

**THE MAHATMA GANDHI UNIVERSITY**  
**BACHELOR IN BUSINESS ADMINISTRATION (HONOURS)**  
**SYLLABUS**

(As per AICTE Norms)

**MGU-BBA (Honours)**

(2024 Admission Onwards)



**Faculty: Management Sciences**

**Expert Committee: Business Administration/Management  
Studies(UG)**

**Programme: Bachelor in Business Administration  
(Honours)**

**Mahatma Gandhi University  
Priyadarshini Hills  
Kottayam – 686560, Kerala, India**

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**MGU-BBA (HONOURS)**

## Syllabus

## **Expert Committee**

1. Dr. Bindu Gopinath, Associate Professor, Department of Business Administration, NSS College, Rajakumari (Convenor).
2. Mr. Binuraj C.R., Assistant Professor, Department of Business Administration, SAS SNDP Yogam College, Konni (Member)
3. Ms. Melby Joseph, Assistant Professor, Department of Business Administration, Marian College, Kuttikkanam (Member).
4. Dr. Sunil Abraham Thomas, Assistant Professor, Department of Economics, Union Christian College, Aluva (Member).
5. Mr. Ajish A., Assistant Professor, Department of Commerce, Govt. College, Tripunithura (Member)
6. Mr. Jacob Bose, Assistant Professor, PG Department of Management in Hospitality and Tourism, Marian College, Kuttikkanam [Autonomous] (Member)
7. Mr. Sanu Varghese, Assistant Professor, Department of Commerce, Sacred Heart College, Thevara, Ernakulam (Member)
8. Ms. Jayasree S.K., Assistant Professor, Department of Commerce, Devaswom Board College, Thalayolaparambu, Kottayam (Member)
9. Mr. Tharthiose Paul, Associate Professor, Department of Business Administration, BPC Piravom (Member)
10. Ms. Sangeetha Kumari, Associate Professor, Department of Business Administration, SAS SNDP Yogam College, Konni (Member)
11. Dr. Anju E.N., Assistant Professor, Department of Business Administration, Sree Narayana Arts and Science College, Kumarakom (Member)

## **External Expert**

1. Dr. Chandrasekar K.S., Chairman, PG Management Board of Studies

## **Meritorious Contributors**

1. Dr. Sopna V. Muhammed, Associate Professor, Department of Business Administration, MES College, Marampally
2. Dr. Mishel Elizabeth Jacob, Assistant Professor, Department of Business Administration, Baselius College, Kottayam
3. Mr. Jithesh K. S., Assistant Professor, Department of Business Administration, MES College, Erumely.

Semester III								
Course Code	Title of the Course	Type	Credit	Hours/week	Hour Distribution/Week			
					L	T	P	O
MG3CCRBBA200	Human Resource Management (Business Administration)	CC	4	4	4	0	0	0
MG3CCRBBA201	Cost and Management Accounting (Business Administration)	CC	4	4	4	0	0	0
MG3CCRBBA202	Business Research Methodology (Business Administration)	CC	4	5	3	0	2	0
MG3MDEBBA200	Legal and Ethical issues in Business (Business Administration/ Business Law)	MDE	3	3	3	0	0	0
MG3SECBBA200	Entrepreneurship and Startup Ecosystem (Business Administration)	SEC	4	5	3	0	2	0
MG3VACBBA200	Disaster Management (Business Administration)	VAC	2	4	0	0	4	0
			21	25				
Semester IV								
MG4CCRBBA200	Business environment and public policy (Business Administration)	CC	4	4	4	0	0	0
MG4CCRBBA201	Financial Management (Business Administration)	CC	4	4	4	0	0	0
MG4CCRBBA202	Operations Management (Business Administration)	CC	4	4	4	0	0	0
MG4CCRBBA203	Industrial Relation (Business Administration)	CC	4	4	4	0	0	0
MG4VACBBA200	Management Information Systems and Applied Data Analysis (Computer Application/Business Administration)	VAC	4	5	3	0	2	0
MG4SECBBA200	Statistics for Business (Statistics/ Business Administration)	SEC	3	4	2	0	2	0
			23	25				
	<b>Instruction for Internship</b>							



**Mahatma Gandhi University  
Kottayam**

Programme	Bachelor in Business Administration (Honours)					
Course Name	Human Resource Management					
Type of Course	CORE COURSE					
Course Code	MG3CCRBBA200					
Course Level	NA					
Course Summary	<p>Human Resource Management course will deal with HR policy, and HR Function in detail. HR planning, HRD, HR career Management, Performance, compensation and global HRM will be integral part of this course. Industrial relations, compliance and employment relations, HR analytics and Use of AI in HRM to reimagine HR Processes are the content of the course.</p> <p><b>Course Objectives:</b></p> <ol style="list-style-type: none"><li>1. The course will enable students to understand how HR plays a functional role, needed for organizational effectiveness and management.</li><li>2. Understand the difference between functional and strategic role of HR</li><li>3. Students will analyse the need for HR planning, Innovation, use of technology, and sector specific HR needs</li><li>4. Understand the innovation in HRM and best practices</li></ol>					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	
Pre-requisites, if any	NA					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No:
1	Explain how Functional HRM contributes in organizational management	U	1
2	Analyze all HR Functions like recruitment selection, performance management, compensation benefit, Training and Development and Career Management/Talent Management	An	2
3	Analyse the concept of Engagement, Performance, compensation management	An	10
4	Apply HR analytics, HR with innovation	A	5

## COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1: Introduction</b>		<b>10 Hrs</b>	
1.1	Human Resource Management— Definition, Nature, and Scope of HRM; HRM policies, HRM vs. Personnel Management	3	CO1
1.2	Objectives and Functions of HRM, Role of HR Manager	5	CO1
1.3	HRM in globally competitive environment; strategic human resource management-meaning, need.	2	CO1
<b>2: Plan, Acquire, Develop, Career Management</b>		<b>24 Hrs</b>	
2.1	Human Resource Planning; Job Analysis: Job Description and Job Specification, Recruitment Process and Sources, Selection Process, Interview Techniques, Placement and Induction	10	CO2
2.2	Importance of Training, Training Needs, Methods of Training, Management Development Programs, Evaluation of Training Effectiveness	8	CO2
2.3	Employee life cycle approach, Managing the GIG employees and Virtual employees and team	6	CO2

<b>3: Engagement, Performance, compensation management</b>			<b>13 Hrs</b>
3.1	Concept and Purpose of Performance Appraisal, Appraisal Methods, Challenges in Performance Appraisal.	8	CO3
3.2	Components of Compensation, Wage and Salary Administration, Incentives and Benefits, Pay-for-Performance.	5	CO3
<b>4: Technology, HR Analytics, Innovation</b>			<b>13 Hrs</b>
4.1	Concepts of Human Resource Information System and HR Analytics.	4	CO4
4.2	Human Resource Management in Small and Medium Enterprises; Human Resource Management in the Service Sector, Diversity, Equity and Inclusion.	5	CO4
4.3	Workplace Wellness, sustainability goals and HRM, Green HRM and challenges.	4	CO4

## References

### Text Books (Latest Editions):

1. Rao, V.S.P: Human Resource Management: 4th Edition,: Pearson Education
2. Subba Rao, P., Personnel and Human Resource Management, 3rd Edition, Himalaya Publishing House
3. Aswathappa, K., Human Resource Management: Text and Cases, 7th Edition, McGraw-Hill Education
4. Pareek, Udai, Human Resource Management: A Contemporary Text, 2nd Edition, Oxford University Press
5. Bhattacharyya, Dipak Kumar, Human Resource Management, Excel Books, New Delhi

### Suggestive Assessment Activities:

#### CO1:

##### 1.1 Quizzes/Exams:

For testing CO-based learning domains.

##### 1.2. HR Policy Creation

Students will create a comprehensive HR policy manual covering areas like recruitment, performance evaluation, employee benefits, and diversity and inclusion for a fictional organisation.

Presentation can be conducted for this assignment (Group).

### **1.3 Group Debate on HR Issues**

Organize a debate on a controversial HR topic (e.g., the role of AI in recruitment, work-from-home policies). Students will research their topics and present their arguments.

#### **CO2:**

##### **2.1. Exams: For testing CO-based learning domains.**

##### **2.2 Compensation and Benefits Design**

Students will design a compensation and benefits package for employees at a fictional company, considering factors such as industry standards, employee retention, and budget.

#### **CO3:**

##### **3.1 Quizzes/Exams:**

For testing CO-based learning domains.

##### **3.2 Case Study Analysis**

Provide a case study where students must identify HR challenges, propose solutions, and justify their decisions using HR theories and models. Students can present their findings in a report or PowerPoint format.

##### **3.3 Role Play and Reflection – Pay-for-Performance Debate**

Students can form groups and assign roles: HR Manager, Employee, Union Leader, CEO, etc. Each group prepares for a mock discussion on implementing a pay-for-performance system. Conduct the role play in class or record it. After the role play, each student submits an individual reflection on:

- Their role and viewpoint
- Key arguments for and against P4P
- Their final opinion on the effectiveness of P4P systems
- Submit 2-page individual reflection paper/presentation

##### **3.4 Compensation Case Study Analysis**

Prepare a case study (fictional or real) in groups involving a compensation-related dispute (e.g., gender pay gap, incentive dispute, executive overpayment).

Analyze the situation using the following framework:

- Background and problem
- Stakeholders involved
- Compensation structure and what went wrong
- Legal/ethical implications
- Your recommendations to resolve the issue

## CO4

### 4.1 Exams:

For testing CO-based learning domains.

### 4.2 Diversity and Inclusion Action Plan

Ask students to develop an action plan to improve diversity and inclusion at a fictional organization, including specific initiatives, timelines, and measurable goals.

### 4.3 HRIS Implementation Plan for an SME

Digital HR for SMEs: Designing a Simple HRIS Framework.

Choose a local SME or create a hypothetical one with up to 100 employees.

Prepare a proposal outlining:

- Key HR functions to be digitized (e.g., leave, attendance, payroll, performance tracking)
- Proposed HRIS software or custom design features
- Cost considerations and scalability
- Benefits and possible challenges (e.g., lack of IT expertise, budget)
- Include a flowchart of how the HRIS will work.

## ASSESSMENT

### Continuous Comprehensive Assessment(CCA) - Maximum Marks: 30

Sl. NO	Component	Activity	Max. Marks
1	Tests/ Quizzes		10
2	HR Policy Creation / /Group Debate on HR Issues / Compensation and Benefits Design Employee Engagement Survey	Assessment methods specified in the syllabus.	10

3	Assignments/ seminar/ viva voce/ case study analysis/ role play/ presentation	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used).	5
4	Group or individual presentation	Presentation of any of the assessment topics.	5
<b>Total Marks</b>			<b>30</b>

**End Semester Assessment (ESE) Maximum Marks: 70**

Sl. NO	Component	Activity	Max. Marks
2	<b>Written Examination</b>	Short answer (four to five sentences) (a choice between two options for each question- answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).	5x3=15
		Short Essay (a choice between two options for each question- answer three short essay questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).	3x5=15
		Long Essay (a choice between two options for each question (9a/9b)	1 x 20=20
		Compulsory Case study (10 a.)	1 x 20=20
		<b>Total Marks</b>	<b>70</b>



**Mahatma Gandhi University**  
**Kottayam**

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>
<b>Course Name</b>	Cost and Management Accounting
<b>Type of Course</b>	CORE COURSE
<b>Course Code</b>	MG3CCRBBA201
<b>Course Level</b>	NA
<b>Course Summary &amp; Justification</b>	<p><b>Course Description:</b></p> <p>This course introduces students to the fundamental principles, techniques, and tools of Cost and Management Accounting that is essential for effective managerial decision-making. It focuses on cost concepts, cost classifications, and cost sheet preparation to build a base in cost accounting. Learners are equipped to analyse financial statements using comparative, common-size, and trend analysis techniques. The course further deepens financial analytical skills by studying various ratios. Students also explore essential management accounting tools such as marginal costing, budgetary control, and cash and fund flow statements, with an emphasis on their application in business scenarios. By the end of this course, students will develop the ability to interpret financial data and apply accounting tools in decisions making.</p> <p><b>Course Objectives:</b></p> <ul style="list-style-type: none"> <li>• To develop a foundational understanding of cost and management accounting, including the nature, functions, tools, and distinctions among financial, cost, and management accounting.</li> <li>• To equip students with the ability to analyse financial statements using tools such as comparative and common-size statements.</li> <li>• To apply ratio analysis techniques for evaluating a company's liquidity, solvency, turnover, and profitability with practical problem-solving.</li> <li>• To enable students to interpret financial ratios effectively, identify trends in business performance, and apply them</li> </ul>

	to propose financial strategies that enhance organisational performance. <ul style="list-style-type: none"> <li>To understand key tools of management accounting like marginal costing, break-even analysis, budgeting, and cash and fund flow analysis for decision-making and financial planning.</li> </ul>				
<b>Semester</b>	3	Credits	4	Total Hours	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others
		4	0	0	0
<b>Pre-requisites</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No:
CO1	Understand the fundamental concepts cost and management accounting, understand and apply the structure of cost elements and cost sheets.	A	1,
CO2	Analyse financial performance using comparative, common-size, and trend analysis techniques.	An	1,2
CO3	Analyse various financial ratios to assess a company's liquidity, solvency, efficiency, and profitability.	An	1,2
CO4	Understand the role of management accounting tools such as marginal costing, budgeting, cash flow and fund flow statements and apply marginal costing tools and cash budgeting to support managerial decision-making	U	3



