8	Applying AI-Driven Design Thinking to Business, Identifying business challenges and opportunities; Using AI-driven design thinking for product development; Enhancing customer experience with AI insights; Real-world business applications and innovation strategies.
9	Presenting and Scaling AI-Driven Solutions, Structuring and communicating AI-driven design solutions; Using storytelling to pitch ideas effectively; Scaling solutions for larger business impact; Future trends in AI and design thinking.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	-	1	-	-	-	1	1	-	-	-	2	3
CO 2	3	1	1	1	-	-	2	2	1	1	-	1	2
CO 3	2	1	2	1	-	-	2	2	1	2	-	1	3
CO 4	2	1	2	2	-	-	2	2	1	1	-	2	3
CO 5	2	1	2	1	3	-	1	1	-	-	-	1	3
CO 6	2	2	3	3	2	1	2	1	1	1	1	3	3

Course Name: Big data for business

Course Code: OL BBA BA 320

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course introduces the fundamental concepts of Big Data, differentiating it from traditional data and emphasizing its strategic role in modern business decision-making. Students will learn about various data sources, the distinction between structured and unstructured data, and the role of data ecosystems. The curriculum covers the different types of Big Data analytics (descriptive, predictive, etc.), popular tools and platforms from a business perspective (e.g., Tableau, Power BI), and its applications in key functions like Marketing, Finance, and Operations. The course also includes vital topics on data visualization, storytelling, ethical considerations, and the future trends of Big Data and business innovation.

Course Objectives:

1. To introduce the concept of Big Data, its characteristics (the 5 Vs), and its growing importance in business decision-making and competitive advantage.
2. To familiarize students with the sources of business data (internal, external, IoT, social media) and the types of data (structured vs. unstructured).
3. To explain the linkage between Big Data, business strategy, and competitive advantage, focusing on data-driven growth and innovation.
4. To provide a non-technical overview of Big Data Analytics, distinguishing between descriptive, diagnostic, predictive, and prescriptive analytics.
5. To introduce popular Big Data tools and platforms (e.g., Tableau, Power BI) from a business perspective, emphasizing data visualization and storytelling for non-technical stakeholders.
6. To address the critical ethical, legal, and compliance aspects of Big Data, and discuss the future trends and skills required for a data-driven business professional.

Course Outcomes:

- CO1: Recall the five characteristics of Big Data (Volume, Velocity, Variety, Veracity, Value) and the four types of data analytics.
- CO2: Explain how Big Data differs from traditional data and articulate the difference between structured and unstructured data.
- CO3: Identify and apply Big Data concepts to drive growth in business functions such as targeted marketing, financial forecasting, and supply chain optimization.
- CO4: Analyze how companies leverage Big Data to achieve competitive advantage and strategically differentiate between various Big Data tools and platforms (e.g., Tableau, Power BI) for specific business needs.
- CO5: Evaluate data privacy, security, and compliance basics, and assess the responsible use of customer data in the context of global regulations (GDPR, Indian data laws).
- CO6: Develop and present a compelling data story using effective data visualization principles to communicate insights to non-technical stakeholders for better business outcomes.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Schmarzo, B. (2013). *Big Data: Understanding How Data Powers Big Business*. Wiley.
2. Shmueli, G., Patel, N. R., & Bruce, P. C. (2018). *Data Mining for Business Analytics: Concepts, Techniques, and Applications* (4th ed.). Wiley.
3. Taylor, J. (2018). *Decision Management Systems: A Practical Guide to Using Business Rules and Predictive Analytics*. Pearson FT Press.

Course Details:

Unit No.	Unit Description
1	Introduction to Big Data and Its Role in Business, Understanding Big Data – Concept and Characteristics (Volume, Velocity, Variety, Veracity, Value); How Big Data is Different from Traditional Data; Importance of Big Data in Business Decision-Making; Real-world Examples of Big Data Applications.
2	Sources and Types of Business Data, Internal and External Data Sources; Structured vs. Unstructured Data; Social Media, IoT, and Customer Data; Data Ecosystems in Modern Organizations.
3	Big Data and Business Strategy, Linking Big Data to Business Goals and Competitive Advantage; How Companies Use Data to Drive Growth and Innovation; Data-Driven Decision Making in Marketing, Finance, and Operations; Strategic Advantages of Predictive Insights.
4	Big Data Analytics – Overview, Understanding Data Analytics (Descriptive, Diagnostic, Predictive, Prescriptive); How Big Data Analytics Works (Non-technical Overview); Role of Analytics in Business Intelligence; Examples of Data-Driven Business Outcomes.
5	Big Data Tools and Platforms – Business Perspective, Introduction to Common Big Data Tools (Excel Power Query, Tableau, Power BI, Google BigQuery – overview only); How Businesses Use Dashboards and Visualization Tools; Cloud Platforms and Their Role in Big Data (Simple Overview); Choosing the Right Tool for Business Needs.
6	Big Data in Marketing, Finance, and Operations, Using Big Data for Targeted Marketing and Customer Insights; Applications in Financial Forecasting and Risk Management; Supply Chain Optimization Using Data Insights; Case Examples from Different Industries.
7	Data Visualization and Storytelling, Importance of Visualizing Data for Decision Making; Principles of Good Data Storytelling; Interpreting Dashboards and Reports; Presenting Insights to Non-Technical Stakeholders.
8	Ethical and Legal Aspects of Big Data, Data Privacy, Security, and Compliance Basics; Responsible Use of Customer Data; Ethical Decision-Making in a Data-Driven World; Global Regulations (GDPR – overview, Indian data laws).

9	Future of Big Data and Business Innovation, Trends Shaping the Future of Big Data (AI, Automation, Real-Time Data); Building a Data-Driven Culture in Organizations; How Startups and Big Firms Leverage Big Data Differently; Skills for the Future Business Professional in a Data-Driven Economy.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	1	-	-	1	1	2	2	1	1	1	2
CO 2	3	1	1	-	-	1	1	3	1	1	1	-	1
CO 3	2	2	3	1	1	1	2	2	2	1	2	2	2
CO 4	2	2	2	1	-	2	2	2	3	2	2	1	2
CO 5	2	2	2	1	3	1	1	2	1	1	1	-	2
CO 6	2	1	2	3	1	2	2	2	2	2	2	1	1

Course Name: Entrepreneurship Launchpad

Course Code: OL BBA ENT 304

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This practical, project-based course is designed to guide aspiring entrepreneurs through the process of launching a dropshipping venture. It covers fundamental elements of the dropshipping model, including niche selection, supplier identification, market research, and crafting a consumer persona. The course provides step-by-step instruction on setting up an online store using a platform like Shopify, incorporating project management via Notion for teamwork. A core focus is on the business and financial aspects, such as unit economics, logistics planning, and a range of marketing strategies, culminating in a final showcase and group presentation.

Course Objectives:

1. To introduce the core elements, business model, and ecosystem of dropshipping as a viable entrepreneurial venture.
2. To enable students to conduct effective market research, including niche selection, reliable supplier identification, consumer persona creation, and competition analysis.
3. To provide practical skills for setting up and structuring an online store, using platforms like Shopify and integrating essential applications.
4. To teach project management best practices for entrepreneurial teams, specifically utilizing 'Notion' for organizing workflows and responsibilities.
5. To instruct on the financial and logistical planning required for an e-commerce venture, covering unit economics, accounting, budgeting, logistics flow, and product return strategies.
6. To cover essential marketing strategies, including performance marketing, social media marketing, content marketing, email marketing, and offline sales networking, leading to a final business showcase.

Course Outcomes:

- CO1: Recall the key elements and business model of dropshipping and the core features of an online store platform like Shopify.
- CO2: Explain the importance of niche selection, supplier reliability, and competition analysis in the early stages of a dropshipping business.
- CO3: Apply project management principles using 'Notion' to organize team workflows, responsibilities, and tasks for the venture.
- CO4: Analyze the unit economics, accounting needs, and logistical flow (including product return strategy) for the chosen dropshipping product line.
- CO5: Evaluate the effectiveness of various marketing strategies, including performance marketing, social media/content marketing, and email marketing, for driving sales.
- CO6: Launch a basic dropshipping venture, complete with a structured online store, a functional team workplace, a comprehensive financial and logistics plan, and a final showcase presentation.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Barringer, B. R., & Ireland, R. D. (2025). *Entrepreneurship: Successfully Launching New Ventures* (7th ed.). Pearson.
2. Blank, S., & Dorf, B. (2020). *The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company*. Wiley.
3. Osterwalder, A., & Pigneur, Y. (2021). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Wiley.

Course Details:

Unit No.	Unit Description
1	Introduction to Dropshipping , Introduction to key elements of dropshipping; Understanding the business model and ecosystem.
2	Niche Selection, Suppliers & Market Research , Choosing the correct niche; Identifying reliable suppliers; Crafting a consumer persona; Competition analysis.
3	Store Setup Fundamentals, Introduction to setting up an online store for dropshipping; Choosing the right platform.
4	Shopify Store Setup, Step-by-step Shopify setup; Store structure and essential integrations.
5	Project Management with Notion, Creating a team workplace on 'Notion' for the group; Organizing workflows and responsibilities.
6	Financial Planning and Logistics Flow, Unit economics, accounting and budgeting for the chosen product line; Mapping the logistics flow and product return strategy.
7	Performance and Social Media Marketing, Performance marketing strategies; Social media and content marketing.
8	Email Marketing & Offline Sales Networking, Email marketing strategies; Offline sales networking techniques.
9	Final Showcase and Presentation, Pre-showcase promotion tactics; Final showcase and group presentation.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	2	-	-	-	1	-	-	-	2	3	1
CO 2	2	2	2	1	-	-	2	-	1	-	2	3	-
CO 3	2	-	3	1	-	-	-	-	-	-	1	3	1
CO 4	2	1	2	1	1	2	-	-	1	-	3	3	-
CO 5	2	1	2	1	-	1	3	-	1	-	-	3	-
CO 6	2	2	3	3	1	2	2	-	1	-	2	3	1

Course Name: Innovation in Family Managed Businesses

Course Code: OL BBA ENT 306

Credits: 3

Teaching Scheme			Evaluation Scheme (100 Marks)	
Classroom Session (Online)	Practical / Group Work	Tutorials	Internal Assessment (IA)	Term End Examination
9+1 = 10 Sessions	-	-	30% (30 Marks)	70% (70 Marks)
Assessment Pattern:	Internal		Term End Examination	
	Assessment I	Assessment II		
Marks	15	15	70	
Type	MCQ	MCQ	MCQ – 49 Marks, Descriptive questions – 21 Marks (7 Marks * 3 Questions)	

Course Description:

This course focuses on the unique challenges and opportunities of innovation within the context of Family Managed Businesses (FMBs). It starts by defining FMBs, their characteristics, types, pros, and cons. The central theme is positioning innovation as a strategic imperative, balancing it with the preservation of core family values and cultural continuity. The curriculum explores specific areas of innovation—product, service, marketing, and branding—and delves into strategies for managing technological disruption and fostering an innovation culture. The course concludes by examining the critical role of business leadership in driving innovation and the integration of Corporate Social Responsibility (CSR) and sustainability practices.

