

REVISED UG SYLLABUS UNDER CBCS  
(Implemented from Academic year 2020-21)  
PROGRAMME: FOUR YEAR BBA

**Domain Subject: BBA**

*Skill Enhancement Courses (SECs) for Semester V, from 2022-23 (Syllabus with Learning Outcomes, References, Co-curricular Activities & Model Q.P. Pattern)*

**Structure of SECs for Semester - V**

*(To choose Four pairs from the Nine alternate pairs of SECs)*

*(For each SEC: Hours / Week: 05, Credits: 4, Max Mark: 100)*

Pairs of Skills Enhancement Courses (Sec) under each series in BBA for Semester – V

Course No.	Series -A: HRM	Course No.	Series-B: Marketing Management	Course No.	Series-C: Financial Management
	Course Name		Course Name		Course Name
16 - A	Talent Management	16 - B	Export and Import Management	16 - C	Foreign Exchange Management
17 - A	Leadership	17 - B	Brand Management	17 - C	E – Payment System
18 - A	Stress Management	18 - B	Digital Marketing	18 - C	Income Tax Procedure & Practice
19 - A	Performance Management	19 - B	Retail Analytics	19 - C	GST Procedure & Practice
20 - A	HR Analytics	20 - B	Sales Promotion & Practice	20 - C	Stock Market
21 - A	HR Audit & Accounting	21 - B	B <sub>2</sub> B Marketing	21 - C	Stock Market Analysis

# **Semester -wise revised syllabus under CBCS, 2020-2021**

## **DOMAIN SUBJECT: BBA**

### **course16-A TALENT MANAGEMENT**

(Skill enhancement course (Elective) 4 credits)

#### **I. COURSE LEARNING OUTCOMES:**

- 1) Illustrates the connections between factors identified, the strategy of the company and the talent management system
- 2) Develops talent management strategy for the organization chosen
- 3) Defends the talent management strategic plan for the organization chosen
- 4) Identify and acquire talent that meet organizational needs by sourcing the right candidate for the right role
- 5) Enhance performance of talent within the organization for development, retention and succession planning
- 6) Coach leaders within the organization to nurture talent and uplift capability within their work teams.

**II. Syllabus: Total 75 hrs (Teaching 60, Training 10, Others 05 including IE etc.)**

#### **UNIT-1 Introduction to Talent Management**

Talent Management: Definition, Meaning of Talent Management, Objectives & Role of Talent Management in building sustainable competitive advantage to a firm, Key Processes of Talent Management, Consequences of Failure in Managing Talent, Benefits of Talent Management: How Your Business Can Benefit From it, Responsibilities of Talent Management Manager & Professionals.

#### **UNIT-2 Talent Management Planning**

Understanding the Needs and Mind set of Employee, Steps in Talent Management Process, Knowledge, Values, Beliefs and Skill Implications for Talent Management, Modeling Excellence.

#### **UNIT-3 Talent Acquisition**

Defining Talent Acquisition, develop high potential employee - High performance workforce, Importance of Talent Development Process, Steps in Developing Talent, Succession Planning, Difference between Talent Acquisition and Recruitment, Current Trends in Talent Acquisition.

#### **UNIT-4 Talent Retention**

"SMR Model" (Satisfy, Motivate and Reward) – The Formula to Win Your Employees & Retain Them, Employee Retention Programs, Career Planning & Development, Return on Investment (ROI) on Talent Management, Employee Engagement, Best Practices in Employee Retention.

## **UNIT-5 Opportunities and Challenges in Talent Management:**

Talent Management Challenges, Strategies to Overcome the Challenges, Opportunities in Talent Management, Talent Management in the Digital Era, Current trends in Talent Management.

### **III. Reference Text Books:**

1. A Framework for Human Resource Management, Dessler Gary, Pearson, Edition: 7th
2. Fundamentals of Human Resource Management, Varkkey Biju, Dessler Gary, Pearson, Edition: 14th
3. Talent Management Hand Book, Lance A Berger, Dorothy R Berger, McGraw-Hill, Edition: 13th
4. Talent management in India: Challenges and opportunities, Hasan, & Singh, Atlantic Publication.