## COURSE CONTENT

### Content for Classroom transactions (Units)

Module	Course description	Hrs	CO No.
<b>1: Introduction to Cost and Management Accounting</b>		<b>13 Hrs</b>	
1.1	Costing: Meaning; Cost Accounting: Meaning, Definition, Objectives, Scope, Advantages, Limitations; Cost, Expense, Loss, Cost centres, Cost unit, Cost Concepts, Cost classification.	2	CO1
1.2	Elements of cost, Prime Cost, Overhead costs, Total Cost, expenses excluded from cost accounts, Cost sheet: Meaning, Definition, Advantages, Format and Components, Preparation (Problems).	5	CO1
1.3	Management Accounting: Meaning, Definition, Nature, Features, Scope, Objectives, Functions, Tools and techniques of management accounting, Advantages and Limitations, Relationship and differences between Cost accounting, Management accounting and Financial Accounting.	6	CO1
<b>2. Financial Statement Analysis: Comparative and Common Size Analysis</b>		<b>12 hrs</b>	
2.1	Meaning of Financial Statement Analysis, Objectives, Benefits and limitations, Types of financial analysis, Tools or methods of financial analysis.	3	CO2
2.2	Comparative Income Statements and Balance Sheets (including Problems).	4	CO2
2.3	Common Size Income Statements and Balance Sheet analysis (including Problems), Trend Analysis-meaning and importance.	5	CO2
<b>3: Financial Statement Analysis: Ratio Analysis</b>		<b>22 hrs</b>	
3.1	Ratio Analysis- meaning of ratios, meaning and definition of ratio analysis, Importance, Objectives, Benefits and limitations of Ratio Analysis, Various	2	CO3

	Classifications of Ratios.		
3.2	Understanding, importance and interpretation of ratios: Liquidity Ratios (Current Ratio, Liquid Ratio, Cash Ratio) (Theory and Problems).	4	CO3
3.3	Understanding, importance and interpretation of ratios: Solvency Ratios (Debt-Equity Ratio, Proprietary Ratio, Interest Coverage Ratio). (Theory and Problems).	4	CO3
3.4	Understanding, importance and interpretation of ratios: Activity/ Turnover) Ratio (Inventory Turnover, Receivable Turnover, Payable Turnover, Net assets Turnover, Fixed assets Turnover, and Working capital Turnover) (Theory and Problems).	6	CO3
3.5	Understanding, importance and interpretation of ratios: Profitability Ratios (Gross profit ratio, Operating ratio, Operating profit ratio, Net profit ratio, Return on Investment (ROI) or Return on Capital Employed (ROCE), Return on Net Worth (RONW), Earnings per share, Price earnings ratio.) (Theory and Problems).	6	CO3
<b>4. Other tools of management accounting</b>		<b>13 hrs</b>	
4.1	Meaning of Marginal cost; Marginal Costing: Meaning and definition, Applications in business decision-making, Cost Volume Profit Analysis: meaning, Fixed vs Variable Costs, Contribution: meaning and calculation, Marginal Cost Equation (problems). Break Even Analysis: Meaning and Importance (including concepts of Break-even point and chart) (simple problems).	5	CO4
4.2	Meaning of Budget; Budgetary Control: meaning, importance, limitations, Objectives, Functions of Budgets, Steps in budgetary control. Advantages and limitations, Types of budgets: Meaning, Advantages and Disadvantages of Cash Budget, Fixed Budget, Flexible Budget, Sales Budget, Production Budget, Master Budget, Zero-Based Budgeting, Activity-Based Budgeting, (theory only).	4	CO4
4.3	Understanding other management accounting tools: Cash Flow Statement (theory only): meaning and	4	CO4

	importance, sources of cash flow (Operating, Investing activities and Financing activities), Fund Flow Statement: meaning and importance; Distinction between cash flow and fund flow statement.		
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## References

Text Books (Latest Editions):

- Arora, M. N. Cost and Management Accounting, New Delhi: Himalaya Publishing House.
- Saxena, V. K., & Vashist, C. D. (2024). *Cost Accounting* (8th ed.). Sultan Chand & Sons.
- Khan, M. Y., & Jain, P. K. (2021). *Management Accounting* (8th ed.). McGraw Hill Education.
- Jain, S.P., & Narang, K.L. Cost Accounting. Principles and Practice, New Delhi: Kalyani Publishers.
- Kishor, R.M. Cost and Management Accounting. New Delhi: Taxman Allied Services.
- Pillai, R.S.N, Bagavathi, V., Cost Accounting. New Delhi: Sultan Chand.
- Arora, M.N. Management Accounting, New Delhi: Himalaya Publishing House
- Lal, J. Srivastav, Seema., Singh, Manisha. Cost Accounting: Test, Problems and Cases, New Delhi: Tata McGraw Hill Education
- Maheshwari, S. N., Maheshwari, S. K., & Maheshwari, S. K. (2022). *A Textbook of Accounting for Management* (5th ed.). Vikas Publishing House.

## Suggestive Assessment Activities:

### CO1:

#### 1.1. Assignment/Presentation:

Written Assignments or presentations (individual/ group) based on various topics from the module

#### 1.2. Practical Problems based on Cost Sheet Preparation:

Problems based on preparing a cost sheet, identifying various elements of cost.

#### 1.3. Quizzes/Exams

For testing CO-based learning domains.

## **CO2:**

### **2.1 Comparative and Common-Size Statements Analysis based on any listed company for two consecutive years.**

Students to collect the financial statements of a listed company for two consecutive years and prepare Comparative Income Statement and Balance Sheet and Common-Size Statements. Analyse and Interpret the results. Submit a written/ printed report.

### **2.2. Exams**

For testing CO-based learning domains.

## **CO3:**

### **3.1 Ratio Analysis based on any one/two listed company(ies)**

Collect the financial statements of any one/ two listed company(ies) from any sector of choice and conduct ratio analysis based on various ratios. Analyse and interpret the results. Submit a written/ printed Report.

*Presentation of the same may be conducted (Individual/ Group)*

### **3.2. Practical Problems based on Analysis and Interpretation of various ratios**

Practical Problems based assignments based on Ratio Analysis.

### **3.3. Quizzes/Exams**

For testing CO-based learning domains.

## **CO4**

### **4.1. Assignment/Presentation**

Written Assignments or presentations (individual/ group) based on various topics from the module

### **4.2. Practical Problems based on Marginal Costing and cash budget**

Problems based on preparing a cost sheet, identifying various elements of cost.

### **4.3 Exams**

For testing CO-based learning domains.

## ASSESSMENT

### Continuous Comprehensive Assessment (CCA) - Maximum Marks: 30

Sl. No	Component	Activity	Max. Marks
1	Tests/ Quizzes:		10
2	Assignments/ group presentations/	Assessment methods specified in the syllabus.	10
3	Assignments/ seminar/ viva voce/ case study analysis/	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used).	10
Total Marks			30
(2 and 3 may be done in such a way that at least one activity is given to measure each CO)			

### End Semester Assessment (ESA) - Maximum Marks: 70

Sl. No	Component	Activity	Max. Marks
1	Written Examination 2 hours	Very short answer (one word, phrase or sentence). a choice between two options for each question- answer five very short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).	5*3=15
		Short Essay a choice between two options for each question- answer three short essay questions, one from each pair (6a/6b, 7a/7b and 8a/8b).	3*5=15
		Long Essay a choice between two options for each question- answer two long essay questions, one from each pair (9a/9b and 10a/10b).	2*20=40
Total Marks			70



**Mahatma Gandhi University  
Kottayam**

Programme	Bachelor in Business Administration (Honours)					
Course Name	Business Research Methodology					
Type of Course	CORE COURSE					
Course Code	MG3CCRBBA202					
Course Level	NA					
Course Summary	<p>Business Research Methodology provides an in-depth understanding of the fundamental concepts and applications of research methods in business. This course covers various research designs, data collection methods, statistical techniques, and the process of writing research reports. Through this curriculum, students will develop the skills required to design sound research, effectively collect and analyse data, and communicate research findings comprehensively.</p> <p><b>Course Objectives:</b></p> <ol style="list-style-type: none"><li>1. To grasp the fundamentals of research methodology and apply them in various research or project works.</li><li>2. To identify and utilize appropriate research methods aligned with research objectives.</li><li>3. To master the techniques of data collection, editing, and analysis to prepare for advanced studies and professional requirements.</li><li>4. To learn the intricacies of interpreting data and writing comprehensive research reports.</li></ol>					
Semester	3	Credits			4	Total Hours 75
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	

<b>Pre-requisites, if any</b>	NA
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### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No:
1	To grasp the fundamentals of research methodology	U	2
2	To identify and utilize appropriate research methods aligned with research objectives.	U	2
3	To master the techniques of data collection, editing, and analysis to prepare for advanced studies and professional requirements.	A	1
4	To learn the intricacies of interpreting data and writing comprehensive research reports.	A	4

### COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1: Introduction</b>		<b>7 Hrs</b>	
1.1	Introduction to Research, history, evolution.	1	CO1
1.2	Types of scientific inquiry and research- Fundamental, Pure or Theoretical Research Applied Research, Descriptive Research, Evaluation Research, Experimental Research, Survey Research, Qualitative Research, Quantitative Research, Historical Research.	2	CO1
1.3	Ethical considerations in research, process of research, characteristics and components of good research work.	4	CO1

<b>2: Formulating the Research Problem</b>			<b>14 Hrs</b>
2.1	Formulate research problems-Selecting and analysing the research problem, problem statement formulation, formulation of hypothesis.	5	CO2
2.2	Conduct literature reviews- purpose, sources, and importance - literature review procedure.	5	CO2
2.3	Develop research questions and objectives, process of creating effective research designs- Exploratory, Descriptive, Casual research Design, Components of research design.	4	CO2
<b>3: Measurement and Data Collection</b>			<b>15 Hrs</b>
3.1	Variables in Research, Measurement and scaling- Different scales, Construction of instrument, Validity and Reliability of instrument.	4	CO3
3.2	Data Collection methods – primary and secondary data	3	CO3
3.3	Construction of questionnaire and instrument – validation of instruments, interviews, and observations.	5	CO3
3.4	Sample size determination - Sample design and sampling techniques.	3	CO3
<b>4: Data Analysis and Interpretation</b>			<b>9 Hrs</b>
4.1	Processing of Data: Editing of Data, Coding of Data, Classification of Data.	2	CO4
4.2	Qualitative vs Quantitative data analyses, Univariate, Bivariate and Multivariate statistical techniques.	3	CO4
4.3	Research report, Different types, Contents of report, executive summary, chapterization, contents of chapter, Report writing- Layout of the Research Report, Precaution for Writing Research Reports, Referencing styles and bibliography	4	CO4
4.4	Practical assessment specified in the syllabus	30	CO2 CO3 CO4

## References

### Text Books (Latest Editions):

Textbooks and (Latest Edition):

1. Malhotra, N. K., Nunan, D., & Birks, D. F. , Marketing research. Pearson UK.
2. Research Methodology by Ranjit Kumar.
3. Research Methods for Business by Uma Sekaran.
4. Methodology of Research by C.R. Kothari.
5. Business Research Methods – Alan Bryman & Emma Bell, Oxford University Press.
6. Business Research Methods – Donald Cooper & Pamela Schindler, TMGH.
7. Bhandarkar, P.L. & Wilkinson, T.S. (2016). Methodology and Techniques of Social Research. Himalaya Publishing House, Mumbai

### Practical Assessment:

Mini Research Project (Individual or Pair Work)

- Task: Students design and execute a small research study on a business-related topic (e.g., consumer buying behavior, employee satisfaction, online shopping trends) and prepare a report.
- Submit a 15- 20 page research report containing:
  - Title, Introduction, Objectives
  - Review of Literature (brief)
  - Hypothesis
  - Methodology (sampling, tools)
  - Data collection and analysis (statistical method)
  - A detailed presentation explaining their approach, tool used, challenges faced, and key findings.
  - Viva can be individual or in small groups.