Course Objectives:

1. To introduce the definition, key characteristics, types, and strategic advantages and disadvantages of Family Managed Businesses (FMBs).
2. To establish the critical importance of innovation as a strategic imperative for FMBs, considering the associated benefits and challenges.
3. To teach students how to design an effective innovation strategy that is properly aligned with broader family business goals.
4. To analyze the complex relationship between managing innovation, preserving family values, and navigating cultural continuity and change.
5. To explore specific domains of innovation, including developing innovative products, services, marketing strategies, and branding concepts, leveraging customer feedback.
6. To examine the role of business leadership in fostering an innovative culture, managing technological disruption, and driving innovation in CSR and sustainability practices.

Course Outcomes:

- CO1: Recall the definition and key characteristics of a Family Managed Business and the pros and cons associated with this structure.
- CO2: Explain why innovation is a strategic imperative for FMBs and articulate the challenges it presents within a family business context.
- CO3: Apply techniques for fostering innovation and for managing the impact of technology disruption within a family-managed firm.
- CO4: Analyze how to design an innovation strategy and align it with the specific, long-term goals and values of the family business.
- CO5: Evaluate the success of product/service innovation strategies based on the role of customer feedback and assess the critical role of business leadership in driving innovation.
- CO6: Develop a cohesive strategy for a family business that successfully balances technological innovation with the preservation of its core family values and cultural continuity.

Pedagogy: Online Class, Discussion Forum, Case Studies, Quiz etc

Textbook: Self Learning Material (SLM) From Atlas SkillTech University

Reference Book:

1. Tidd, J., & Bessant, J. R. (2021). *Managing Innovation: Integrating Technological, Market and Organizational Change* (7th ed.). Wiley.
2. Koiranen, M., Nordqvist, M., & Fitzgerald, M. (Eds.). (2020). *Handbook of Family Business: Research and Global Practice*. Edward Elgar Publishing.
3. De Massis, A., Rondi, E., & Appleton, S. W. (2022). *Innovation in Family Business*. Oxford University Press.

Course Details:

Unit No.	Unit Description
1	Introduction to Family Managed Businesses, What is a family managed business? Key characteristics and defining features.
2	Types and Strategic Advantages of Family Businesses, Types of family managed businesses; Pros and cons of family managed businesses.
3	Innovation as a Strategic Imperative, Understanding the importance of innovation; Benefits and challenges in family business context.
4	Developing an Innovation Strategy, How to design an innovation strategy; Aligning innovation strategy with family business goals.
5	Balancing Innovation and Family Values, Relationship between managing innovation and preserving family values; Cultural continuity and change.
6	Product and Service Innovation, Understanding innovations in developing innovative products and services; Role of customer feedback in product innovation.
7	Marketing and Branding Innovation, Leveraging innovative marketing strategies; Comprehending branding innovations.
8	Managing Disruption and Fostering Innovation, The role of technology disruption in family business; Techniques for fostering innovations.
9	Leadership and CSR Innovation, Role of business leadership in driving innovation; Innovation in CSR and sustainability practices.

POCO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO 1	3	1	2	-	-	-	-	-	-	1	-	2	-
CO 2	2	2	3	1	1	-	1	-	-	1	1	3	1
CO 3	2	1	3	1	1	-	1	-	-	1	1	3	2
CO 4	2	2	3	1	2	-	1	-	-	1	1	3	1
CO 5	2	2	3	1	-	-	2	-	-	-	-	2	-
CO 6	2	2	3	2	2	-	1	-	-	1	1	3	2

Annexure 2

Staff Details as per UGC Norms September 2020

Subject: Constitution of Centre for Distance and Online Education (CDOE) of ATLAS SKILLTECH UNIVERSITY

Order issued - As approved by the Governing Body in meeting dated 6th August 2024

Date: 12.08.2024

Constitution of Centre for Distance and Online Education (CDOE)

Sr. No.	Designation	No. of Positions
1.	Centre for Distance and Online Education -Director	1
2.	Deputy Director (e- learning & Technical)	1
3.	Assistant Director	1
4.	Programme Coordinator	1 per program
5.	Course Coordinator	1 per Course
6.	Course Mentor	1/250 students
7.	Examiners/Evaluators	1 per Course
8.	Faculty	4
9.	Academic Counsellor	1
10.	Deputy Registrar	1
11.	Assistant Registrar	1
12.	Section Officer	1
13.	Assistants	3
14.	Computer Operators	2
15.	Multi-Tasking Staff	2
16.	Technical Manager (e-Learning and Technical)	1
17.	Technical Manager (Production)	2
18.	Technical Associate (Audio-Video Recording & Editing)	1
19.	Technical Assistants (Audio-Video Recording)	1
20.	Technical Assistants (Audio-Video Editing)	1
21.	Technical Manager (LMS & Data Management)	1
22.	Technical Assistants (LMS & Data Management)	2
23.	Technical Manager (Admission, Examination & Result Processing)	1
24.	Technical Assistants (Admission, Examination & Result Processing)	2

Please Note:

For ATLAS SKILLTECH UNIVERSITY Coordinators, Course Mentors, and Examiners/Evaluators appointed under CDOE shall be considered as part of this constitution.

Director of CDOE

ATLAS SKILLTECH UNIVERSITY
Equinox Business Park, Off Bandra-Kurla Complex,
LBS Marg, Kurla West, Mumbai – 400 070
www.atlasuniversity.edu.in

REGISTRAR
ATLAS SKILLTECH UNIVERSITY

Established vide Maharashtra Act No. XV of 2021 by the Government of...

273

Terms of reference:

- The CDOE shall discharge functions as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.
- The quorum for the meeting shall be two-thirds of the total number of members.
- The agenda, minutes, and Action Taken Reports shall be documented and maintained.
- The committee may invite additional members or experts as and when needed.

Orders of Composition of the Centre for Distance and Online Education (CDOE) to be issued accordingly.

FOR ATLAS SKILLTECH UNIVERSITY,

Dr. Rajan Welukar
Vice Chancellor
ATLAS SKILLTECH UNIVERSITY

To:

1. Office of the Registrar – For necessary action
2. Office of Chancellor, Pro Chancellor and Pro Vice Chancellors – For Information

For ATLAS SKILLTECH UNIVERSITY

Director of CDC

REGISTRAR
ATLAS SKILLTECH UNIVERSITY

Subject: Composition of Centre for Distance and Online Education (CDOE) of ATLAS SKILLTECH UNIVERSITY

Order issued - As approved by the Vice Chancellor of the ATLAS SKILLTECH UNIVERSITY

Date: 16-08-2024

Centre for Distance and Online Education (CDOE)

Sr. No.	Name	Position in the Centre
1.	Dr. Deepak Gupta	Centre for Distance and Online Education -Director
2.	Dr. Shashikant Patil	Deputy Director (e- learning & Technical)
3.	Dr. Ameya Ambulkar	Assistant Director
4.	Dr. Vinod Nair	Programme Coordinator
5.	Dr. Jyoti Kappal	Programme Coordinator
6.	Dr. Tapish Panwar	Dedicated Full-Time Faculty
7.	Dr. Poonam Singh	Dedicated Full-Time Faculty
8.	Dr. Naresh Kaushik	Dedicated Full-Time Faculty
9.	Dr. Shilpa Verma	Dedicated Full-Time Faculty
10.	Dr. Mohit Kelkar	Academic Counsellor
11.	Ms. Neelima Deshpande Vinod	Deputy Registrar
12.	Mr. Sagar Bandal	Assistant Registrar
13.	Mr. Ritesh Acharekar	Section Officer
14.	Ms. Nikita Penkar	Assistant
15.	Ms. Chhaya Gaikwad	Assistant
16.	Ms. Anjali Bhatia	Assistant
17.	Ms. Shruti Ravani	Computer Operator
18.	Ms. Asha Uchil	Computer Operator
19.	Ms. Swati Khanna	Multi-Tasking Staff
20.	Mr. Sushant Amin	Multi-Tasking Staff
21.	Mr. Imran Kapadia	Technical Manager (e-Learning and Technical)
22.	Mr. Prashant Nair	Technical Manager (Production)
23.	Mr. Sarur Gaikwad	Technical Associate (Audio-Video Recording & Editing)
24.	Mr. Harshit Raichura	Technical Assistant (Audio-Video Recording & Editing)

For ATLAS SKILLTECH UNIVERSITY

Director of CDOE

REGISTRAR

ATLAS SKILLTECH UNIVERSITY

25.	Mr. Dipesh More	Technical Assistant (Audio-Video Recording & Editing)
26.	Ms. Jyoti Nathani	Technical Manager (LMS & Data Management)
27.	Mr. Atul Bobade	Technical Assistant (LMS & Data Management)
28.	Ms. Rashmi Ambre	Technical Assistant (LMS & Data Management)
29.	Ms. Reshma Chaugule	Technical Manager (Admission, Examination & Result Processing)
30.	Mr. Nikhil Farakate	Technical Assistant (Admission, Examination & Result Processing)
31.	Ms. Neha Halwai	Technical Assistant (Admission, Examination & Result Processing)

Please Note:

Faculty members, Course Coordinators, Course Mentors, and Examiners/Evaluators appointed under CDOE shall be considered as part of this composition.