## ASSESSMENT

### Continuous Comprehensive Assessment(CCA) - Maximum Marks: 30

Sl. NO	Component	Activity	Max. Marks
1	Tests	For testing CO-based learning domains	10
2	Mini project	Assessment methods specified in the syllabus	15

3	Group or individual presentation with viva voce	Presentation of project report	5
<b>Total Marks</b>			<b>30</b>

**End Semester Assessment(ESE) Maximum Marks: 70**

Sl. NO	Component	Activity	Max. Marks
2	<b>Written Examination 2 Hrs</b>	<p>Short answer (four to five sentences) (a choice between two options for each question-answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).</p> <p>Short Essay (a choice between two options for each question-answer three short essay questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).</p> <p>Long Essay (a choice between two options for each question-answer two long essay questions, one from each pair (9a/9b, 10a/10b)</p>	<p>5x3=15</p> <p>3x5=15</p> <p>2x20=40</p>
<b>Total Marks</b>			<b>70</b>

*Syllabus*



**Mahatma Gandhi University  
Kottayam**

Programme	Bachelor in Business Administration (Honours)					
Course Name	Legal and Ethical Issues in Business					
Type of Course	MDE					
Course Code	MG3MDEBBA200					
Course Level	NA					
Course Summary	<p>This course provides a comprehensive exploration of the key legal concepts, regulations, and ethical dilemmas that businesses face across various sectors. Through lectures, case studies, and interactive discussions, students will develop the ability to critically analyse legal scenarios and ethical issues and make informed decisions that align with both legal requirements and ethical business practices.</p> <p><b>Course Objectives:</b></p> <ol style="list-style-type: none"><li>1. The course aims to provide students with the understanding of key legal and ethical issues in the business context of India</li><li>2. The course will help students analyse ethical dilemmas in business decisions</li><li>3. The course will help the students understand the legal and regulatory aspects of business ethics that concern the financial, competitive and charitable responsibilities of organisations.</li></ol>					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	
Pre-requisites, if any	NA					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	MGU PO
1	Gain a foundational perspective on business law, including contracts, obligations, along with their significance in business operations.	U	1
2	Explore the legal dimensions of sales contracts, leases, and negotiable instruments in the context of business transactions and responsibilities.	A	1
3	Develop insights into ethical practices and social responsibility in business, emphasizing Indian legal and cultural settings.	U	6

## COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1. Introduction to Business Law</b>		<b>20 Hrs</b>	
1.1	Business law – definition, scope, importance of understanding the role of law in business.	4	CO1
1.2	Elements of a contract – offer and acceptance, consideration, contractual capacity; Essentials of a valid contract.	8	CO1
1.3	Types of contracts; Performance obligations; Types of contract breaches and remedies;	8	CO1
<b>2. Sales and Leases</b>		<b>15 Hrs</b>	
2.1	Formation of Sales Contract: Contracts for Leasing Goods, Title and Risk of loss, Performance and remedies	6	CO2
2.3	Introduction to Negotiable Instruments, Negotiability, Negotiation and Holders in due course; Liability and discharge	9	CO2
<b>3 Introduction to Business Ethics</b>		<b>10 Hrs</b>	
3.1	The definition and importance of business ethics, business ethics in the Indian context; Benefits of Ethical Conduct in Business.	6	CO3
3.2	Issues related to Business Ethics in marketing, finance & human resource functions.	4	CO3

## References

### Text Books (Latest Editions):

1. Tulsian, P. C. Business and Corporate Laws. S. Chand Publishing.
2. Fernando, A.C. Business Ethics and Corporate Governance. Pearson
3. Bayern, S. Business Law Beyond Business. J. Corp. L., 46, 521.
4. Sundar K. Business Ethics and values, Chennai Vijay Nicole Imprints Pvt Ltd 2019.
5. Tulsian, P. C. *Business Law*. Tata McGraw-Hill Education.

### Other References:

1. Ratan Tata: Ethical Leadership | By: Ashok K. Dua, Sumita Rai | Ivey Publishing | <https://hbsp.harvard.edu/product/W17258-PDF-ENG>
2. [www.https://scroll.in/tag/competition-commission-of-india](https://scroll.in/tag/competition-commission-of-india)
3. Mascarenhas, A. J. O. et al. (2019). J.R.D. Tata: Orations on Business Ethics. Rupa Publications India
4. Holloway, J. E. (2023). The Foundation of the Theory of Law and Business. Am. U. Bus. L. Rev., 12, 51.
5. Laasch, O. (2022). Principles of Management. Sage Textbook

### Suggestive Assessment Activities:

#### CO 1

**1.1. Case Study Analysis-** Students will be given real or hypothetical business contract cases involving offer, acceptance, or breach. They will analyse the case facts, identify key legal elements, and present the legal outcome based on contract law principles. (Individual or group written report or presentation.)

**1.2. Contract Drafting Exercise-** Students will draft a basic business contract (e.g., service agreement, lease agreement) incorporating essential elements like offer, consideration, and capacity. (Individual submission)

**1.3. Group Debate: Role of Law in Business-** Organise a classroom debate on topics such as "Business law promotes fair trade vs. Business law restricts entrepreneurial freedom."

**1.4. Quizzes/Exams:** For testing CO-based learning domains.

#### CO 2

##### 2.1. Role Play: Sales Contract Formation

Students will perform a role play simulating the negotiation and formation of a sales or lease contract between a buyer and a seller. (Group activity)

**2.3. Presentation: Negotiable Instruments and Holders in Due Course-** Prepare a short presentation explaining key features of negotiable

instruments and the concept of "holder in due course," using examples like cheques or promissory notes. (Individual or pair presentations.)

**2.4. Quizzes/Exams:** For testing CO-based learning domains.

### CO3

**3.1. Reflection Essay on Ethical Conduct in Business-** Students write a reflective essay on the role of ethics in business success, with examples from Indian companies.

**3.3. Group Discussion: Ethical Dilemmas in Business Functions-** Students participate in a moderated group discussion on case-based ethical dilemmas in marketing (e.g., false advertising), finance (e.g., insider trading), or HR (e.g., biased recruitment). (Group activity and individual report submission)

**3.4. Quizzes/Exams:** For testing CO-based learning domains.

### ASSESSMENT

#### Continuous Comprehensive Assessment (CCA) - Maximum Marks: 25

Sl. NO	Component	Activity	Max. Marks
1	Tests/ Quizzes		10
2	Role Play/ Assignment/ Reflection Essay on Ethical Conduct in Business/ Case Study/	Assessment methods specified in the syllabus	5
3	Case Study/ Contract Drafting Exercise/ Group Discussion/ Group Debate/ Assignment/	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used)	5
4	Group or individual presentation	Presentation of any of the assessment topics given	5
<b>Total Marks</b>			<b>25</b>

#### End Semester Assessment (ESE) Maximum Marks: 50

Sl. NO	Component	Activity	Max. Marks
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1	<b>Written Examination</b>	Long Essay (a choice between two options for each question- answer five long essay type answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).	5x10=50
<b>Total Marks</b>			<b>50</b>



**MGU-BBA (HONOURS)**

## Syllabus



**Mahatma Gandhi University**  
**Kottayam**

Programme	Bachelor in Business Administration (Honours)					
Course Name	Entrepreneurship and Startup Ecosystem					
Type of Course	SEC					
Course Code	MG3SECBBA200					
Course Level	NA					
Course Summary	<p>This course introduces the core principles of entrepreneurship and the dynamics of the startup ecosystem. It delves into ideation, business model formulation, financing mechanisms, legal considerations, and venture scaling. Emphasis is placed on experiential learning through practical projects and contemporary case studies</p> <p><b>Course Objectives:</b></p> <ol style="list-style-type: none"><li>1. To understand the concept of entrepreneurship and identify the dimensions and resources required to establish a start-up</li><li>2. To understand that not all ideas can be turned into viable business models and guestimate business potential of an idea</li><li>3. To understand different type of finances available and financing methods</li><li>4. To be able to draft business plans on an identified idea</li><li>5. To understand the nuances of operating a startup – low budget marketing, stabilizing operations, build a team from scratch and scaling the business</li><li>6. To know what a Family Business is and how is it different from Entrepreneurship</li></ol>					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75

<b>Pre-requisites, if any</b>	NA
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### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No:
1	To understand Entrepreneurship and its types.	U	5
2	Be able to identify a business opportunity and translate it into a viable business model.	An	6
3	To identify the various sources of finance for a new venture and role of central and state government in promoting entrepreneurship.	U	9
4	Identify the elements of the Indian entrepreneurship ecosystem and evaluate the impact of government schemes and policies on the startup ecosystem.	E	9

### COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1: Introduction to Entrepreneurship</b>		<b>22Hrs</b>	
1.1	Concept of entrepreneur, definition of entrepreneur, characteristics, Functions of an Entrepreneur- entrepreneurial function, promotional function, managerial function and commercial function, Competencies of an entrepreneur	5	CO 1
1.2	Concept and Definition of entrepreneurship, Process of Entrepreneurship, Myths of Entrepreneurship, Role of Entrepreneurship in Economic Development, barriers to entrepreneurship- environmental barrier and personal barrier.	6	CO 1

1.3	Classification of Entrepreneurs- Innovative Entrepreneur, Imitative Entrepreneur, Fabian Entrepreneurs, Drone Entrepreneurs, accidental entrepreneur, Other Categories of Entrepreneurs.	6	CO 1
1.4	Women Entrepreneurship, challenges of women entrepreneurs, Social Entrepreneurship, who is a social entrepreneur-characteristics-Intrapreneurship -concept.	5	CO 1
<b>2: Evaluating Business opportunity and business plan</b>			<b>24 Hrs</b>
2.1	Elements of a business opportunity, exploring opportunities in the environment- environment scanning, analysis of environment,	4	CO2
2.2	idea generation, ways to generate ideas, sources of ideas, transforming idea into opportunities, idea and opportunity assessment, misconceptions, need for evaluating ideas	4	CO2
2.3	Business Plan- formats of business plan, preparation of a business Plan, elements, understand the concept of Business Plan, reasons for success and failure of Business Plan,	8	CO2
2.4	Feasibility study, types, features, outline of feasibility study. Formalities and procedures in registration of a business - Regulatory norms and legal aspects	8	CO2
<b>3: Building Blocks of starting ventures</b>			<b>8 Hrs</b>
3.1	Preparing for the new venture launch, New venture expansion strategies- Venture Capital and Angel Investment, Sources of Venture Funding available in India, Importance and Benefits, Sources of Investment.	5	CO3
3.2	Introduction to various incentives, subsidies and grants, Institutions supporting the small business enterprises: Central level institutions, state level institutions, other agencies	3	CO3
<b>4 : Start-up Ecosystem</b>			<b>6 Hrs</b>
4.1	Know the components of the start-up ecosystem including Government, Universities, Incubators, Accelerators.	2	CO4
4.2	Ease of Doing Business: indicators, India and Ease of Doing Business Recent Start- up Policy of India: Important provisions of the policy	2	CO4

4.3	Know various govt. schemes like Start-up India, Digital India, MSME, Stand Up India, Make in India, Atal Innovation Mission (AIM), NewGen IEDC, Single Point registration scheme, Multiple Grant Scheme.	2	CO4
<b>5. Practical Component given in the syllabus</b>		<b>15</b>	<b>CO1, CO2, CO3, CO4</b>

## References

### TEXT BOOKS (Latest Editions)

1. S.S. Khanka, Entrepreneurship Development, S.Chand Publications, New Delhi.
2. Nafees A. Khan, Fundamentals of entrepreneurship, Anmol Publications, New Delhi.
3. E. Gordon & K. Natarajan, Entrepreneurship Development, Himalaya Publications
4. Vasant Desai, Fundamentals of Entrepreneurship and Small Business Management, Himalaya Publications
5. Startup India Leaning Program by Start Up India available at [www.startupindia.gov.in](http://www.startupindia.gov.in)
6. Entrepreneurship, Rajeev Roy, Oxford University Press
7. Entrepreneurship: Successfully Launching New Ventures by R. Duane Ireland Bruce R. Barringer, Pearson Publishing
8. Andrew Zacharakis, WiliamBygrave, and Andrew Corbett, Entrepreneurship, 4th Edition, Wiley, 2016.
9. Anish Tiwari , “Mapping the Startup Ecosystem in India”, Economic & Political Weekly

### Suggested readings:

Family Business Management by Rajiv Agarwal, Sage Publishing

Ramachandran, K, Indian Family Businesses: Their survival beyond three generations, ISB Working Paper Series

### E resources: The start-up

Guide <https://www.startupindia.gov.in/content/sih/en/reources/knowledge-bank.html>

## Practical Component

### Entrepreneurial Diary – A Journey from Idea to Impact

As part of this course in experiential entrepreneurship, each student is expected to maintain an Entrepreneurial Diary that thoughtfully documents your startup journey. This diary is not merely a record of activities, but a personal and professional reflection of your growth as an aspiring entrepreneur.

The process of building a venture — from ideation to execution — is filled with learning, experimentation, and transformation. Your diary will serve as a structured tool to capture each stage of this journey and demonstrate your understanding, creativity, and initiative.

You are required to maintain clear and comprehensive entries for each of the following 12 stages of the entrepreneurial process:

- 1. Awareness & Ideation** – Capture how you identified a real-world problem and generated innovative solutions through brainstorming and ideation techniques.
- 2. Validation** – Document your approach to understanding customer needs via surveys, interviews, or field studies, and summarize key insights.
- 3. Business Planning** – Present your Business Model Canvas and describe the rationale behind your strategic decisions.
- 4. Prototype & MVP** – Detail your process of creating a low-cost prototype using digital or physical tools, along with the outcome.
- 5. Marketing Execution** – Provide an overview of your digital marketing efforts, including content creation, campaigns, and audience engagement.
- 6. Finance & Budgeting** – Include costing, pricing models, and break-even analysis to reflect your understanding of business economics.
- 7. Legal Literacy** – Summarize the steps involved in business registration, compliance, and the simulated process of forming a company.
- 8. Selling Skills** – Reflect on your role-play experience of pitching and negotiating, and describe your learning in communication and persuasion.
- 9. Exposure** – Share reflections on your visit to a startup incubator or interaction with industry entrepreneurs and mentors.

**10. Execution** – Describe your experience in launching a mini startup or campus enterprise, along with results, challenges, and outcomes.

**11. Showcasing** – Attach your pitch deck used in competitions or mock presentations, and summarize the feedback received.

**12. Reflection** – Conclude with a personal reflection on your entrepreneurial journey: what you discovered about yourself, what you learned, and how you envision your future path as a changemaker.

### Diary Submission Guidelines

- Structure your diary into 12 clear sections, each corresponding to a stage.
- Incorporate relevant evidence such as photographs, screenshots, survey tools, marketing samples, or financial sheets wherever appropriate.
- Use a first-person tone to reflect on your personal experience, and an objective tone when reporting actions or results.
- Ensure that all entries are chronologically dated and maintain a logical flow of progress.

This diary is an integral part of your curriculum and will be assessed not only for its completeness and accuracy, but also for the depth of insight, initiative, and entrepreneurial spirit reflected in it.

Embrace this opportunity to think boldly, act creatively, and document your path as an entrepreneur in the making. This is your canvas — make it meaningful.

## Syllabus ASSESSMENT

### Continuous Comprehensive Assessment(CCA) - Maximum Marks: 30

Sl. NO	Component	Activity	Max. Marks
1	Tests/ Quizzes		10
2	Practical	Assessment methods specified in the syllabus	20

<b>Total Marks</b>	<b>30</b>
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**End Semester Assessment(ESE) Maximum Marks: 70**

Sl. NO	Component	Activity	Max. Marks
1	<b>Written Examination</b>	<p>Short answer (four to five sentences) (a choice between two options for each question-answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).</p> <p>Short Essay (a choice between two options for each question-answer three short essay questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).</p> <p>Long Essay (a choice between two options for each question-answer one long essay questions, one from each pair (9a/9b)</p> <p>Compulsory case study (10a)</p>	<p>5x3=15</p> <p>3x5=15</p> <p>1x20=20</p> <p>1x20=20</p>
<b>Total Marks</b>			<b>70</b>



**Mahatma Gandhi University  
Kottayam**

Programme	Bachelor in Business Administration (Honours)					
Course Name	Disaster Management					
Type of Course	VAC					
Course Code	MG3VACBBA200					
Course Level	NA					
Course Summary	<p>In our rapidly evolving 21st-century world, challenges emerge in diverse forms, transcending borders and intertwining economic, societal, and environmental realms. These challenges profoundly affect vulnerable communities, magnifying their susceptibility to climate-related shocks and disasters. As we navigate through these complexities, it becomes increasingly evident that aligning strategies with global Sustainable Development Goals (SDGs) across various geographical scales is paramount. This alignment incorporates perspectives of environmental sustainability, climate adaptation, and disaster resilience. In light of these considerations, this course aims to equip students with the knowledge and skills necessary to address and mitigate the impacts of disasters in a holistic manner.</p> <p><b>Course Objectives:</b></p> <ol style="list-style-type: none"><li>1. Articulate the critical role of disaster management in reducing risks and enhancing resilience</li><li>2. Identify and describe key institutional frameworks and processes in disaster management.</li><li>3. Conduct risk assessments and develop disaster management plans for specific scenarios</li></ol>					
Semester	3	Credits			2	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		0	0	2	0	
Pre-requisites, if any	NA					

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No:
1	Provide understanding of the concepts related to disaster.	U	10
2	Highlight the importance and role of disaster management.	A	6
3	Enhance awareness of institutional processes and management strategies to mitigate the impacts of disasters.	An	8
4	Identify different types of emergencies and describe basic steps to manage and reduce their impact.	U	6

## COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1. Concepts and Terminologies</b>		<b>15 Hrs</b>	
1.1	Understanding key concepts of Hazards, disasters; Disaster types and causes (Geophysical, Hydrological, Meteorological, Biological and Atmospheric; Human-made).	6	CO1
1.2	Global trends in disasters – Impacts (Physical, Social, Economic, Political, Environmental and Psychosocial).	4	CO1
1.3	Defining Vulnerability (Physical Vulnerability; Economic Vulnerability; Social Vulnerability).	5	CO1
<b>2. Key concepts of Disaster Management Cycle</b>		<b>15 Hrs</b>	
2.1	<b>Key concepts of Disaster Management Cycle</b> Components of disaster management cycle (Phases: Response and recovery, Risk assessment, Mitigation and prevention, Preparedness planning, Prediction and warning).	8	CO2
	Disaster risk reduction (DRR), Community based disaster risk reduction.	7	CO2

<b>3. Initiatives at national and international level</b>			<b>8 Hrs</b>
3.1	Disaster Risk Management in India and at international level: Related policies, plans, programmes and legislation; International strategy for disaster reduction and other initiatives.	8	CO3
<b>4. Emergency Management</b>			<b>7Hrs</b>
4	Explosion and accidents (Industrial, Nuclear, Transport and Mining) - Spill (Oil and Hazardous material); Threats (Bomb and terrorist attacks) - Stampede and conflicts.	7	CO4
<b>5 Practical Assessments mentioned in the syllabus</b>		15	<b>CO1, CO2, CO3 &amp; CO4</b>

**Note to the instructor:** Compulsory Training and Demonstration Workshops (at least two workshops) be organized in association with the NIDM, NDRF, NCDC, Param Military, Fire Brigade, CISF, local administration etc.

## References

### Readings (Latest Editions):

1. Sharma, S.C. , Disaster Management, Khanna Book Publishing.
2. Clements, B. W.,: Disasters and Public Health: Planning and Response, Elsevier Inc.
3. Dunkan, K., and Brebbia, C. A., (Eds.) : Disaster Management and Human Health Risk: Reducing Risk, Improving Outcomes, WIT Press, UK.
4. Singh, R. B. (ed.), Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
5. Ramkumar, Mu, Geological Hazards: Causes, Consequences and Methods of Containment, New India Publishing Agency, New Delhi.
6. Modh, S. Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
7. Carter, N. Disaster Management: A Disaster Management Handbook. Asian Development Bank, Manila.
8. Govt. of India Vulnerability Atlas of India. BMTPC, New Delhi.
9. Govt. of India Disaster Management in India. Ministry of Home Affairs, New Delhi.
10. Matthews, J.A., Natural Hazards and Environmental Change, Bill McGuire, Ian Mason.

### E-Resources

<http://www.ndma.gov.in/en/>  
<http://nidm.gov.in/>  
<https://www.unisdr.org/>

<http://www.emdat.be>  
<https://www.weather.gov/safety/>  
<https://www.preventionweb.net/risk/vulnerability>

## **Practical Component**

### **CO1:**

#### **1.1 Disaster Classification and Impact Analysis Report Group Activity**

Select one disaster event from each of the following categories:

1. Geophysical (e.g., earthquake, volcano)
2. Hydrological (e.g., flood, landslide)
3. Meteorological (e.g., cyclone, drought)
4. Biological (e.g., epidemic)
5. Human-made (e.g., industrial accident, war)

Briefly describe the event and its cause. Explain its impacts under the following headings:

- ✓ Physical
- ✓ Social
- ✓ Economic
- ✓ Political
- ✓ Environmental
- ✓ Psychosocial

Include relevant data, maps, or photographs if available. A 5–7 page written report or a digital presentation (PowerPoint or video) with references.

#### **1.2 Vulnerability Assessment of a Local Area**

1. Identify and analyse physical, economic, and social vulnerabilities in a real-world setting.
2. Choose a local area (e.g., your village/town, school campus, or neighbourhood).
3. Conduct a field survey or secondary research to gather data.
4. Identify vulnerabilities under the following headings:
  - Physical Vulnerability (e.g., unsafe buildings, flood-prone zones)
  - Economic Vulnerability (e.g., income sources, employment risk)
  - Social Vulnerability (e.g., age, gender, disability, marginalization)
5. Present your findings in a Vulnerability Profile report or chart.
6. Suggest at least three risk reduction measures based on the findings.

### **CO2:**

#### **2.1 Create a Community Disaster Preparedness Plan**

A preparedness plan booklet or poster with visuals, checklists, and action steps for the below

1. Select a local community or create a hypothetical one.
2. Identify the most likely hazards it faces.
3. Design a Preparedness Plan that includes:

- Early warning systems
- Evacuation routes
- Roles and responsibilities of community members
- Emergency contact information
- First-aid and emergency kits

## **2.2 Risk and Vulnerability Assessment Survey**

Students have to conduct a field-based or online survey to assess disaster risk and community vulnerabilities and prepare a survey report with data tables, graphs, and analysis.

1. Prepare a questionnaire with sections for:
  - Local hazards
  - Physical and social vulnerabilities
  - Previous disaster experiences
  - Awareness and preparedness level
2. Survey at least 10 households or institutions.
3. Analyse the responses and summarize:
  - Risk levels
  - Gaps in preparedness
  - Suggested risk-reduction strategies

## **CO3:**

### **3.1 Analysis of Emergency Response Agencies and Their Functions**

Conduct a study and document the roles and responsibilities of any three of the following agencies along with a detailed report or power presentation.

- NDRF (National Disaster Response Force)
- NIDM (National Institute of Disaster Management)
- CISF (Central Industrial Security Force)
- NCDC (National Centre for Disease Control)

Present how these agencies contribute during various types of emergencies (industrial, biological, terror threats, etc.).

## **CO4**

### **4.1 Case Study Analysis**

Select any two real-life incidents from the categories listed (e.g., Bhopal Gas Tragedy, Chernobyl Nuclear Disaster, Amritsar Train Accident, Fukushima Nuclear Disaster, 2008 Mumbai Terror Attacks, etc.).