Terms of reference:

- The term of the Centre for Distance and Online Education shall be for two years.
- The CDOE shall discharge functions as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.
- The quorum for the meeting shall be two-thirds of the total number of members.
- The agenda, minutes, and Action Taken Reports shall be documented and maintained.
- The committee may invite additional members or experts as and when needed.

FOR ATLAS SKILLTECH UNIVERSITY,

Dr. Parag Amin
Registrar
ATLAS SKILLTECH UNIVERSITY

To: All the members of Centre for Distance and Online Education (CDOE)

For ATLAS SKILLTECH UNIVERSITY

Director of CDOE

REGISTRAR
ATLAS SKILLTECH UNIVERSITY

Subject: Constitution of Centre for Internal Quality Assurance (CIQA) of ATLAS SKILLTECH UNIVERSITY

Order issued - As approved by the Governing Body in meeting dated 6th August 2024

Date: 12.08.2024

Constitution of Centre for Internal Quality Assurance (CIQA)

Chairperson:	Vice Chancellor of the University
Members:	Three senior teachers of Higher Educational Institution to be nominated by Vice Chancellor;
	Head of three Departments or School of Studies offering recognized programmes in Open and Distance Learning and Online mode to be nominated by Vice Chancellor;
	Two external experts of Open and Distance Learning and/or Online education;
	Officials from the Administration and Finance departments of the Higher Educational Institution
Member Secretary:	Director, Centre for Internal Quality Assurance

Terms of reference:

- The term of the Centre for Internal Quality Assurance shall be for two years.
- Centre for Internal Quality Assurance Committee shall perform functions approved by the Governing Body in accordance with the UGC (Open and Distance Learning Programmes & Online Programmes) Regulations, 2020.
- The committee of Centre for Internal Quality Assurance shall meet at least once in a semester.
- The quorum for the meeting shall be two-third of the total number of members with mandatory presence of one external expert.
- The agenda, minutes and Action Taken Reports are to be documented and maintained.
- The committee may invite members as and when needed.

Orders of Composition of the Centre for Internal Quality Assurance to be issued accordingly.

FOR ATLAS SKILLTECH UNIVERSITY,

Dr. Rajan Welukar
Vice Chancellor
ATLAS SKILLTECH UNIVERSITY

To:
1. Office of the Registrar – For necessary action
2. Office of Chancellor, Pro Chancellor and Pro Vice Chancellors – For information
3. Director, CDOE

For ATLAS SKILLTECH UNIVERSITY

REGISTRAR
ATLAS SKILLTECH UNIVERSITY

Director of CDOE

ATLAS SKILLTECH UNIVERSITY
Tower 1 – Equinox Business Park, Off Bandra-Kurla Complex (BKC),
LBS Marg, Kurla West, Mumbai – 400 070
www.atlasuniversity.edu.in

Established vide Maharashtra Act No. XV of 2021 by the Government of Maharashtra

Subject: Composition of Centre for Internal Quality Assurance (CIQA) of ATLAS SKILLTECH UNIVERSITY

Order issued - As approved by the Vice Chancellor of the ATLAS SKILLTECH UNIVERSITY

Date: 16-08-2024

Centre for Internal Quality Assurance (CIQA)

Sr. No.	Name	Position in Committee
1.	Dr. Rajan Welukar	Vice Chancellor-Chairperson
2.	Dr. Kajal Chheda	Three senior teachers of Higher Educational Institution to be nominated by Vice Chancellor
3.	Dr. Zuleika Homavazir	
4.	Dr. Varsha Agarwal	
5.	Dr. Priya Harikumar	Head of three Departments
6.	Dr. Simarjeet Makkar	
7.	Prof. Bineet Desai	
8.	Dr. Mandar Bhanushe	Two external experts of Open and Distance Learning and/or Online education
9.	Dr. Mangesh Kadam	
10.	Prof. Heena Thakkar	Officials from the Administration and Finance departments of the Higher Educational Institution
11.	Mr. Subodh Khanna	
12.	Dr. Debashish Ray	
13.	Dr. Anand Kopare	Member Secretary - Director, Centre for Internal Quality Assurance

Terms of reference:

- The term of the Centre for Internal Quality Assurance shall be for two years.
- Centre for Internal Quality Assurance Committee shall perform functions approved by the Governing Body in accordance with the UGC (Open and Distance Learning Programmes & Online Programmes) Regulations, 2020.
- The committee of Centre for Internal Quality Assurance shall meet at least once in a semester.
- The quorum for the meeting shall be two-third of the total number of members with mandatory presence of one external expert.
- The agenda, minutes and action taken reports for every meeting shall be documented and maintained.
- The committee may invite members as and when needed.

FOR ATLAS SKILLTECH UNIVERSITY,
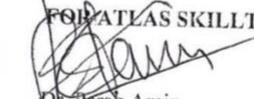
Dr. Parag Amin
Registrar
ATLAS SKILLTECH UNIVERSITY

REGISTRAR
ATLAS SKILLTECH UNIVERSITY

For ATLAS SKILLTECH UNIVERSITY Internal Quality Assurance (CIQA)
CC: Office of Office of Chancellor, Pro Chancellor and Pro Vice-Chancellors, Director- CDOE – For Information
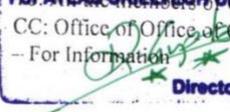
Director of CDOE

Subject: Composition of Content Review Committee (CRC) of ATLAS SKILLTECH UNIVERSITY

Order issued – As approved in the meeting of Centre for Internal Quality Assurance dated 6th September 2024

Date: 08.09.2024

Composition of Content Review Committee (CRC)

Sr. No.	Designation	Position in the Committee
1	Dr. Deepak Gupta	Chairperson
2	Dr. Anand Kopare	Director, Centre for Internal Quality Assurance
3	Dr. Mandar Bhanushe	External Expert
4	Prof. Bineet Desai	Member
5	Dr. Shashikant Patil	Member
6	Dr. Simarjeet Makkar	Member
7	Dr. Naresh Kaushik	Member
8	Dr. Kajal Chheda	Member
9	Dr. Vinod Nair	Member
11	Dr. Pooja Grover	Member
12	Dr. Jyoti Kappal	Member
10	Dr. Poonam Singh	Member Secretary

Terms of Reference:

- The Committee shall be responsible for the drafting and implementing of the Policy on Development of Self Learning Material.
- The Committee shall ensure that all programme content complies with the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020
- The Committee shall conduct periodic reviews of the of the Content developed for Online Programme
- The Committee shall maintain records of the agenda, minutes and action taken reports of every meeting.

For ATLAS SKILLTECH UNIVERSITY

Director of CDOE

REGISTRAR
ATLAS SKILLTECH UNIVERSITY

ATLAS SKILLTECH UNIVERSITY
Tower 1 – Equinox Business Park, Off Bandra-Kurla Complex (BKC),
LBS Marg, Kurla West, Mumbai – 400 070
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- The Committee shall recommend corrective actions in case of non-compliance or gaps identified during reviews, in line with Regulation 10(1)(h) (monitoring and corrective actions).
- The Committee shall meet at least once every semester or more frequently as required.
- The Quorum shall be two-thirds of the total members.
- The Committee may invite other domain experts/resource persons as and when necessary as special invitee.

Order of composition to be issued accordingly.

FOR ATLAS SKILLTECH UNIVERSITY

Dr. Rajan Welukar
Vice Chancellor
ATLAS SKILLTECH UNIVERSITY

To: Office of the Registrar
CC: Director – CDOE, Chairperson - CIQA, Director- CIQA , Office of Chancellor, Pro-Chancellor and Pro Vice-Chancellors – For information

For ATLAS SKILLTECH UNIVERSITY

Director of CDOE

REGISTRAR

ATLAS SKILLTECH UNIVERSITY

ATLAS SKILLTECH UNIVERSITY
Tower 1 – Equinox Business Park, Off Bandra-Kurla Complex (BKC),
LBS Marg, Kurla West, Mumbai – 400 070
www.atlasuniversity.edu.in

Established vide Maharashtra Act No. XV of 2021 by the Government of Maharashtra

280

Centre for Distance and Online Education (CDOE)
Designation & Responsibilities

Sr. No.	Designation
1.	Centre for Distance and Online Education -Director
2.	Deputy Director (e- learning & Technical)
3.	Assistant Director
4.	Programme Coordinator
5.	Course Coordinator
6.	Course Mentor
7.	Examiners/Evaluators
8.	Faculty Members
9.	Academic Counsellor
10.	Deputy Registrar
11.	Assistant Registrar
12.	Section Officer
13.	Assistants
14.	Computer Operators
15.	Multi-Tasking Staff
16.	Technical Manager (e-Learning and Technical)
17.	Technical Manager (Production)
18.	Technical Associate (Audio-Video Recording & Editing)
19.	Technical Assistants (Audio-Video Recording)
20.	Technical Assistants (Audio-Video Editing)
21.	Technical Manager (LMS & Data Management)
22.	Technical Assistants (LMS & Data Management)
23.	Technical Manager (Admission, Examination & Result Processing)
24.	Technical Assistants (Admission, Examination & Result Processing)

1. CDOE Team

1.1. Director, Centre for Distance and Online Education

Core Responsibility: To provide unified academic and administrative leadership for the CDOE, ensuring all ODL and online programmes are planned, implemented, and monitored in strict adherence to the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

Key Responsibilities

1. Strategic and Operational Planning: Develop and execute the CDOE's strategic plan, aligning it with the HEI's mission and the UGC's regulatory framework. The Director is the single point of accountability for all CDOE functions.
2. Resource and Systems Management: Secure adequate resources and ensure all academic, technical, and administrative systems are established, maintained, and function effectively.
3. Regulatory Compliance and Governance: Ensure 100% adherence to all provisions and ensuring all mandatory disclosures are made on the HEI website.
4. Quality Assurance and CIQA Coordination: Take ultimate responsibility for the quality of all programmes, working directly with the Centre for Internal Quality Assurance (CIQA) to implement recommendations and conduct internal audits.
5. Internal Team Leadership: Lead, manage, and coordinate the entire CDOE staff across its academic, technical, and administrative divisions, fostering a culture of quality and compliance.
6. HEI Liaison and Integration: Act as the primary liaison between the CDOE and the HEI's senior management (e.g., Vice-Chancellor, Registrar), as well as other statutory academic bodies, to ensure the seamless integration of online education.