Prepare a comparative case study report covering:

- Background of the incident
- Causes and sequence of events
- Emergency response and rescue operations
- Environmental and human impact
- 5–7 page report and presentation with references, photographs, and charts.
- Preventive measures and lessons learned

## ASSESSMENT

### Continuous Comprehensive Assessment(CCA) - Maximum Marks: 15

Sl. NO	Component	Activity	Max. Marks
1	Impact Analysis Report Group Activity / Vulnerability Assessment of a Local Area / Community Disaster Preparedness Plan / Risk and Vulnerability Assessment Survey / Analysis of Emergency Response Agencies and Their Functions /	Involvement of students for the practical component	10
2	Case Study	Assessments specified by the teacher (Case study related to disaster management) (Assessment methods defined in the syllabus may also be used)	5
<b>Total Marks</b>			<b>15</b>

### End Semester Assessment(ESE) Maximum Marks: 35

Sl. NO	Component	Activity	Max. Marks
1	Practical Examination	Presentation of all Practical Component (Group wise)	35
<b>Total Marks</b>			<b>35</b>



**Mahatma Gandhi University  
Kottayam**

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>				
<b>Course Name</b>	Business Environment and Public Policy				
<b>Type of Course</b>	CORE COURSE				
<b>Course Code</b>	MG4CCRBBA200				
<b>Course Level</b>	<b>NA</b>				
<b>Course Summary</b>	<p>The objective of this course is to give an orientation to the students with various aspects of economic, social, political and cultural environment of India. This will help them in gaining a deeper understanding of the environmental factors influencing Indian business organizations. Additionally, delving into public policies will give students a grasp of the regulatory framework and government initiatives shaping the business landscape in India.</p> <p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the dynamic relationship between business and its external environment.</li> <li>2. To analyze the impact of political, economic, social, technological, legal, and environmental (PESTLE) factors on business.</li> <li>3. To study the role of public policies in shaping the business climate.</li> <li>4. To develop awareness of regulatory and institutional frameworks affecting business operations.</li> </ol>				
<b>Semester</b>	<b>4</b>	<b>Credits</b>			<b>4</b>
<b>Course Details</b>	<b>Learning Approach</b>	Lecture	Tutorial	Practical	Others
					Total Hours

		4	0	0	0	60
<b>Pre-requisites, if any</b>	NA					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No:
1	Understand relationship between environment and business, different concepts & its implementation.	U	1
2	Integration of business environment principles and strategies into domestic and international business.	An	2
3	In-depth knowledge of public policies and reforms since independence.	A	10
4	Apply the knowledge to analyse the current situations and take prudent decisions.	An	5

### COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1: Introduction</b>		<b>10 Hrs</b>	
1.1	Concept, Significance and Nature of Business Environment. Micro and Macro Dimensions of Business Environment.	3	CO1
1.2	Changing Dimensions of Business Environment. Problems and Challenges of Indian Business Environment.	5	CO1
1.3	Corporate Governance- Principles of Corporate Governance and Ethics, Key Stakeholders, Regulatory Framework of Corporate Governance in India. Business Ethics and Ethical Decision Making- Concept and Importance of Business Ethics, Ethical Dilemmas in Business.	2	CO1

<b>2: Global Framework</b>			<b>20 Hrs</b>
2.1	EPRG Framework, Liberalization, Privatization & Globalization concept & its impact on Indian Economy.	7	CO2
2.2	Significance and functions of FDI & FII, IMF & WTO.	7	CO2
2.3	Major Trade Agreements of India – free trade agreement with neighbouring countries, regional FTA- CECAs and CEPAs, Preferential trade agreement, Regional Trade Agreements (ASEAN, EU, NAFTA).	6	CO2
<b>3: Public Policies</b>			<b>18 Hrs</b>
3.1	Background, Meaning and Importance of Public Policy. Significance of Industrial Policy, Fiscal Policy, Monetary Policy.	7	CO3
3.2	Foreign Trade Policy, FERA & FEMA. Structural Adjustment Programs and Banking Sector Reforms in India.	5	CO3
3.3	Industrial Policies in India (1948, 1956, 1991).	6	CO3
<b>4: Emerging Trends in Business</b>			<b>12 Hrs</b>
4.1	Concepts, Advantages and Limitations- Franchising, Aggregators, Business Process Outsourcing (BPO) & Knowledge Process Outsourcing (KPO).	6	CO4
4.2	E-Commerce, Digital Economy, Technological Growth and MNC's.	6	CO4

## References

### Text Books (Latest Editions):

1. K. Aswathappa: Essentials of Business Environment, Himalaya Publishing House.
2. Francis Cherunilam: Business Environment, Himalaya Publishing House.
3. Dr. S Sankaran: Business Environment, Margham Publications.
4. Dr V Murali Krishna: Business Environment, Spectrum Publications.
5. Namitha Gopal: Business Environment, McGraw Hill.

## **Suggestive Assessment Activities:**

### **CO1:**

#### **1.1 Quizzes/Exams:**

For testing CO-based learning domains.

#### **1.2 Case Study Analysis**

Assign real-world or hypothetical cases related to economic reforms, regulatory challenges, or business-government conflicts.

#### **1.3 Debate or Panel Discussion**

##### **Topics:**

- “Is Government Intervention Good for Business?”
- “Should multinationals adhere to home country or host country ethics?”
- “Are global labor standards enforceable?”

### **CO2:**

#### **2.1 Exams**

For testing CO-based learning domains.

#### **2.2 Comparative Analysis Report: FDI vs. FII**

Students write a short report comparing FDI and FII on parameters like nature, risk, impact on economy, and regulations.

#### **2.3. Group Presentation: Sectoral Impact of LPG**

Groups analyze how LPG reforms affected specific sectors like IT, Banking, Agriculture, or Manufacturing.

### **CO3:**

#### **3.1 Quizzes/Exams:**

For testing CO-based learning domains.

#### **3.2 Policy Review presentation**

Students select a public policy (e.g., FDI Policy, Industrial Policy 2023, Startup India) and analyze its objectives, implications, and outcomes. Students can present their findings in a report or PowerPoint format.

### 3.3 Essay/Short Report Writing

#### Topics:

- “Industrial Policy of 1956 and the Development of the Public Sector”
- “The 1991 Policy and Rise of the Private Sector”

## CO4

### 4.1 Exams:

For testing CO-based learning domains.

### 4.2 Current Affairs presentation

Students select an emerging trend and present its relevance, applications, and future impact.

#### Examples of Topics:

- Artificial Intelligence in Business
- Green and Sustainable Business Practices
- Blockchain in Supply Chain Management
- Remote Work & Gig Economy
- Metaverse and Virtual Commerce

### 4.3 Short Essay

#### Topics:

- “Growth of Aggregator Models in the Gig Economy”
- “How India Became a Global BPO Hub”
- “Franchising in the Indian Fast Food Industry”

## ASSESSMENT

### Continuous Comprehensive Assessment(CCA) - Maximum Marks: 30

Sl. NO	Component	Activity	Max. Marks
1	Tests/ Quizzes		10

2	Group Debate on Public policies / Business Environment	Assessment methods specified in the syllabus.	10
3	Reports/ case study analysis/ presentation	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used).	5
4	Group or individual presentation	Presentation of any of the assessment topics.	5
<b>Total Marks</b>			<b>30</b>

**End Semester Assessment(ESE) Maximum Marks: 70**

Sl. NO	Component	Activity	Max. Marks
2	<b>Written Examination</b>	Short answer (four to five sentences) (a choice between two options for each question-answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).	5x3=15
		Short Essay (a choice between two options for each question-answer three short essay questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).	3x5=15
		Long Essay (a choice between two options for each question-answer two long essay questions, one from each pair (9a/9b, 10a/10b)	2x20=40
<b>Total Marks</b>			<b>70</b>

	<p style="text-align: center;"><b>Mahatma Gandhi University</b> <b>Kottayam</b></p>
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<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>					
<b>Course Name</b>	Financial Management					
<b>Type, of Course</b>	CORE COURSE					
<b>Course Code</b>	MG4CCRBBA201					
<b>Course Level</b>	<b>NA</b>					
<b>Course Summary &amp; Justification</b>	Financial Management is offered with intent to equip the students with the basic knowledge of finance theory and its application to develop relevant financial strategies pertinent to profit-seeking organizations. The theme of financial management is structured around three decision making financial areas: Investment- long and short term, Financing and Dividend policy. This imbibes students with analytical and decision-making skills in managing finance through application of theoretical questions and practical problems.					
<b>Semester</b>	<b>4</b>	<b>Credits</b>			<b>4</b>	<b>Total Hours</b>
<b>Total Student Learning Time (SLT)</b>	<b>Learning Approach</b>	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
<b>Pre-requisites</b>	NA					

#### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No:</b>
1	To apply the knowledge in taking finance decisions	U	1

2	To develop analytical skills to identify financial management problems and solve them.	A	2
3	To analyse the relationship among capital structure, cost of capital, dividend decisions, and value of the business.	An	1
4	To assess a firm's requirement for long-term assets by applying capital budgeting techniques.	An	2

## COURSE CONTENT

### Content for Classroom transactions (Units)

Module	Course description	Hrs	CO No.
<b>1. Introduction to Financial Management</b>		<b>12 Hrs</b>	
1.1	Meaning of finance and financial management, Types of finance, Objective and Scope of financial management– profit maximization and wealth maximization - merits and criticisms.	4	CO1
1.2	Financial decisions, Internal relation of financial decisions, Factors influencing financial decisions.	4	CO1
1.3	Finance, Sources of Finance: Ownership securities – Equity shares, Preference shares, Deferred shares, no par stock/shares, Shares with differential rights, Sweat Equity.	2	CO1
1.4	Creditorship securities – Debentures – Zero coupon bonds, zero interest bonds, Internal financing or ploughing back of profit – short term and long-term sources.	2	CO1
<b>2. Capital structure and capitalization</b>		<b>16Hrs</b>	
2.1	Meaning of capitalization – Theories of capitalization – cost theory and earnings theory.	3	CO2

2.2	Over capitalization and under capitalization (Theory) – causes – effects and remedies, Watered stock.	4	CO2
2.3	Meaning of capital structure and financial structure, principles of capital structure, Optimum Capital Structure, Determinants of capital structure, capital gearing.	4	CO2
2.4	Theories of Capital structure, Effect of capital structure on EPS, EBIT-EPS Analysis, -Practical Problems.	5	CO2
<b>3. Cost of Capital, Leverage and Working Capital</b>		<b>20 Hrs</b>	
3.1	Meaning of cost of capital, significance of cost of capital, components of cost of capital – (Theory Only).	4	CO3
3.2	Meaning of Leverage, Types of Leverages – operating, financial and combined leverage, – practical problems.	5	CO3
3.4	Managing working Capital - Meaning of working capital, types of working capital, working capital cycle, adequate working capital, determinants of working capital (Practical problems).	6	CO3
3.5	Estimation of working capital-Practice problems. Management of cash. Management of inventory and debtors.	5	CO3
<b>4. Capital Budgeting and Dividend policy</b>		<b>12 Hrs</b>	
4.1	Meaning of Capital Budgeting, Importance, Need, Time value of money-Present and Future Value.	4	CO4
4.2	Capital budgeting process, project appraisal by using traditional methods and modern methods.  Practical problems on Payback Period, Net Present Value, Profitability Index, IRR (Simple Problems).	5	CO4
4.3	Dividend policy-Meaning, Kinds, Theories of dividend decisions, determinants of dividend policy decisions (Theory Only).	3	CO4

## References

Textbooks (Latest Editions):

1. Khan, M, Y, & Jain, P, K . Financial Management. Tata Mc Graw Hill.
2. Chandra, P. Financial Management. New Delhi, India. Tata McGraw Hill Book Co
3. Pandey,I.M. Financial Management. New Delhi, India. Vikas Publishing House.
4. Kumar, A. Financial Management, Khanna Publishing House.
5. Gupta, S, K., Sharma, R.K. & Gupta, N . Financial Management. Kalyani Publishers.
6. Khan, M, Y, & Jain, P, K . Financial Management. Tata Mc Graw Hill.
7. Brigham and Houston. Fundamentals of Financial Management, Cengage Learning
8. "Essentials of Financial Management" by S.N. Maheshwari and S.K. Maheshwari

## Suggestive Assessment Activities:

### CO1:

#### 1.1 Test

For testing CO-based learning domains.

#### 1.2 Finance Decision-Making Simulation

Designing Financial Decisions for a Startup-You are the financial manager of a new start-up in the agri-tech sector. The startup is looking to expand and needs ₹50 lakhs for the next phase.

Evaluate various sources of finance (equity, debt, preference shares, internal accruals). Choose the most suitable combination considering:

- Cost of capital
- Risk
- Control dilution
- Repayment flexibility

Justify your choice of financial decision with logical reasoning. Discuss internal relationships among financing, investment, and dividend decisions.

#### 1.3 Source of Finance Identification – Company-Based Mapping

Choose 3 listed Indian companies from different industries (e.g., FMCG, IT, Manufacturing).

Analyze their capital structure and identify:

- Ownership securities (e.g., equity, preference shares)
- Creditorship securities (e.g., debentures, bonds)
- Internal financing (retained earnings)
- Short-term vs long-term financing sources

Create a comparative table of the different types of securities used.

Reflect on why these companies chose these instruments (cost, risk, industry norms, etc.). Students may make presentation in group.