1.2. Deputy Director (e-Learning and Technical), Centre for Distance and Online Education

Core Responsibility: To serve as the primary e-learning and technical expert for the CDOE, managing the development of all e-content and the operation of the Learning Management System (LMS), and translating the Director's academic vision into a functional and pedagogically sound technical reality.

Key Responsibilities

1. E-Learning Module Coordination: Provide "technical coordination for modules development" by supervising the Technical Manager (Production) and the production team.
2. Pedagogical Content Adherence: Ensure all e-content (video, e-text, interactive elements) adheres to the "four-quadrant approach".
3. LMS Management Oversight: Oversee the management of the CDOE's "Learning Management System (LMS)", supervising the Technical Manager (LMS & Data Management).

4. Platform Integrity and Security: Ensure the LMS platform is robust, secure, and capable of supporting all required functions from content delivery to assessment and analytics.
5. Technical Team Leadership: Provide day-to-day leadership and technical guidance for all technical teams, including e-content production, LMS management, and operations technology.
6. Staff Professional Development: Manage the professional development and training for all technical staff to keep their skills current with emerging e-learning technologies and standards.

1.3. Assistant Director, Centre for Distance and Online Education

Core Responsibility: To act as the primary liaison and coordinator with all internal academic departments and Schools of Studies, managing the administrative and approval processes for launching and maintaining online programmes.

Key Responsibilities

1. Academic Department Coordination: Serve as the main administrative point of contact for Heads of Departments and faculty involved in CDOE programmes.
2. Faculty and Resource Planning: Manage the scheduling, communication, and resource planning required to engage faculty as Programme Coordinators and Course Coordinators for CDOE activities.
3. New Programme Launch : Administratively manage the development and submission of the Programme Project Report (PPR) for every new programme.
4. Approval Process Navigation: Shepherd PPRs and other programme-related documentation through all internal HEI statutory bodies and manage the subsequent external approval process.
5. Administrative and Academic Reporting: Support the Director by preparing reports on programme status, enrolment trends, and the status of coordination with various academic departments.
6. Central Communication Point: Act as the central administrative hub for all communication, scheduling, and resource planning between the CDOE and the internal academic Schools of Studies.

2. Academic, Instructional, and Learner Support Services

2.1. Programme Coordinator

Core Responsibility: To hold overall academic responsibility for a specific, entire programme coordinating all aspects of its development, delivery, and assessment to ensure its academic integrity and quality.

Key Responsibilities

1. Programme-Level Academic Ownership: Act as the single academic lead and point of responsibility for the entire online programme.

2. Faculty Coordination: Coordinate the individual Course Coordinators within that programme to ensure the curriculum is coherent, integrated, and meets the stated learning outcomes.
3. Programme Development and PPR: Lead the academic team in the development of the Programme Project Report (PPR).
4. Curriculum Design and Coherence: Define the programme's structure, overall curriculum, and learning outcomes, and steer it through academic councils.
5. Programme Quality Assurance: Hold ultimate responsibility for the quality of the programme's delivery and review programme-level learner feedback and performance analytics.
6. Assessment Oversight: Ratify the assessment strategies proposed by Course Coordinators and review programme-level results to ensure fairness and integrity of its assessments.

2.2. Course Coordinators

Core Responsibility: To serve as the designated Subject Matter Expert (SME) for a specific course (e.g., "Microeconomics I"), responsible for coordinating its e-content development, actively participating in its delivery, and managing its assessment.

Key Responsibilities

1. Subject Matter Expertise: Act as the primary SME for the e-content production team.
2. E-Content Development: Write scripts, review videos, provide materials, and work with the production team to create all e-content for the course.
3. Content Quality Sign-off: Formally sign off on all "four quadrants" of content for their specific course, ensuring it meets the quality standards.
4. Academic Delivery and Learner Interaction: The Course Coordinator is personally responsible for managing the Quadrant-III "Discussion forum for raising of doubts".
5. Doubt Resolution: Ensure that doubts raised in the discussion forum are clarified on a real-time basis.
6. Course-Level Assessment: Develop all course-specific assessment tools, including formative quizzes, assignments, and questions for the summative end-semester examination.

2.3. Course Mentor

Core Responsibility: To support the Programme/Course Coordinator in facilitating academic engagement, mentoring learners, managing virtual interaction groups, and ensuring effective learner support throughout the course lifecycle.

Key Responsibilities

1. Learner Academic Support: Serve as the first point of contact for learners in the assigned batch for academic guidance, clarification, and motivation. Monitor learner progress, provide feedback on participation and performance, and ensure timely academic intervention when required.

2. Virtual Interaction Management: Facilitate and moderate virtual teacher-learner interaction groups (e.g., discussion forums, live sessions, or group chats). Encourage active participation, foster peer learning, and maintain academic decorum in all online engagements.

3. Coordination with Course Coordinator: Work closely with the Course Coordinator to align learner interactions with the course objectives and content delivery. Share periodic reports on learner engagement, performance trends, and feedback for continuous improvement.

4. Assessment Facilitation: Assist in administering formative and summative assessments by clarifying guidelines, resolving learner doubts, and ensuring academic integrity. Support the Course Coordinator in collecting learner feedback and post-assessment reflections for course enhancement.

5. Academic Counselling and Mentorship: Provide academic counselling to learners facing difficulties in understanding course content or managing workload. Motivate learners to complete course requirements within timelines and support them in developing effective learning strategies.

6. Monitoring and Reporting: Track learner participation, attendance in virtual sessions, and progress in assignments or quizzes. Submit regular progress updates and learner engagement reports to the Programme/Course Coordinator.

7. Quality and Compliance: Ensure that all academic interactions and mentoring activities comply with guidelines. Maintain confidentiality, professionalism, and academic standards in all learner engagements.

2.4. Examiners

Core Responsibility: To ensure the fair, credible, timely, and rigorous assessment of learner performance in accordance with the HEI's evaluation policies and UGC regulations.

Key Responsibilities

1. Timely Evaluation: Conduct timely evaluation of all assigned learner assessments within the defined turnaround times.

2. Impartial Assessment: Ensure all evaluations are impartial, fair, and free from bias, based purely on the learner's performance.

3. Rubric Adherence: Conduct all evaluations according to the provided rubrics and grading guidelines to ensure consistency and fairness.

4. Assessment Integrity and Confidentiality: Maintain strict confidentiality of all assessment materials, learner submissions, and results.

5. Proctoring and Security Protocol Adherence: Adhere to all institutional protocols for the secure proctored examination system.

6. Feedback Quality: Where required by the assessment design, provide clear, constructive, and relevant feedback to learners on their performance.

2.5. Faculty

Core Responsibility: To design, deliver, and assess academic content in alignment with the curriculum and quality standards of the online programme, ensuring learner engagement, academic rigor, and continuous support through digital platforms.

Key Responsibilities:

1. Course Design and Planning: Develop detailed course outlines, lesson plans, and weekly learning objectives aligned with the approved syllabus. Ensure that course content adheres to institutional and UGC quality standards for online education.]

2. E-Content Development: Collaborate with Course Coordinators, Technical Teams, and Instructional Designers to develop e-learning content, including lecture videos, reading materials, case studies, and self-learning resources across the four quadrants.

3. Academic Delivery: Conduct live and recorded sessions as per the academic schedule. Use technology-enabled pedagogies such as interactive presentations, case-based discussions, and real-world examples to enhance learner engagement.

4. Learner Interaction and Mentorship: Actively participate in online discussion forums, address learner queries, and provide academic guidance in a timely manner. Foster a supportive and inclusive online learning environment that promotes collaboration and participation.

5. Assessment and Evaluation: Design formative and summative assessments such as quizzes, assignments, and case analyses. Evaluate learner submissions objectively, provide constructive feedback, and maintain transparency and academic integrity in grading.

6. Feedback and Continuous Improvement: Collect and review learner feedback on course content, teaching effectiveness, and learning experience. Use insights from feedback and analytics to continuously improve content and delivery methods.

7. Research and Academic Contribution: Engage in scholarly activities relevant to the course domain, including research, publication, and participation in professional development related to digital pedagogy and online teaching methodologies.

8. Coordination and Collaboration: Work closely with Course Mentors, Programme Coordinators, and Technical Teams to ensure smooth delivery of courses and resolution of academic or technical issues faced by learners.

9. Administrative and Reporting Responsibilities: Maintain attendance and participation records, assessment reports, and progress data as required by the online school's academic management system. Contribute to institutional reports, accreditation documentation, and quality audits when needed.

3. Administrative Operations and General Management

3.1. Deputy Registrar (CDOE)

Core Responsibility: To serve as the senior-most administrative officer of the CDOE, managing all non-academic staff and operations, ensuring the efficient and compliant execution of admissions, examinations, and learner record-keeping.

Key Responsibilities

1. Administrative Staff Management: Supervise the entire administrative unit, including the Assistant Registrar(s), Section Officer(s), and other support staff as per the hierarchy.
2. Oversight of Admissions: Manage the *administrative* processes of admissions, ensuring all requirements are met.
3. Oversight of Examinations: Oversee the *administrative* conduct of examinations, ensuring all logistics.
4. Learner Records Custodianship: Act as the custodian of all learner records, ensuring they are maintained and preserved for a minimum period of five years.
5. Administrative Compliance Management: Ensure all administrative processes are fully compliant with UGC regulations and internal policies.
6. Operational Efficiency: Continuously monitor and improve the efficiency, accuracy, and timeliness of all administrative workflows within the CDOE.

3.2. Assistant Registrar (CDOE)

Core Responsibility: To manage the day-to-day administrative functions of the CDOE, focusing on the end-to-end learner lifecycle processes from admission to certification.

Key Responsibilities

1. Admission Process Execution: Manage the operational processing of applications, verification of documents, and fee collection, ensuring full compliance with the transparent procedures outlined.
2. Fee Collection and Reconciliation: Oversee the operational collection of all fees and ensure daily/weekly reconciliation of payments received.
3. Examination Administration: Coordinate the *logistics* of examinations. This includes scheduling, managing examination centres, deploying observers, and preparing result notifications.
4. Result Notification: Manage the administrative process of preparing and publishing result notifications.
5. Learner Certification: Oversee the preparation and issuance of all degrees, diplomas, and mark sheets.
6. Certification Data Integrity: Critically ensure that every document (degrees, mark sheets) contains all information mandated by Regulations.

3.3. Section Officer

Core Responsibility: To supervise the day-to-day work of the clerical staff (Assistants, Computer Operators), ensuring efficient file management, correspondence, and processing of all administrative tasks.

Key Responsibilities

1. Supervision of Clerical Staff: Manage the day-to-day work of the Assistants and Computer Operators.
2. Workflow and Task Management: Manage the workflow and task allocation for the clerical team, ensuring accuracy and timeliness in all processing.
3. File and Record Management: Maintain the physical and digital file systems for all administrative, academic, and financial records of the CDOE.
4. Data and Processing Accuracy: Implement checks to ensure accuracy in all data entry and processing tasks performed by the clerical team.
5. Correspondence: Draft official correspondence on behalf of the CDOE's administrative unit.
6. Query Escalation Management: Act as the first point of escalation for complex administrative queries (internal and external) that the Assistants cannot resolve.

3.4. Assistants

Core Responsibility: To provide foundational clerical support for all functions of the CDOE, including data entry, file processing, and responding to routine learner and internal queries.

Key Responsibilities

1. Clerical Processing: Handle the primary paperwork for all learner lifecycle events, including processing admission forms and exam form registrations.
2. Document Generation: Generate standard letters, notices, and other routine documents as directed.
3. Data Entry: Accurately enter and update learner information in the administrative database (i.e. Student Information System).
4. Data Verification: Verify data from various sources to ensure learner records are complete and accurate.
5. Front-Line Support: Manage the CDOE helpdesk or counter, resolving basic administrative queries.
6. Query Escalation: Escalate complex issues to the Section Officer or, if academic, to the Academic Counsellors, in a timely and accurate manner.

3.5. Computer Operators

Core Responsibility: To provide specialized data entry and document processing support to the administrative team, ensuring speed and accuracy.

Key Responsibilities

1. Data Entry: Perform data entry tasks, such as transcribing lists or entering assessment marks provided by examiners.
2. Data Accuracy: Ensure a high degree of accuracy in all data entry, with minimal errors.
3. Digitization of Records: Perform high-volume scanning and digitization of application forms and other physical records.

4. Document Preparation: Prepare and format official documents, letters, notices, and reports as directed by the administrative officers.

5. Mail Merge and Bulk-Data Processing: Manage tasks like mail merges for admission letters or formatting large data reports.

6. Report Generation Support: Assist the administrative team by running pre-defined queries and generating standardized reports from the system.

3.6. Multi-Tasking Staff (MTS)

Core Responsibility: To provide essential logistical and office support to ensure a functional, clean, and efficient work environment for the CDOE staff and visitors.

Key Responsibilities

1. Document Movement: Manage all internal and external document movement.

2. Clerical and Logistical Support: Handle all photocopying, scanning, and filing of physical records as directed.

3. Record Retrieval: Assist the administrative team by retrieving physical files and records from storage.

4. Meeting and Office Setup: Assist in setting up for meetings, including the arrangement of rooms, equipment, and hospitality.

5. Office Supply Management: Monitor and manage the inventory of office supplies, reporting needs to the Section Officer.

6. Operational Support: Provide general logistical support to the team during peak activities like admissions or examinations.

4. Technical Infrastructure, Production, and Data Management

4.1. Technical Manager (e-Learning and Technical)

Core Responsibility: To oversee and manage the complete technical and e-learning infrastructure of the online programme, ensuring seamless operation of Learning Management Systems (LMS), e-content deployment, learner access, and technology-enabled delivery. The Technical Manager ensures that all digital platforms and tools function efficiently to support academic delivery, assessment, and learner engagement.

Key Responsibilities

1. LMS Administration and Management: Manage the Learning Management System (LMS), including user creation, course uploads, content scheduling, and learner access control. Ensure uninterrupted functioning of the LMS and timely resolution of technical issues faced by learners, faculty, or mentors.

2. E-Content Integration and Maintenance: Coordinate with Course Coordinators, Mentors, and the production team to upload, update, and maintain e-content across all four quadrants. Ensure all multimedia content is optimized for quality, accessibility, and device compatibility.

3. Technical Support and Troubleshooting: Provide timely technical assistance to learners, faculty, and mentors regarding LMS access, video streaming, login issues, and assessments. Maintain a helpdesk or ticketing system to document and resolve issues efficiently. Test and verify e-learning tools and platform updates regularly to ensure stability.

4. Data Management and Analytics: Generate and maintain analytics reports on learner engagement, course completion, and assessment performance. Share insights with Programme and Course Coordinators to support academic planning. Ensure data security, confidentiality, and compliance with institutional and UGC data protection standards.

5. Technology Upgradation and Innovation: Identify, evaluate, and implement emerging e-learning technologies that enhance teaching and learning effectiveness. Recommend and integrate new tools such as AI-driven analytics or interactive content systems to improve the learner experience.

6. Coordination and Training: Conduct orientation and training sessions for faculty, mentors, and learners on effective use of the LMS and e-learning tools. Coordinate with academic and administrative teams for smooth technical support during live sessions, webinars, and online examinations.

7. Compliance and Quality Assurance: Ensure that the e-learning systems, data management practices, and digital infrastructure comply with UGC (ODL/Online) Regulations and institutional quality benchmarks. Support internal audits, documentation, and review processes to maintain accreditation readiness.

4.2.1. Technical Manager (Production)

- Core Responsibility: To manage the entire e-content production pipeline, from pre-production (scheduling faculty, studio booking) to post-production (final output), ensuring all content is created on time, within budget, and to the required quality standards.
- Key Responsibilities
    1. Production Pipeline Management: Manage the end-to-end workflow of e-content creation, from pre-production scheduling to post-production and final output.
    2. Faculty (SME) Coordination: Coordinate studio booking and recording schedules with all Course Coordinators (SMEs) to ensure a smooth content development process.
    3. Team Supervision: Supervise the day-to-day work, scheduling, and output of the Technical Associates and Technical Assistants in the production team.
    4. Technical Quality Control: Ensure all audio/video output meets the technical standards as per UGC guideline (e.g., clear audio, correct graphics).
    5. Pedagogical Quality Control: Ensure content adheres to pedagogical standards, including "innovative presentation techniques."

6. Resource and Studio Management: Manage the scheduling and technical maintenance of all production resources, including studios, cameras, and editing software.

4.2.2. Technical Associate (Audio-Video Recording & Editing)
- Core Responsibility: To lead the hands-on production of high-quality audio and video content, handling complex recording, editing, and post-production tasks.
- Key Responsibilities
    1. Advanced Video Editing: Perform complex video editing, color correction, and audio mixing on all recorded footage to a high professional standard.
    2. Post-Production Effects: Integrate advanced graphics, animations, and simulations as required by the "four-quadrant approach."
    3. On-Set Technical Direction: Act as the lead technical expert on-set during recording sessions with faculty, ensuring optimal lighting, sound, and camera setup.
    4. On-Set Quality Assurance: Ensure all footage is captured correctly and is of high quality, minimizing the need for re-shoots.
    5. Mentorship: Guide and mentor the Technical Assistants in their recording and editing tasks.
    6. Final Output Management: Manage the final rendering, formatting, and file organization of all video content, preparing it for upload to the LMS.

4.2.3. Technical Assistants (Audio-Video Recording)
- Core Responsibility: To assist in the planning, setup, and execution of high-quality audio-video recording sessions for e-content creation, ensuring smooth coordination with faculty, production teams, and technical staff.

Key Responsibilities:

1. Studio Setup and Equipment Handling: Prepare the recording studio for each session, including lighting, sound setup, camera positioning, and background arrangements. Ensure that all recording equipment (cameras, microphones, lighting systems, teleprompters, etc.) are in working condition and calibrated before use.
2. Recording Operations: Manage the live recording of video lectures, demonstrations, and interviews, ensuring clarity in audio and video quality. Coordinate with faculty and the production team during shoots to maintain continuity, framing, and instructional focus.
3. Technical Maintenance: Regularly check, maintain, and troubleshoot studio equipment to prevent downtime. Report any technical issues to the Technical Manager and assist in preventive maintenance activities.
4. Coordination and Scheduling: Work closely with Course Coordinators and Technical Managers to schedule recording sessions, prepare equipment in advance, and ensure readiness for all planned recordings.

5. Data Management and Transfer: Ensure safe transfer, labeling, and storage of recorded raw video and audio files. Maintain organized digital archives for easy access by editors and content developers.
6. Quality Assurance and Safety: Monitor recording quality in real time and take corrective action when issues arise. Follow institutional safety and equipment handling protocols during recording sessions.

4.2.4. Technical Assistants (Audio-Video Editing)
- Core Responsibility: To manage the post-production process of e-learning video content, ensuring that all recorded materials are edited, enhanced, and finalized as per academic and technical quality standards.

Key Responsibilities:

1. Video Editing and Post-Production: Edit recorded lectures, interviews, and demonstrations to produce polished and engaging video content. Incorporate titles, graphics, transitions, background music, and captions in alignment with institutional e-learning standards.
2. Audio Enhancement and Synchronization: Clean and balance audio tracks to eliminate noise, synchronize sound with visuals, and ensure clarity in voice and instructional material.
3. Graphics and Multimedia Integration: Add animations, infographics, or on-screen text to enhance comprehension and learner engagement. Work with content teams to ensure accuracy of visuals and instructional flow.
4. File Management and Archiving: Organize, label, and store edited project files and final outputs systematically. Maintain backups of raw and edited media on secure institutional servers.
5. Coordination with Production and Academic Teams: Collaborate with the Technical Manager, Course Coordinators, and Content Developers to understand course requirements, editing timelines, and expected output formats.
6. Quality Assurance and Exporting: Review all final videos for technical and academic accuracy before submission. Export files in suitable formats for uploading to the LMS and other digital platforms.