## **CO2**

### **2.1 Test**

For testing CO-based learning domains.

### **2.2 Impact of Capital Structure on EPS – Real Company Analysis**

Select atleast two listed Indian company. Analyse and compare the capital structure of selected listed companies.

### **2.3 Theories of Capital Structure – Debate**

Divide the class into four teams.

Assign each team one theory:

- Net Income Approach
- Net Operating Income Approach
- MM Theory
- Traditional Approach

Each team will:

- Present the core assumptions and logic of their assigned theory.
- Argue its relevance in today's Indian corporate context with examples.

### **2.4 Numerical Problems**

Problems on EBIT-EPS analysis, capital structure impact on EPS

## **CO3**

### **3.1 Test**

For testing CO-based learning domains.

### **3.2 Estimate the Working Capital Requirement for a Startup Manufacturing Business**

Estimate the Working Capital Requirement for a Startup Manufacturing Business and prepare a working capital estimation using the operating cycle method. Encourage students to make appropriate assumptions.

### **3.3 Leverage Analysis Using Real Company Data- A comparative study**

Select two Indian companies in different sectors (e.g., Tata Steel vs Infosys).

Collect recent financial data (from Annual Reports or Moneycontrol):

- Sales, EBIT, Interest, and EBT

Calculate: Operating Leverage, Financial Leverage, Combined Leverage

Analyze and interpret:

- Which company has higher business risk?
- Which one is more sensitive to financial risk?

### **3.4 Numerical problem**

- Leverage calculations
- Estimation of working capital

## **CO4**

### **4.1 Test**

For testing CO-based learning domains.

### **4.2 Numerical Problems based on capital budgeting methods.**

## **ASSESSMENT**

**Continuous Comprehensive Assessment (CCA) - Maximum Marks: 30**

Sl. No	Component	Activity	Max. Marks
1	Test		10

2	Case Study Analysis/Simulation/ Company-Based Mapping/ Debate/ Estimation of Working Capital/ comparative study/ Numerical Problems	Assessment methods specified in the syllabus.	10
3	Case Study Analysis/Simulation/ Real Company Analysis/ Debate/ Estimation of Working Capital/ comparative study/ /Numerical Problems	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used).	5
4	Group or individual presentation	Presentation of any of the assessment topics given.	5
Total Marks			30

**End Semester Assessment (ESA) - Maximum Marks: 70**

Sl. No	Component	Activity	Max. Marks
1	Written Examination  2 hours	Short answer (four to five sentences)  (a choice between two options for each question- answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).	5 X 3=15
		Short Essay  (a choice between two options for each question- answer three short essay questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).	3 X 5=15

		Long Essay  (a choice between two options for each question- answer two long essay questions, one from each pair (9a/9b, 10a/10b))	2 x 20=40
Total Marks			70



**MGU-BBA (HONOURS)**

## Syllabus



**Mahatma Gandhi University  
Kottayam**

Programme	Bachelor in Business Administration (Honours)					
Course Name	OPERATIONS MANAGEMENT					
Type of Course	CORE COURSE					
Course Code	MG4CCRBBA202					
Course Level	NA					
Course Summary	<b>Course Summary:</b>  This course introduces students to the fundamental principles of operations management, focusing on planning, production systems, quality control, and emerging technologies. It simplifies complex concepts through case studies and practical examples to help students understand and apply operations management practices effectively in real-world scenarios.					
	<b>Course Objectives</b>  1. To enable students to understand the role and scope of operations management in business. 2. To familiarize students with various types of production systems and process designs. 3. To introduce quality control, production planning, and inventory management concepts. 4. To highlight the importance of technology, sustainability, and global trends in operations.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	
Pre-requisites, if any	NA					

CO No.	Expected Course Outcome	Learning Domains *	PO No:
1	Understand core principles and functions of operations management.	U	1
2	Optimize operational processes through effective process design, and capacity planning.	A	2
3	Understand materials and inventory management, use work study techniques to improve productivity, and examine different plant layouts for better efficiency.	A	5
4	Implement quality management principles and analyse the impact of technology and sustainable practices in modern operations	An	10

## COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1 Introduction to Operations Management:</b>			<b>10Hrs</b>
1.1	Definition, importance, objectives; key decisions of operation manager. Production vs Operations Management.	5	CO1
1.2	Production/operations functions; types of production systems (job shop, batch, continuous, cellular); five Ps of production.	5	CO1
<b>2 Process and Planning and Control</b>			<b>20 Hrs</b>
2.1	Process Selection: Definition, Characteristics that influence the choice of alternative processes (volume and variety).	5	CO2

2.2	Process types in manufacturing: project, jobbing, batch, line, mass, continuous; Process types in services: professional services, services shops, mass services.	5	CO2
2.3	Functions and objectives of production planning; steps in process planning; production planning techniques for various process choices.	6	CO2
2.4	Techniques of production control characteristics of control systems; capacity and layout decisions.	4	CO2
<b>3. Material Management and Productivity Improvement Techniques 18 Hrs</b>			
3.1	Materials and Inventory Management: Scope of materials management; purchasing methods. inventory control—objectives, functions, importance.	7	CO3
3.2	Work Study and Plant Layout: Work study; Method study; Work measurement: time study: stop watch time study; Work sampling.	8	CO3
3.3	Types of plant layouts; factors influencing plant layout.	3	CO3
<b>4 Quality Management and Emerging Trends 12 Hrs</b>			
4.1	Meaning of quality management; Quality characteristics of goods and services, Quality control, importance and objectives.	2	CO4
4.2	The principles of Total Quality Management (TQM), and the implementation of Six Sigma and Lean Manufacturing.	2	CO4
4.3	Emerging trends- Introduction to sustainability and technological innovations in operations- 3-pillars or the 3 E's of sustainability (Environmental, Economic and Eco-friendly sustainability).	4	CO4
4.4	The industrial revolution 4.0., Application of lot in industry	4	CO4

## References

### Text Books (Latest Editions):

6. Mahadevan, B, Operations Management: Theory & Practice, 3rd ed., Pearson Education.

7. Alan Muhlemann, John Oakland et al.: Production and Operations Management Pearson, 6th edition.
8. B. Mahadevan Operations Management: Theory and Practice, Pearson, 2nd edition
9. K.S. Chandrasekar, Operations Management, Himalaya Publishing House, Mumbai
10. Adam Jr Everetl E. R J, Production and Operations management , prentice-hall, 1992, 2000 5th ed.
11. Chary, Production and Operations management, Tata mcgraw-hill, 1997 9th *edition*.
12. Hill T, Operations Management , palgrave, 2000  
Haleem A, Production and Operations management ,galgotia publication, 2004

### **Suggestive Assessment Activities:**

#### **1.1 Quizzes/Exams:**

For testing CO-based learning domains.

#### **1.2 Case Study – Role of Operations Manager – individual**

Select a local manufacturing or service company (e.g., bakery, hospital, workshop, courier service). Interview an operations manager or research online about their responsibilities. Prepare a report (800–1000 words) covering: Definition and importance of operations management, Key decisions taken by the operations manager, Objectives and challenges faced in daily operations.

#### **1.3 Presentation – Types of Production Systems & Five Ps**

Students can form a group of 3–4, prepare a PowerPoint presentation (8–10 slides) covering: The four types of production systems: job shop, batch, continuous, cellular (with real-life examples), Explanation and application of the Five Ps: Product, Plant, Processes, Programs, People. Choose one company and analyse how it incorporates the Five Ps and which production system it follows. Present to the class in 10 minutes.

#### **1.4 Concept mapping of production systems**

Students create a visual map showing how different components of a production system interact, helping reinforce their conceptual understanding.

### **CO2:**

#### **2.1 Quizzes/Exams:**

For testing CO-based learning domains.

## **2.2 Field Visit Report – Manufacturing or Service Process Type**

Visit a local business (manufacturing or service-based) or observe one online (e.g., YouTube videos of factories or hospitals). Identify and describe the process type: For manufacturing: project, jobbing, batch, etc. For services: professional service, service shop, mass service and explain your reasoning in a short report (500–700 words).

## **2.3 Flowchart – Steps in Process Planning**

Choose a simple product (like a sandwich, a chair, or a printed brochure). Draw a flowchart or diagram showing the steps in planning its production — from design to material selection to process choice. Label each step and explain the decisions taken.

**CO3:**

### **3.1 Quizzes/Exams:**

For testing CO-based learning domains.

### **3.2 Work Study Mini Project – Time Study or Work Sampling**

Choose a repetitive task at home or college (e.g., serving tea in the canteen, arranging books, or photocopying documents). Use a stopwatch (phone timer) to: Measure the time taken for the task over 5–10 cycles. Calculate the average time, identify delays or inefficiencies. Suggest how the task can be improved (e.g., rearranging tools, reducing movements).

Submit your observations in a 1-page report.

### **3.3 Plant Layout Design – Sketch and Analysis**

Identify and apply layout principles to real or hypothetical spaces. Choose a simple workspace (e.g., kitchen, classroom, computer lab, workshop). Draw a rough layout of the space, labeling equipment, workstations, and material flow. Identify the type of layout it follows (process, product, fixed-position, etc.). Suggest two improvements considering safety, space utilization, or workflow. Submit as a sketched layout with a short explanation.

### **3.4 Case study analysis on quality control practices**

Students examine and analyze a real or hypothetical case involving quality control methods to understand their application in operations.

**CO4:**

### **4.1 Quizzes/Exams:**

For testing CO-based learning domains.

#### 4.2 Assignment on Sustainability and Industry evolution to 1.0 to 4.0

Write a detailed report on the sustainability concept and industry evolution from 1.0 to 4.0 with relevant examples.

#### 4.3 Debate: AI/IoT in operations – pros and cons

A structured classroom debate where students argue both for and against the use of AI and IoT in operations management.

#### 4.4 Report on Six Sigma in Everyday Life

Think of a daily process that often has errors or delays (e.g., classroom attendance, printing documents, morning routine). Identify the defects (errors, delays, inefficiencies). Apply the DMAIC approach (Define, Measure, Analyze, Improve, Control) in a simplified way to propose a solution. Submit a 1-page case analysis using a table or flowchart.

### ASSESSMENT

#### Continuous Comprehensive Assessment(CCA) - Maximum Marks: 30

Sl. NO	Component	Activity	Max. Marks
1	Tests/Quizzes	Short answer, multiple-choice quizzes.	10
2	Group presentation/ Concept mapping/ Field Visit Report/ Flowchart/Mini Project/Layout Design/Debate/Report Writing	Assessment methods specified in the syllabus.	10
3	Case Studies/Seminars/Presentation	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used).	5
4	Individual or Group Presentation	Presentation of above assessments topic.	5
Total Marks			30

**End Semester Assessment(ESE) Maximum Marks: 70**

Sl. NO	Component	Activity	Max. Marks
2	<b>Written Examination</b>	<p>Short answer (four to five sentences) (a choice between two options for each question-answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).</p> <p>Short Essay (a choice between two options for each question-answer three short essay questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).</p> <p>Long Essay (a choice between two options for each question-answer two long essay questions, one from each pair (9a/9b, 10a/10b)</p>	<p>5x3=15</p> <p>3x5=15</p> <p>2x20= 40</p>
<b>Total Marks</b>			<b>70</b>

# Syllabus



**Mahatma Gandhi University  
Kottayam**

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>				
<b>Course Name</b>	Industrial Relation				
<b>Type of Course</b>	CORE COURSE				
<b>Course Code</b>	MG4CCRBBA203				
<b>Course Level</b>	NA				
<b>Course Summary</b>	<p><b>Course Summary:</b></p> <p>This course provides a comprehensive understanding of industrial relations, focusing on the dynamic interactions among workers, employers, and the state. It explores the core concepts, significance, and approaches to industrial relations, as well as the evolving role of trade unions and the global labour movement. The course examines the causes and resolution mechanisms of industrial disputes, including strikes, lockouts, and collective bargaining. Special attention is given to the grievance redressal process and the legal and institutional framework supporting industrial harmony.</p> <p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. To familiarize students with the fundamental concepts, significance, and theoretical approaches to industrial relations.</li> <li>2. To examine the role and development of trade unions, both in India and internationally, and their impact on industrial relations.</li> <li>3. To enable students to understand the causes and forms of industrial disputes and the institutional mechanisms for dispute resolution and grievance handling.</li> </ol>				
<b>Semester</b>	<b>4</b>	<b>Credits</b>			<b>4</b>
<b>Course Details</b>	<b>Learning Approach</b>	Lecture	Tutorial	Practical	Other s
					Total Hour s