4.3. Platform and Data Management Team

4.3.1. Technical Manager (LMS & Data Management)
- Core Responsibility: To ensure the 24/7 availability, functionality, security, and compliance of the Learning Management System (LMS) and its associated databases.
- Key Responsibilities
    1. LMS Administration: Manage all system-level configurations, updates, and integrations of the Learning Management System (LMS).
    2. Platform Uptime and Performance: Guarantee the LMS is operational, accessible, and high-performing 24/7 for all learners.

3. Data Management and Integrity: Ensure the integrity, accuracy, and proper storage of all learner data on the platform.
4. Data Security and Privacy: Implement and manage protocols to ensure the security and privacy of all learner data, in compliance with data protection norms and UGC requirements.
5. System Backups and Recovery: Manage all platform backups and disaster recovery plans to ensure business continuity.
6. Platform Compliance: Ensure the LMS (whether SWAYAM or non-SWAYAM) meets all technical requirements of Annexure IX, including user authentication, activity tracking, and analytical reporting.

4.3.2. Technical Assistants (LMS & Data Management)

- Core Responsibility: To provide daily operational support for the LMS, managing course content, user accounts, and generating data reports.
- Key Responsibilities
    1. Course Shell and Content Uploading: Create new course shells on the LMS, upload all "four quadrants" of content provided by the production team.
    2. Assessment Tool Configuration: Set up assessment tools (quizzes, assignment dropboxes) as specified by the Course Coordinators.
    3. User Enrollment and Management: Manage all user accounts, including the batch enrollment of learners, managing user permissions, and creating cohorts.
    4. LMS User Support: Provide Tier 2 technical support, troubleshooting user-side technical issues escalated from the Help Desk.
    5. Data Reporting: Generate and distribute regular reports on learner activity, engagement, and assessment results as required by the Director, Programme Coordinators, and CIQA.
    6. LMS Maintenance: Assist the manager in daily platform maintenance, checking for errors, broken links, and ensuring all content is displaying correctly.

4.4.1. Technical Manager (Admission, Examination & Result Processing)

- Core Responsibility: To own and manage the technology platforms for online admissions, secure proctored examinations, and result processing, ensuring 100% integrity, security, and reliability.
- Key Responsibilities
    1. Examination System Management: This is a high-stakes KRA. The Manager must manage the end-to-end proctored examination platform, ensuring it is fully reliable and secure.
    2. Exam Security and Compliance: Ensure the exam platform is fully compliant with Regulation 15 and the rigorous technical standards as per UGC Guidlines (e.g., secure browser, proctoring, CCTV recording, biometric authentication).
    3. Admission Portal Management: Ensure the 24/7 functionality, security, and user-friendliness of the online admission portal.

4. Portal Integration Management: Manage the technical integration of learner authentication (Aadhaar/Passport) and the digital payment gateway.
5. Secure Data Processing: Manage the secure, encrypted technical workflow for processing results, from receiving raw data from the exam platform to preparing it for declaration.
6. Platform Vendor Management: Act as the primary technical liaison with any external vendors providing the admission or examination platforms, ensuring service level agreements (SLAs) are met.

4.4.2. Technical Assistants (Admission, Examination & Result Processing)
- Core Responsibility: To provide daily operational support for the admission, examination, and result processing platforms.
- Key Responsibilities
    1. Admissions Backend Management: Technically manage the application backend, process verified applications, and prepare data for the enrollment systems.
    2. Fee Gateway Reconciliation: Assist in the daily technical reconciliation of the fee payment gateway, flagging any failed or pending transactions.
    3. Exam System Configuration: Set up examination schedules in the system, batch learners, and configure the proctoring rules for specific exams.
    4. Exam Credential Management: Generate and securely manage access credentials for learners for upcoming examinations.
    5. Result Data Processing: Securely handle and process the raw exam data, compile marks, and run validation checks.
    6. Result Data Preparation: Prepare the final compiled data for review and final declaration by the HEI's Controller of Examinations.

Annexure 3

Guidelines for Online Assessments

Online Remote Proctored Examinations

- Weightage for Online Proctored Examination would be 70%, while for Continuous Internal Assessment the weightage is 30%
- Examinations will be conducted tentatively in the month of December and June every year for respective batches. This is subject to UGC notification on every admission batch last date for enrolment. The final dates would be communicated to students well in advance.
- Students would be filling in the online exam form for the Slot Booking Process through the University website. The student selects the date, slot time and subject while filling in the online exam form.
- The Controller of Examination would publish the exam notification with the date for each Subject. The student can select the slot within the 3 online exam time slots each day to complete the said exams.
  - ➢ 10 am to 12 pm
  - ➢ 12.30 pm to 2.30 pm
  - ➢ 3 pm to 5 pm
- Remote Proctored Online Exams would be for 2 hours each subject, and it would be a mix of questions.
  - ➢ Objective Type Question – 49 MCQ with 1 mark each – Total 49 marks
  - ➢ Subjective Type 3 Questions x 7 marks each – Total 21 marks
  - ➢ Total Exam Scores - 70 Marks.
- Passing criteria for each course/subject is 40%.
- To appear for the examination student needs to complete all assignments as per last date provided by the university.
- The student can give backlog examination for previous semester/year if any, in the next exam cycle along with the fresh subjects of the subsequent semester/year.
- Exam Fees for First Attempt is included / paid during admission by the students.
- For Second Attempt Examination (Including for Absenteeism; if any) or Re-appearing for Examination; the applicable Online Exam Fees (Per Subject) would be required to be paid by students.
- Examination Fees are non-transferable and non-refundable and there would be no exceptions for the said examinations
- Students who have past due fees payments will not be allowed to give their examinations
- The results are declared within 30 days from date of last examination date of respective exam cycle.
- Mock examinations shall be conducted for fresh students giving their exams for the first time.

Pre - Examination Process timelines	
Notification for Online Exams	45 days before exam starts
Exam form live on website/examination portal	30 Days before exam starts the Exam Form is Live on website. (Form is live for 15 Days)
Readiness of Proctors and Evaluators	15 Days before exam starts
Last date for online exam form filling by the students	7 days before exam starts

Online Remote Examination Process:

- University Exam Team would be trained on the Online Exam Portal in advance
- University Faculty would submit MCQ Type around 300 Questions with Answer Key and around 80 to 100 Subjective Questions to the University Exam team in advance for system updates.
- The Exam Portal would randomly select the questions from the uploaded question bank and allocate the required count of questions to student for exam attempt.
- Randomization ensures that no 2 students are getting same series of questions in online exams.
- University Exam team Official would create the online test and upload the question bank in the Online Exam Portal.
- Approved Proctors and Evaluators would be trained on Online Remote Proctoring Portal before the examination.

Online Remote Proctored Exam Pattern:

- ➢ Objective Type Question – 49 MCQ with 1 mark each – Total 49 marks
- ➢ Subjective Type 3 Questions x 7 marks each – Total 21 marks
- ➢ Term-End Online Exam Scores - 70 Marks

- For Subjective Type Questions: Students can directly type in the Exam portal ; for subjects with graphs or language students can be asked to upload the answer sheet in the exam portal.
- Online Auto Proctor would be kept as automatic by default in the system; manual proctoring process would ensure all examination hygiene aspects are factored considering the security and exam sanctity.
- The list of approved proctors and evaluators would be trained in advance before the exams.
- Once each subject exam/test is configured in the Exam Portal, University Exam Team would give its readiness of exams for each semester> each subject for every batch.
- Exam Notification with Dates would be released by COE of the University providing the students sufficient time to book the exam slots.

- Student Can select the Subject, Date and Time within the Timelines Dates mentioned by COE.
- During Online Exam, the Exam Portal would randomly pick up questions and during exam display the same to students.
- Post exams – the MCQ based objective type of questions are evaluated by the system. The Exam Team officials would allocate the students to approved evaluators for evaluation subjective questions.
- University Exam Team official would work on result sheet by considering Internal scores and Online Exam scores for each student; the result sheet would be verified and approved by the Controller of Exams and then post other internal HEI approvals; the online result can be published.

Project Work, where applicable:

For programs having project work, students are required to submit a soft copy of the project undertaken.

- Soft Copies of the Project Report should be mailed to university and also upload it in LMS
- The project should be industry related topic selection as advised by the university.
- Refer the project guidelines as mentioned on the website.
- Project should be done by the student and must be original. Plagiarism will not be accepted

Instructions for Students for Online Remote Proctored Examinations:

Attend Mock Examination: It is recommended to all learners that they must attend the mock test prior to the actual examination. The mock test will help you familiarize yourself with the exam interface, check your device compatibility, and ensure that you understand the exam procedures. This step is crucial for a smooth and stress-free examination experience.

Laptop or Desktop Preparation: Please do not use your office laptop for the examination, as it may have a firewall or third-party antivirus software installed that could interfere with the exam software. Ensure that you use a personal laptop or desktop with an inbuilt webcam and microphone, updated Chrome or Firefox browsers, etc.

Internet Connectivity: Ensure you have a stable and high-speed internet connection throughout the duration of the exam. It is recommended to use a wired connection if possible to avoid connectivity issues. Also, avoid using the internet through smartphone hotspots since these do not provide stable internet connection.

Power Backup: Ensure you have a reliable power backup solution in place, such as a fully charged laptop battery or an uninterruptible power supply (UPS), to avoid disruptions during the exam due to power outages. This will help prevent any loss of progress or connectivity issues caused by unexpected power failures.

The minimum hardware, software and connectivity requirements for taking Exams through Online Proctored Examination Platform is provided below. Students should review the following requirements for your camera, operating system, upload/download speeds, RAM, ports, microphones and browsers. Also included is a list of technology not currently supported.

TYPE	MINIMUM	RECOMMENDED
Internet Connection	Wifi Connection	Wired Connection
PC Users	Windows 8 (Windows 10 S mode is not supported)	Windows 10 (10 S mode is not supported)
Mac Users	MacOS 10.13 (Oldest Still Maintained Version)	MacOS 10.15
CPU	more than 2 core CPU less than 85% CPU Usage	more than 4 core CPU less than 50% CPU Usage
Webcam	640x480 resolution	1280x720 resolution
Internet Download Speed	1 Mbps	12 Mbps
Internet Upload Speed	1 Mbps	3 Mbps
RAM	4 GB less than 90% Ram Usage	16 GB less than 70% Usage
Connectivity Ports	1935, 843, 80, 443, 61613, UDP/TCP	1935, 843, 80, 443, 61613, UDP/TCP
Screen Resolution	1366 x 768	1920 x 1080 and above
Chromebook Users (Only for Automated Proctoring. Is not Supported for Live Proctoring)	Chrome device is running the latest version of Chrome OS.	Chrome device is running the latest version of Chrome OS.