		4	0	0	0	60
<b>Pre-requisites, if any</b>	NA					

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No:</b>
1	Understand the basic concepts, goals, and different approaches of industrial relations, and identify the roles of the state, employers, and trade unions.	U	9
2	Describe the development of trade unions in India and globally, and explain their functions and problems.	U	6
3	Identify the causes and types of industrial disputes and apply the methods of grievance handling and collective bargaining to practical situations.	A	3
4	Understand the concept of workers participation in management and welfare	U	3

## **COURSE CONTENT** **MGU-BBA (HONOURS)**

<b>Module</b>	<b>Course description</b>	<b>Hrs</b>	<b>CO No.</b>
<b>1 Concepts of Industrial Relations</b>		<b>8 Hrs</b>	
1.1	Concept, Definition, Significance, Objectives Scope.	2	CO1
1.2	Approaches (Sociological, Psychological, Marxian, Trusteeship) Principles of good industrial relations.	2	CO1
1.3	Role of State, Employers and the Unions in industrial relations. Causes for poor industrial relations, Indicators of Poor Industrial Relations.	4	CO1

<b>2 Trade Unionism</b>			<b>16 Hrs</b>
2.1	Labour movement- Concepts, Trade union movement, Development of trade unionism in India.  Types, Functions and problems of trade unions.	8	CO2
2.2	Employers Organization-Role of Employers Organization in maintaining industrial relations.  International Labour Organisations (ILO) - Origin, history, objectives and functions.	8	CO2
<b>3 Industrial Disputes</b>			<b>21 Hrs</b>
3.1	Meaning, Causes, Forms, Industrial conflicts: Meaning causes and impact. Strike: Meaning, Types & Legal aspects. Concept of lockout.	5	CO3
3.2	Industrial relations machinery, Joint consultation, Works committee, Conciliations, Court of Enquiry, Voluntary arbitration, Adjudication.	5	CO3
3.3	Collective Bargaining, Meaning, Characteristics, Need, Importance.  Essential Conditions for Success of Collective Bargaining, Process of Collective Bargaining, Causes for Failure of Collective Bargaining.	7	CO3
3.2	Grievance Handling: Meaning of grievances, Causes of grievances, Guidelines for grievance handling, Grievances redressal procedures.	4	CO3
<b>5. Workers Participation and Welfare</b>			<b>15Hrs</b>
4.1	Works participation in management, forms, Importance, objectives, benefits and challenges, Workers' Participation in Management in India.	6	CO4
4.2	Workers education, significance, benefits, CBWE, functions.	5	CO4
4.3	Worker's welfare, types, benefits, Statutory Provisions in India connected with health, safety and welfare of workers.	4	CO4

## References

### Text Books (Latest Editions):

1. C.B. Mamoria and Gankar, Dynamics of Industrial Relations 3rd Ed, 2013,– Himalaya Publishing House, Mumbai
2. PL Malik, Hand Book of Labour and Industrial Law, 12th Ed, 2009, Eastern Book Company .Luck now.
3. Srivastava SC Industrial Relations and Labour Laws, 5th Ed, 2009, Vikas Publishing House Pvt Ltd, New Delhi.
4. Sinha, P.R.N., InduBala&Shekhar, S.P, " Industrial Relations, Trade Unions and Labour Legislations" Pearson Education.
5. Monappa, A "Industrial Relations", TataMcGraw Hill Publishing Company Limited
6. Srivastava, S.C., "Industrial Relations and Labour Laws", Vikas Publications.
7. Salamon, M., "Industrial Relations: Theory and Practice" Pearson Education, Financial Times Prentice Hall.

### Suggestive Assessment Activities:

#### CO1

##### 1.1 Quizzes/Exams:

For testing CO-based learning domains.

##### 1.2 Case Study Analysis on Industrial Relations Breakdown

Select a real-world instances of poor industrial relations and identify the causes and indicators.

Select a real case of industrial dispute or poor industrial relations (e.g., strikes, lockouts, or conflicts in an Indian company). Prepare a report (1000–1200 words) covering the following:

- Background of the company and the issue.
- Causes of poor industrial relations in the case.
- Role of trade unions, employers, and government.
- Indicators of poor industrial relations observed.
- Suggestions for improvement.

Students will able to find the reasons behind poor IR and apply theoretical concepts to real-world situations.

##### 1.3. Comparative Study of Industrial Relations Approaches-Presentation

To understand and differentiate between the key theoretical approaches to industrial relations. Divide the class into groups. Each group selects one approach (Sociological, Psychological, Marxian, Trusteeship).

Each group creates a visual presentation (PPT or chart) including:

- Key features of the approach.
- Underlying assumptions about employers and workers.

- Examples where this approach is reflected in practice (if possible).  
Present findings in class (5–7 minutes per group).

## **CO2**

### **2.1 Quizzes/Exams**

For testing CO-based learning domains.

### **2.2 Timeline Project – Development of Trade Unionism in India**

Create a timeline (digital or on chart paper) highlighting key events in the development of trade unionism in India.

Include:

- Important trade union acts (e.g., Trade Unions Act, 1926).
- Major strikes and labour movements.
- Formation of significant trade unions (e.g., AITUC, INTUC, CITU).
- Role of leaders in the labour movement.

Add a brief explanation (2–3 sentences) for each event

### **2.3 Role Play or Mock Session – Simulation of an ILO Meeting**

To engage students actively with the functioning of the International Labour Organization (ILO) and its tripartite structure.

**Instructions:**

- Organize a mock ILO General Conference or meeting.
- Assign roles: Government representatives, Employers, Workers, ILO officials.
- Choose a current labour issue (e.g., gig economy rights, minimum wages, workplace safety).
- Each group prepares and presents their viewpoint in a 3–5 minute speech.
- Follow up with a class discussion or a written summary of the session.

## **CO3**

# **Syllabus**

### **3.1 Quizzes/Exams:**

For testing CO-based learning domains.

### **3.2 Case Study – Industrial Conflict and Strike Analysis**

Select a real-life industrial dispute or strike from India or abroad (e.g., Maruti Suzuki Manesar plant strike, Jet Airways layoffs).

Prepare a case study report (1000–1200 words) including:

- Background of the conflict (industry, company, union involvement).
- Causes and forms of conflict.
- Legal aspects and type of strike involved (if applicable).
- Impact on employees, employers, and society.
- Methods used for resolution or failure thereof.

### 3.3 Role Play – Collective Bargaining Simulation

Divide the class into three groups: management, trade union, and mediator. Assign a bargaining issue (e.g., wage hike, working hours, safety measures). Each group prepares its negotiation strategy.

Conduct a role play (20–30 minutes) simulating a collective bargaining session.

After the session, each group submits a reflection report explaining:

- Their strategy
- The negotiation process
- The outcome and reasons for success/failure.

## CO4

### 4.1 Quizzes/Exams:

For testing CO-based learning domains.

### 5.2 Chart Making – Workers' Welfare and Statutory Provisions

To *familiarize* students with different types of welfare measures and relevant Indian laws.

Instructions:

- Create a chart or infographic that includes:
  - Types of welfare (statutory, voluntary, intra-mural, extra-mural)
  - Benefits of welfare measures
  - Key legal provisions related to health, safety, and welfare (e.g., Factories Act, 1948 – Sections on working hours, canteens, safety officers, medical facilities)
- Use diagrams, symbols, or icons to make it visually engaging.

### 5.3 Group presentation on below topics

- Forms and Importance of Workers' Participation in Management in Indian Industries: Cover joint councils, works committees, and real company examples.
- Workers' Education in India: Role, Benefits and the Functions of CBWE" Include training modules and success stories of CBWE.
- Challenges and Solutions in Implementing WPM in India" Focus on resistance from management, lack of awareness, and legal gaps.
- Types and Benefits of Workers' Welfare Measures: Statutory vs Voluntary" Include examples from laws and corporate policies.
- Statutory Provisions in India Related to Worker Health, Safety, and Welfare" Focus on Factories Act, ESI Act, and practical implementation.

## ASSESSMENT

### Continuous Comprehensive Assessment(CCA) - Maximum Marks: 30

Sl. NO	Component	Activity	Max. Marks
1	Tests/Quizzes	For testing CO-based learning domains	10
2	Case Study Analysis/ Comparative Study/ Timeline Project/ case study analysis/ role play/ presentation/ Role Play or Mock Session/	Assessment methods specified in the syllabus	10
3	Case Study Analysis/ Comparative Study/ Timeline Project/ case study analysis/ role play/ presentation/ Role Play or Mock Session/	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used).	5
4	Presentation	Presentation of above assessments topic.	5
<b>Total Marks</b>			<b>30</b>

### End Semester Assessment(ESE) Maximum Marks: 70


Sl. NO	Component	Activity	Max. Marks
2	<b>Written Examination</b>	Short answer (four to five sentences) (a choice between two options for each question-answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b)).	5x3=15
		Short Essay (a choice between two options for each question-answer three short essay	3x5=15

		<p>questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).</p> <p>Long Essay (a choice between two options for each question (9a/9b).</p> <p>Compulsory Case study (10 a.)</p>	<p>1x20=20</p> <p>1x20=20</p>
<b>Total Marks</b>			<b>70</b>



**MGU-BBA (HONOURS)**

## Syllabus

	<p style="text-align: center;"><b>Mahatma Gandhi University</b> <b>Kottayam</b></p>			
<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>			
<b>Course Name</b>	Management Information Systems and Applied Data Analysis			
<b>Type of Course</b>	VAC			
<b>Course Code</b>	MG4VACBBA200			
<b>Course Level</b>	NA			
<b>Course Summary</b>	This course introduces the fundamentals of Management Information Systems (MIS) and their role in business decision-making, with a focus on data analysis using JAMOVİ and spreadsheets. Students will learn key statistical techniques and apply them to real-world business problems, gaining practical skills in data-driven decision-making and business analytics.			
<b>Semester</b>	4	<b>Credits</b>		4
<b>Course Details</b>	Learning Approach	Lecture 3	Tutorial 1	Practical 1
		Others		
<b>Pre-requisites, if any</b>	MGU-BBA (HONOURS)			

## COURSE OUTCOMES (CO)

## Syllabus

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the basics of MIS and its role in digital business infrastructure.	U	1
2	Analyse the applications of MIS, DSS, and knowledge-based systems in e-business.	An	2
3	Describe statistical analyses (descriptive/inferential) and regression modelling using JAMOVİ.	U	2
4	Use JAMOVİ and Excel for hypothesis testing, visualization, and advanced analytics.	A	2

*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

## COURSE CONTENT

### Content for Classroom transactions (Units)

Module	Units	Course description	Hrs.	CO No.
<b>1. Introduction to MIS</b>			<b>15Hrs</b>	
1.1		Fundamental concepts of MIS: Basics concepts of MIS/ Types of MIS, Dimension and components of Information Systems.	5	1
1.2		Benefits of MIS, IT infrastructure, and IT infrastructure evolution.	5	1
1.3		Components of IT infrastructure, new approaches for system building in the digital firm era.	5	1
<b>2. E-Commerce</b>			<b>15 Hrs</b>	
2.1		Information system applications: MIS applications, DSS - GDSS - DSS applications in E enterprise.	5	2
2.2		Knowledge Management System and Knowledge-Based Expert System - Enterprise Model System.	5	2
2.3		E-Business, E-Commerce, E-communication, Business Process Reengineering.	5	2
<b>3. Introduction to Data Analysis</b>			<b>15 Hrs</b>	
3.1		Data analysis using JAMOV: Types of Data-Ordinal Interval, ratio, measures of central tendency - mean, median, mode.	5	3
3.2		Measures of dispersion - Quartile Deviation, variance, standard deviation. Introduction to correlation and regression- simple and multiple.	5	3
3.3		Verifying the assumptions of Linear Regression. Logistic Regression and Interpreting Results. Non-parametric analogues of the t-test, one-sample ANOVA.	5	3
<b>4. Practical</b>			<b>30 Hrs</b>	

4.1	<p><b>Jamovi and spreadsheet for Research &amp; Academic Work:</b></p> <p>Statistical Functions: Descriptive Statistics( MEAN, MEDIAN, MODE, STDEV, VAR, MIN, MAX, QUARTILE), Distribution And Shape(SKEW, KURT, FREQUENCY) , Hypothesis Testing (T.TEST, F.TEST, CHISQ.TEST), Correlation And Regression(CORREL, SLOPE, LINEST), Probability And Distributions(NORM.DIST, NORM.INV, BINOM.DIST), Advanced Analysis With Data Analysis Toolpak (Descriptive Statistics, Histogram, Correlation, Regression, T-Test And Anova)</p> <p>Jamovi- Entering data, importing data from other formats, introduction to various charts- histogram, Bar chart, line chart, bar chart, pie chart , generating frequency table and cross tables and summary measures, scatter diagram and correlation – Pearson and Spearman's Correlation in Regression Analysis , t-test (one sample, paired sample t-test, independent sample t-test) – Interpreting results, one way and two way ANOVA , Assumptions of t-test and verifying the assumptions, Chi-square test for independence, Non-parametric analogues of t-test, one sample ANOVA, Logistic Regression.</p>	30	4
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**MGU-BBA (HONOURS)**

## Syllabus

## REFERENCES

1. Laudon K. C. & Laudon, J. P. Management information systems: managing the digital firm. Fifteenth Edition. Pearson.
2. Olson D., Information systems project management (First;1; ed.). US: Business Expert Press.
3. Stair, R., & Reynolds, G. Fundamentals of information systems. Cengage Learning.
4. Microsoft Excel Formulas and Functions (Office 2021 and Microsoft 365),1st Edition by Paul McFedries.
5. Statistical Analysis: Microsoft Excel 2016 by Conrad Carlberg, Addison-Wesley Professional
6. Navarro DJ and Foxcroft DR (2022). learning statistics with jamovi: a tutorial for psychology students and other beginners. (Version 0.75).