1.1   Additional Requirements:
- A functioning microphone (some web cameras have them built-in); microphone should not be part of headphones
- Headphones are generally not permitted, check with your testing organization to determine if headphones are permitted
- A compatible browser: Google Chrome (preferred) or Mozilla Firefox
- Webcam and microphone (built-in or external) – test your webcam at https://webcamtests.com/
- Connection to network with sufficient internet speed: at least 1 Mbps download speed and 1 Mbps upload – test internet speed at www.speedtest.net

1.2   Not Supported:
- Microsoft Edge browser
- Google Chromebooks (for Live Proctoring only)
- Tablets (Nexus, iPad, Tab, Note, etc.)
- Smartphones
- Linux operating systems
- Windows 10 in S mode or Surface RT
- Connecting from within a virtual machine. You will be asked to reconnect using your host operating system to take your exam
- Apple Boot Camp
- Remote Access Software
- Inactive Version of Windows and Test Builds/Test Mode

1.3   Pop-up blocker
Pop-up blockers must be either off or disabled. Disable your pop-up blocker like this:
- Open Chrome on your computer.
- Click on the icon with three vertical dots.
- Click More, then Settings on the top right.
- Go to Privacy and security and click Site settings.
- Click Pop-ups and re-directs.
- Turn the setting to Allowed at the top.

Important: The Institute regularly takes actions to optimize its examination system and hence please note that the above-mentioned Hardware, software, equipment and connectivity requirements might change at institute's discretion. All students will need to 100% comply with any such changed specifications announced by the Institute.

General Instructions
The timing for the Proctored Online Examinations will strictly be as per the timetable schedule (Indian standard Time) communicated. This is also applicable to the candidates appearing for the examination from OUTSIDE India.
- Exams can be taken on devices such as Laptop/ Desktop. Charge the Laptop /Tablet well in advance to last for at least 2 hours.
- The device should have continuous internet connectivity. Do not share the phone's hotspot with any other device while writing the examination.
- For the smooth attempt of the online examination, students are advised to:
  a. Sit in a closed room having enough light for the Camera to detect himself/herself. Make sure that you sit, facing the light during the examination. Do not sit against or near the window.
  b. Please make sure that there is no noise around you during the examination, otherwise it may be detected and captured as deviation.
  c. Position the device in such a way that the front camera captures your face properly and you can sit for one hour to take up the examination conveniently without moving the device.
  d. If your device is using a Wi-Fi router, make sure to sit near the Wi-Fi Router/Modem to avoid any signal related issues.
- The student should compulsorily login into the portal 30 minutes before the commencement of the examination.
- The following activities are not permitted during the conduct of the online examination:

a. Presence of any other person in the room where the student is taking the examination.
b. Movement from one place to another during the examination.

- Students are Not Allowed to refer to any textbook(s) or any other material during the notified examination time.

- Students are permitted to use rough paper and pen /pencil for solving only analytical questions appearing in the question paper and also you can make use of permitted scientific calculators. Before using rough papers and calculator kindly show it in your PC/Mobile camera and then start using it.

- Once a user logs into the system with Username and Password and Please allow camera, location access, and audio device access when prompted. If you do not give access to any of these, you will not be able to appear for the examination, or the remote proctor can disable your examination in due course of time.

- In case of disconnection of network/power failure during the examination, First wait for internet connectivity (do it as fast and resume test within 2 minutes) and click on "Resume "button, If not able to reconnect after 2 minutes, call concern administration for providing appropriate solutions to further proceed with test.

- It is advised to use the same Laptop/ Desktop to appear for the mock examination and for the final online examination.

- A helpdesk number will be provided to troubleshoot technical issues during the examination process. The student can reach out to this number in such cases.

2. Examination Rules

- Every student will be required to login through the secure ID and password on the online examination taking platform on the day of the examination (the time schedule, URL, User ID and password will be provided in the LMS portal and will also be sent to the registered e-mail ID / SMS will be sent to the registered mobile phone).

- At the beginning of each session, the student undergoes an identity verification at 2 levels,
    a. Level 1: Capture of facial photo. During the examination, the student is supposed to click and upload his photograph in the system; the system constantly monitors the picture of the student taking the examination with the facial photo captured initially for any mismatch. In case of any mismatch, the system will capture the anomaly and a notification to the student / live proctor is also instantly displayed.
    b. Level 2: Student must display University ID / Government authorized ID Proof at the beginning of the examination.

- Only 2 attempts will be allowed for every student for every session of the day for a test. After two attempts test student will not be able to take test again for the respective session of the day

- The student should ensure that he/she Clicks on "Submit" button available on right top position of the screen before logging out of the exam.

- The Online Examination system will issue regular warnings for any deviations of the norms specified, on the screen of your device. The maximum number of warnings will be 10 after which the test gets terminated.

- If a student is violating any rules during the examination or trying to adopt any unfair means, the system will automatically collect data based on the following deviations and alert the student and will immediately alert the online live-proctor.

a. Focus changed to a different window: student tabs out of the examination taking window.
b. Browser not supported: Student is using an older browser version or a non-compatible browser.
c. Webcam is disabled: Students webcam is disabled.
d. Face is not visible in the camera: Student is not looking into the camera.
e. Several faces in front of the camera: There are other people along with the examination taker.
f. Face does not match the profile: Student taking the examination is not the same person whose photo was captured before starting the examination and the photo of the student as available in the University database.
g. Microphone muted or its volume is low: Student has muted the microphone.
h. Conversation or noise in the background: System has captured background noise.
i. Screen activities are not shared: student has stopped screen share activity. Sharing of screen is not necessary for the users of smartphones.
j. Second display is used: Additional display like extended monitor has been connected.
k. Full-screen mode is disabled: student has disabled full screen mode.

3. Examination code of conduct and Malpractices
- Students are not allowed to leave their seat during the examination.
- Students are not allowed to consult other people for any information during the time of the examination.
- The system uses Artificial Intelligence to detect and record face emotions, eyeball movement, and all other activities.
- If a student indulges in suspicious and objectionable activities as detected and recorded by the system, he/she will be booked under malpractice, and action will be taken as per the rules and regulations of the University.
- The Online Examination system will issue regular warnings on the screen of your device. The number of warnings issued to each student will be duly recorded in the online examination system and this will affect the overall credibility score of the student, which may lead to cancellation of your examination.
- Taking photos or recording videos and sharing it with others or indulging in suspicious and objectionable activities during the examination will be automatically recorded and will be treated as malpractice.
- Do not use headphones, noise cancellation devices, Bluetooth devices during the examination. If used, it will be considered as malpractice.
- In addition to auto proctoring by the online examination system, Manual Proctors (Invigilators) will continuously watch and monitor the students during the entire duration of the examination
- Students are not allowed to refer to any textbook(s) in the notified examination time and they should appear for the examination without moving out from their seat during the examination.
- Students are not allowed to consult other people for any information during the time of the examination.
- Students are NOT allowed to take photos, take screen shots, hear audio, or record videos of the examination and then share it with others during the online examination, a remote proctor would watch such unwanted activities. If found doing such activities, it will be treated as malpractice.

- If a student indulges in suspicious and objectionable activities as detected and recorded by the system, he/she will be booked under malpractice, and action will be taken as per the rules and regulations of the Institution
- Do not use headphones, noise cancellation devices, Bluetooth devices during the examination. If used, it will be considered as malpractice.
- Do not try to navigate from the main screen. Doing so will automatically terminate your examination.
- While using laptop or desktop, you are advised not to use the keyboard while you are attempting the examination other than chatting with the proctor; you are only allowed to scroll the cursor with the mouse to answer the question.
- You are not allowed to start the examination from multiple devices at a time. However, you may change the device, if there is a fault during the examination and login again in the new device.
- Do not leave your place for any reason during the examination.
- Do not have any light source behind your face.
- Do not cover your face with Hair, clothing (mask), hands or anything else.
- Do not use headphones, ear-buds, or any other type of listening equipment.
- Do not have any background noise/ voices / music or Television.
- Do not wear sunglasses during the examination.
- Do not entertain any other people in the room near you.
- Do not communicate with any person by any means during the examination.
- Do not have any programs or applications like MS Teams, Zoom, Google Meet etc. that use the webcam, microphone & screen-share during the examination.
- Do NOT take photos, screen shots, hear audio, or record videos of the examination and then share it with others during the online examination, a remote proctor would watch such unwanted activities. If found doing such activities, it will be treated as malpractice.

Annexure 4

Continuous Internal Assessment Pattern for UG Courses

Annexure 4 – Continuous Internal Assessment Pattern for UG Courses

Particular	A1 (Objective Type)	A2 (Objective Type)
Weightage %	15%	15%

Question Pattern for the CIA Components

A-1

- 1.There will be 15 Objective type Multiple Choice Questions (MCQs), each carrying 1 mark each
- The time for the A-1 assignment will be 15 minutes
- All questions are compulsory
- There will be NO NEGATIVE MARKING for the wrong answers.

A-2

- 1.There will be 15 Objective type Multiple Choice Questions (MCQs), each carrying 1 mark each
- The time for the A-2 assignment will be 15 minutes
- All questions are compulsory
- There will be NO NEGATIVE MARKING for the wrong answers.

Annexure 5

End-term Examination Pattern

Atlas SkillTech University

Centre for Distance and Online Education

End Term Examination

[PROGRAM NAME]

[COURSE NAME] [COURSE CODE]

Time: 2 Hours	Max. Marks: 70
The paper is divided into 2 sections. Section A comprises of 49 compulsory objective questions of 1 mark each Section B of 3 essay type subjective questions carrying 7 marks each.	
SECTION – A (49 X 1 = 49 Marks)	
Answer all the questions. Each question carries one mark.	
Q. No. 1 to Q. No. 49 - Objective questions with four multiple choices.	
SECTION – B (3 X 7 = 21 Marks)	
Q. No. 50 to Q. No. 52 - 3 Essay Type Question	

In proctoring exam mode, student can submit their answer in following mode

1. Type the essay type answer in the format bar provided in the examination window
2. Option to Upload the typed answer in the word document format from the upload options.
3. Option to Upload the Math table and Diagram from upload options. (jpeg and pdf format)

Annexure 6

Guidelines for Project Work

Name of the Course and Code	Credits	Total Marks
Internship / Project (SEM 3)*	2	100

*Refer Annexure I (a) for detailed guidelines

Name of the Course and Code	Credits	Continuous Internal Assessment	External Assessment	Total Marks
Internship / Project (SEM 5)*	2	30	70	100

*Refer Annexure I (b) for detailed guidelines

VII   Formats of various certificates are as:

VII (a) <u>Proforma for Project Proposal</u>

Enrolment. No....................................

Name and Address of

Student...

Ph. No.: ....

Email ID: ....

Title of the Project: ....

Subject Area: Marketing Management / Financial Management / Human Resource a / Retail Management / Risk Management / Healthcare Management / Agri Business/Information Technology Management

Specify...

Name, Designation and Official Address of the Project Guide..
…………………………………………………………………………………………
…………………………………………………………………………………..…..

Signature of the student   Signature of the Guide
Date: Date:

(For Office use only)

Synopsis
Approved

Not Approved

Comments / Suggestions for reformulation of the project. Date: Signature of the Evaluator

VII (b) <u>Acknowledgements</u>

I take this opportunity to express my sincere gratitude to all those who have contributed to the successful completion of my BBA project titled *"[Project Title]"*.

First and foremost, I would like to extend my heartfelt thanks to [Name of Project Guide], [Designation], [Department/Company Name], for their constant guidance, valuable insights, and encouragement throughout the course of this project. Their expertise and constructive feedback have been instrumental in shaping this work.

My sincere appreciation extends to all faculty members of the Atlas SkillTech University- Centre for Distance and Online Education (ATLAS- CDOE) for their continuous support and inspiration during my BBA programme.

I would also like to acknowledge the assistance of the library staff, research support team, and other institutional resources that facilitated my research.

Finally, I owe my deepest gratitude to my family and friends for their unwavering support, motivation, and understanding throughout this journey.

Student Name
Program
Batch
Registration Number
Signature

VII (C) <u>Cover Page Format</u>

Title of the Project/report

(Times New Roman, Italic, Font size = 24)

Project Report

Submitted in partial fulfilment of the requirements

For the award of the degree

of

Bachelor of Business Administration

(Bookman Old Style, 16-point, centre)

Submitted by:

Mr. /Ms.   :..

Enrolment No.: ....

Project Supervisor

(Guide Name)

(Designation)

Atlas SkillTech University

Centre for Distance and Online Education (CDOE)

ANNEXURE I (a)

Desk Research Report – Guidelines (Based on Secondary Data)

Total Marks: 100
Course: BBA
Type: Individual Assignment
Mode: Report Submission

1) Objective

To enable students to conduct a **desk-based research project** using **secondary data sources** such as published reports, journals, company websites, government portals, and databases. The focus is on analyzing and interpreting existing data to generate meaningful insights on a chosen business topic.

2) What is a Desk Report?

A **desk report** (or **secondary research report**) is a study conducted using **already published information** instead of collecting new data through surveys or interviews. Students will:

- Identify a relevant business or management problem.

- Collect secondary data from credible sources.

- Analyze and interpret findings.

- Present actionable insights or recommendations.

3) Structure of the Report

The report must follow this structure:

Section	Contents	Marks
1. Title Page & Declaration	Title of the report, name, roll no., class, academic year, declaration of originality	5
2. Executive Summary	A concise summary of the objective, method, and findings	5
3. Introduction & Background	Introduction to the topic, industry overview, and relevance of the study	10
4. Research Objectives & Questions	Clearly defined objectives and research questions	10
5. Methodology	Explain how you collected secondary data (sources like journals, websites, government reports, databases, etc.)	10

6. Data Presentation & Analysis	Use tables, graphs, charts, and descriptive statistics to present findings	25
7. Discussion & Interpretation	Analyze trends, compare data, highlight patterns and their business implications	15
8. Findings & Recommendations	Summarize insights and suggest practical recommendations	10
9. References (APA Style)	Cite all secondary data sources properly	5
10. Presentation (Formatting, Clarity, Neatness)	Logical flow, grammar, formatting, visual appeal	5
Total		100

4) Examples of Acceptable Topics

Students can choose **any ONE topic** from the following or propose their own with faculty approval:

Marketing:

- Social media trends in the Indian FMCG sector
- Online consumer buying behavior post-COVID
- Brand loyalty trends in smartphone markets

Finance:

- Financial performance analysis of Indian banks (2020–2025)
- Trends in cryptocurrency adoption in India
- Impact of digital payment systems on traditional banking

Human Resource:

- Trends in remote working and employee productivity
- Diversity and inclusion practices in Indian IT companies
- Employee attrition analysis in the service sector

Operations / General Management:

- Supply chain resilience post-pandemic
- Sustainability practices in automobile manufacturing
- E-commerce logistics challenges in India

5) Sources of Secondary Data

Use **only reliable sources**, such as:

- Government websites: RBI, SEBI, NITI Aayog, Ministry of Commerce, etc.

- Industry reports: IBEF, Statista, McKinsey, Deloitte, PwC reports

- Journals: Elsevier, Emerald, Google Scholar

- Company annual reports and investor presentations

- Business magazines: Economic Times, Business Standard, Forbes India

6) Expected Output

- Minimum **10 tables** and **5 charts** or graphs

- Clear comparison or trend analysis (e.g., Year-on-Year, Brand vs. Brand, Sector-wise, etc.)

- Interpretation of data, not just presentation

7) Submission Format

- File Format: PDF / Word

- Font: Times New Roman, 12 pt, 1.5 spacing

- Deadline: *(to be announced)*

8) Plagiarism Policy

- Maximum allowed similarity: **15%** (Turnitin or similar tool)

- Copy-paste content without citation will result in **zero marks**

9) Evaluation Rubric (Simplified Summary)

Criteria	Weightage
Quality of research design and objectives	20
Data collection and analysis using secondary sources	25
Relevance and originality of findings	20
Presentation, formatting, and clarity	15
References and academic integrity	10
Overall impression and insight	10

Annexure I (b)

Total Marks: 100
Course: BBA
Evaluation Type: Written Report Only

A) Project Proposal/ Synopsis (30%)
- Choice and Relevance of the topic
- Clarity about Objectives, proposed Methodology and Scope

B) **Summer Internship Report Guidelines (Based on Primary Data) (70%)**

1) **Objective**

To help students apply theoretical concepts learned during the BBA program in a real business environment and to develop **research, analytical, and report-writing skills** through the collection and analysis of **primary data** from their internship organization.

2) **Nature of Work**

Each student must conduct a **small research study** within the organization they interned with, using **primary data** collected through surveys, interviews, or observations. The study should be **organization-specific**, **problem-oriented**, and **analytical** — not merely descriptive.

3) **Report Structure**

Section	Contents	Marks
1. Title Page & Certificate	Title, student details, organization name, period of internship, and certificate from company (if available)	5
2. Executive Summary	A brief overview of the organization, objective, method, findings, and conclusions	5
3. Introduction of the Organization	Background, vision, mission, products/services, market position	5
4. Objective and Scope of Study	Clear statement of research objectives, scope, and significance of the study	5
5. Research Methodology	Type of research, data collection method, sampling method, sample size, questionnaire design, and tools used for analysis	10
6. Data Analysis & Interpretation	Presentation of collected primary data in the form of tables, charts, and graphs, followed by clear interpretation	15
7. Findings, Conclusions & Suggestions	Summary of key insights, managerial implications, and feasible recommendations	15

8. Limitations & Future Scope	Brief note on constraints faced and potential areas for future study	5
9. References & Annexures	Proper citation of all references (APA style) and questionnaire used	5
Total		**70**

4) Research Guidelines

- Students must collect **primary data** through **questionnaires, interviews, or observation**.

- Sample size: **minimum 50 respondents** (where applicable).

- Use a **5-point Likert scale** for survey-based studies.

- Support your data with **charts, graphs, cross-tabulations**, and, if possible, **basic statistical analysis**

- Secondary data may be used **only to support** the primary research (e.g., company background or industry overview).

5) Suggested Areas / Topics

Students may choose any one of the following or propose their own with faculty approval:

Marketing:

- Customer satisfaction towards product/service of the company

- Brand perception analysis

- Effectiveness of promotional campaigns

- Market potential or consumer preference study

Finance:

- Financial literacy among employees/customers

- Investment behavior analysis

- Employee understanding of company's financial policies

HR:

- Employee motivation and job satisfaction

- Impact of training and development programs

- Employee engagement or work-life balance

Operations / General Management:

- Supply chain effectiveness

- Quality management practices

- Service delivery improvement

6) **Expected Output**

- Report must include **tables and charts** based on number Questions in questionnaire in data collection methods

- Interpretation should connect data findings with organizational or managerial implications.

- Report should demonstrate **clarity, logic, and professionalism**.

7) **Formatting Requirements**

- **Font:** Times New Roman, Size 12, 1.5 spacing

- **Margins:** 1 inch on all sides

- **Alignment:** Justified

- **File Format:** PDF or Word

8) **Plagiarism Policy**

- The report must be **original and based on the student's own data collection**.

- Plagiarism above **15%** will lead to **disqualification or zero marks**.

- Copying another student's report is strictly prohibited.

9) **Evaluation Rubric (Summary)**

Evaluation Criteria	Weightage
Research design and clarity of objectives	20
Data collection and methodology	20
Data analysis and interpretation	25
Findings, conclusions, and suggestions	20
Presentation, structure, and referencing	15
Total	**100**

10) **Tips for Students**

- Choose a topic relevant to the organization's real situation.

- Prepare your questionnaire with faculty guidance.

- Collect data ethically (no fake or fabricated responses).

- Use visual aids (charts/graphs) for better readability.

- Proofread before submission for grammar and formatting.