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Lab Sessions</li> </ul>
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>CCA for Theory: 25 Marks</b> <ul style="list-style-type: none"> <li>• Written test</li> <li>• MCQ</li> <li>• Assignments etc.</li> </ul> <b>CCA for Practical: 15 Marks</b> <ul style="list-style-type: none"> <li>• Practical assignments</li> <li>• Observation of practical skills</li> <li>• Viva etc.</li> </ul>
	<b>B. Semester End Examination</b> <b>ESE for Theory: Written Test (50 Marks, 1.5 Hrs)</b> Part A: Multiple Choice Questions (Answer all) - (20*1=20 Marks) Part B: Short Answer Questions (6 out of 8 Questions) - (6*5=30 Marks)  <b>ESE for Practical: 35 Marks (1.5 Hrs)</b> <ul style="list-style-type: none"> <li>• Two practical questions from module 4: 2 * 15 = 30 Marks</li> <li>• Viva - 5 Marks</li> </ul>



**Mahatma Gandhi University**  
**Kottayam**

<b>Programme</b>	<b>Bachelor in Business Administration (Honours)</b>			
<b>Course Name</b>	Statistics for Business			
<b>Type of Course</b>	SEC			
<b>Course Code</b>	MG4SECBBA200			
<b>Course Level</b>	NA			
<b>Course Summary</b>	<p><b>Course Summary:</b></p> <p>This course introduces students to the use of statistics in business. It helps learners understand how to collect, organize, analyse, and interpret numerical data to make better business decisions. The course also aims to build skills in using common statistical and graphical methods to study and understand data in different areas of management.</p> <p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. To introduce students to the fundamental concepts of statistics and its application in business decision-making.</li> <li>2. To help learners understand and analyse business data over time using time series techniques.</li> <li>3. To equip students with the skills to perform and interpret parametric and non-parametric statistical tests for hypothesis testing in business research.</li> <li>4. Perform basic inference tools in the data and arrive at conclusions about populations using spreadsheet/jamovi/spss/R</li> </ol>			
<b>Semester</b>	<b>4</b>	<b>Credits</b>	<b>3</b>	<b>Total Hours</b>

Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2	0	1	0	60
<b>Pre-requisites, if any</b>	NA					

CO No.	Expected Course Outcome	Learning Domains *	PO No:
1	Students will be able to explain the basic concepts and role of statistics in business decision-making.	U	1
2	Analyse the trends and tendencies over a period of time through time series analysis	An	2
3	Apply appropriate parametric and non-parametric statistical tests for hypothesis testing and interpret the results to support data-driven business decisions.	A	5
4	Apply any data analysis software like spreadsheet/SPSS/R/Jamovi to solve business problems.	A	10

## Syllabus

### COURSE CONTENT

Module	Course description	Hrs	CO No.
<b>1 Introduction to Statistics in business:</b>			<b>4Hrs</b>
1.1	Introduction to Statistics: Meaning and Definition of Statistics, Nature, Importance	2	CO1

1.2	Scope and Limitations of Statistics, Classification of statistics, Role of Statistics in Management Decisions.	2	CO1
<b>2 Time Series Analysis</b>		<b>12 Hrs</b>	
2.1	Time Series Data, meaning, uses of time series data in business; Components of time series; Additive, Multiplicative models and mixed model (Problems).	6	CO2
2.2	Trend analysis- application of trend analysis in business; Fitting of trend using principle of least squares – Free hand curve, Semi averages, Moving averages, Least Square method (Problems).	6	CO2
<b>3 Statistical Inference:</b>		<b>14 Hrs</b>	
3.1	Tests of Hypothesis, procedure for testing of hypothesis, Critical region, Two types of error, Level of significance	2	CO3
3.2	Parametric test – Independent t test, Paired t test, One way ANOVA (problems)	7	CO3
3.3	Non-Parametric test- Chi Square (problems), Mann-Whitney U test, Kruskal-Wallis one way ANOVA, Wilcoxon matched pair signed rank test, Friedman's two-way Analysis of Variance (Theory only)	5	CO3
<b>4 Illustrate the concepts in Module 3 Using spreadsheet/R/JAMOV/OR any other software.</b>		<b>30 Hrs</b>	
4.1	(A practical record with minimum 5 problems have to be submitted)	30	CO4

## References

### Text Books (Latest Editions):

- Gupta, S. C., & Gupta, I. (2018). Business Statistics. Mumbai, India: Himalaya Publishing House.
- Gupta, S. P., & Gupta, A. (2018). Business Statistics: Statistical Methods. Delhi, India: S. Chand Publishing.
- Hazarika, P. A. (2012). Textbook of Business Statistics. Delhi, India: S. Chand Publishing.

- Levine, D. M., Krehbiel, C., & Berenson, L. (2009). Viswanathan. Business Statistics – A First Course. India: Pearson Education
- Tulsian, P.C., & Jhunjhunwala, B. (2020). Business statistics. Mumbai, India: S. Chand publishing.
- Vohra, N. D. (2017). Business Statistics. Delhi, India: McGraw-Hill Education India.
- J. K Sharma, Business Statistics, 2nd Ed. Pearson, 2010.
- R. K. Ghosh and S. Saha, Business Mathematics and Statistics, Calcutta, New Central Book Agency, 2012.

### **Suggestive Assessment Activities:**

#### **Practical Assessment - Hypothesis Testing with Parametric Tests- Practical session examples**

Practical problem can be based on simple and relatable business scenarios to collect or simulate data:

1. College Canteen Sales:
  - Compare average daily spending of male and female students (Independent t-test).
  - Compare spending before and after a price hike (Paired t-test).
  - Compare average daily sales across three weekdays (One-Way ANOVA).
2. Student Buying Behavior:
  - Compare monthly spending on online shopping between UG and PG students (Independent t-test).
  - Compare mobile data usage before and after switching to a new plan (Paired t-test).
  - Compare monthly spending on mobile recharge across three network providers (One-Way ANOVA).
3. Part-Time Work Income:
  - Compare part-time income of students from arts and commerce streams (Independent t-test).
  - Compare income before and after exam months (Paired t-test).
  - Compare income from three different part-time job types (One-Way ANOVA).

Instructions:

1. Data Collection:

- Collect at least 20 observations per group (can use Google Forms, peer surveys, or simulated data).
- Organize the data clearly in a table (Excel or by hand).

2. Frame Hypotheses:

For each test:

- Null Hypothesis ( $H_0$ ): No difference / No effect
- Alternative Hypothesis ( $H_1$ ): There is a difference / effect exists

3. Perform Tests:

- Use Excel / SPSS / R / manual calculation
- Apply:
  - Independent t-test: For two independent groups
  - Paired t-test: For repeated measures from the same group
  - One-Way ANOVA: For more than two independent groups

4. Report the Following for Each Test:

- Test statistic (t or F value)
- Critical value and region (based on chosen  $\alpha$ , usually 0.05)
- P-value (if using software)
- Decision rule (e.g., reject  $H_0$  if  $p < 0.05$ )
- Type of error (Type I or Type II, if applicable)
- Interpretation of result in the context of the business scenario

**ASSESSMENT**

**Continuous Comprehensive Assessment(CCA) - Maximum Marks: 25**

Sl. NO	Component	Activity	Max. Marks
1	Tests/Quizzes	For testing CO-based learning domains	10

2	Practical Exam	Assessment methods specified in the syllabus	15
<b>Total Marks</b>			<b>25</b>

**End Semester Assessment(ESE) Maximum Marks: 50**

Sl. NO	Component	Activity	Max. Marks
2	<b>Written Examination</b>	<p>Short answer type questions: Answer any five questions out of 6.</p> <p>Short essay type questions: Answer any 3 questions out of 4.</p> <p>Essay type questions: Answer any 2 questions out of 4</p>	<p>5x3=15</p> <p>3x5=15</p> <p>2x10= 20</p>
<b>Total Marks</b>			<b>50</b>

## **INSTRUCTION FOR INTERNSHIP**

*At the end of the Fourth Semester every student shall undergo Summer Training / Internship / Project for Eight Weeks in the industry/Research or Academic Institute. This component will be evaluated during the fifth semester and student must submit internship report. The same will be evaluated in 5<sup>th</sup> semester.*

### **Course Title: Internship/ Project - BBA – Sem V- 4 Credit**

#### **Course Objective(s):**

This internship course aims to provide students with an integrative learning experience that combines professional work in a real-world organisation with rigorous academic research. Students will develop and apply theoretical knowledge to practical challenges through an action research project, enhancing their problem-solving, critical thinking, and communication skills. This course aims to bridge the gap between academic study and professional practice, preparing students for successful careers in their chosen fields.

#### **Internship/ Project Student Engagement Process:**

An internship/project is a structured, hands-on learning experience integrating academic knowledge with pre-professional work activities. It mutually benefits both the student-intern and the host organisation. Interns apply foundational skills from their studies to real-world tasks, enhancing their practical experience.

Placement sites outline clear expectations, duties, and performance goals for the interns. They also offer regular supervision and feedback to guide the interns' development. This experiential learning helps students build valuable industry-specific skills, gain insights into their chosen field, and improve their employability upon graduation.

#### **Step 1.**

**Orientation Session:** The orientation session for the internship/ project is designed to provide students with a comprehensive overview of what to expect and how to succeed in their upcoming professional experience. The session aims to bridge the gap between academic learning and practical application in a real-world setting.

#### **Step 2.**

**Identify an internship:** Students research opportunities that align with their career goals and academic background. They explore various platforms, such

as online job boards, networking events, and professional associations, to find positions that offer relevant hands-on experience and skills in their chosen field.

### Step 3.

Internship agreement Form: The Student, Mentor, and internship Coordinator in the Industry will complete the internship agreement form.

### Step 4.

Start of Internship: The internship lasts eight weeks. Interns are expected to commit to 20 hours per week, allowing for a balanced integration of work and learning. The internship mentor will arrange specific schedules. This structure ensures that interns gain substantial experience while accommodating any academic commitments. Regular check-ins and progress reviews will be conducted to support intern development and address any challenges, providing a productive and enriching internship experience.

### Step 5.

Submission of Report:

Front Page: Student Name, Course, Internship Company, Duration, Mentor

Internship Agreement Form

Internship Certificate

Introduction & background of the Company

Roles & responsibilities as an Intern

Weekly work allotment & completion report

Challenges & Solutions

Learning from the internship

Conclusion

### Step 6.

Internship Evaluation: The Viva Voce for internship evaluation is an oral exam where interns present their experiences, learning, and contributions. It involves summarising their role, key projects, and applied skills. Interns discuss the knowledge gained, application of academic theories, and challenges faced, including how they were addressed. They reflect on their professional development and how the internship influenced their career goals. Feedback from supervisors and industry insights are also shared. Examiners ask questions to delve deeper into the intern's understanding and

experiences. This evaluation assesses the intern's ability to articulate their growth and readiness for professional work.

**Course Outcome:**

After the course, the outcomes are as follows under

1. Application of theoretical knowledge to real-world scenarios.
2. Development of professional skills and networking opportunities.
3. Understand workplace culture and dynamics.
4. Hands-on experience in a chosen field.

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**MGU-BBA (HONOURS)**

# Syllabus