## **IV.CO-CURRICULAR ACTIVITIES**

### **A. Mandatory (student training by teacher in related real time field skills: total 10 hrs)**

#### **FOR TEACHERS**

1. Laying foundation of critical thinking Cases+ Exercise Skills
2. Developing students to strategically Exercise+ Case formulates talent management tools.
3. Developing analysis of multiple Case/Workshop perspectives of Talent Management.

#### **B.FOR STUDENTS**

1. Developing an understanding of how Case to manage other people (i.e. their subordinates or peers) and themselves with regard to career-related issues.
2. Students in a group of 2-4 to study and submit spiral bound report on Talent Management Strategy in any organisation of their choice.

#### **C. Suggested co -curricular activities**

- Training of students by related experts
- Assignments on talent management techniques and tools
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

## **V: Suggested question paper pattern:**

**Max marks 75**

**Time: 3hrs.**

#### **SECTION-A (Total 25 marks)**

ANSWER ANY FIVE QUESTIONS (5 X 5 MARKS)

OUT OF EIGHT COVERING ALL UNITS

#### **SECTION: B (TOTAL 50 MARKS)**

ANSWER ANY 5 QUESTIONS (5 X 10 MARKS)

OUT OF EIGHT COVERING ALL UNITS

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# **Semester -wise revised syllabus under CBCS, 2020-2021**

## **DOMAIN SUBJECT: BBA**

### **course17-A: LEADERSHIP**

(Skill enhancement course (Elective) 4 credits)

#### **I. COURSE LEARNING OUTCOMES**

- 1) Recognize the implications of leadership style and its impact on team and organization performance
- 2) Identify and critically assess assumptions that influence decisions and actions on management, leadership, teamwork and relationship building
- 3) Receive and integrate feedback on decision-making practices, conflict resolution skills, and teamwork behaviours with the support of a team-based coach.
- 4) Evaluate your leadership capacity using an action learning approach to development.
- 5) Have increased knowledge and skills to design and change work organisation, to contribute to working environments in which everyone is able to contribute to organisational learning and success.
- 6) Have strengthened his/her leadership skills, e.g., interpersonal skills, team development, conflict management, communication and change skills.

#### **II. Syllabus: Total 75 hrs (Teaching 60, Training 10, Others 05 including IE etc.)**

##### **UNIT 1- Introduction**

Introduction to Leadership: Importance of leadership, Roles of a Leader, Overview of Organizational Leadership Major Coursework and Issues in Organizational Leadership, Defining an Organization, Defining Leadership, Organizational Leadership, Differences between leadership and management in organizations.

##### **UNIT-2 Leadership Theories**

Theories of Leadership, Leadership Traits, Leadership Skills, Leadership Styles, Levels of Analysis of Leadership Theory – Leadership Traits and Ethics:

##### **UNIT-3 Leadership Behavior and Motivation**

Leadership Behavior and Styles, Process Theories: Reinforcement Theory, Contingency Leadership Theories and Models, normative leadership theory, and Leadership Substitute

##### **UNIT-4 Leading with Effective Communication**

Communication Process, Barriers to Effective Communication, Active Listening, Nonverbal and Body Language, Ethical Communication

## **UNIT-5 Leading High Performance Teams:**

Difference Between “Group” and “Team”, Stages of Team Development, Leading, Empowering, Following. Resolving Conflict and Negotiation: Levels of Conflict, Conflict Resolution

### **III.REFERENCE TEXT BOOKS:**

1. Bennis, W. (1994). On becoming a leader. (Rev. ed). Reading, MA: Perseus Books.
2. Bryman, A. (1996). Leadership in organizations. In Clegg S. R., Hardy, C. and Nord, W. R. (Eds). Handbook of Organization Studies, pp.276-292. London: Sage.
3. French, J. R. P. Jr. and Raven, B. (1962). The bases of social power. In D. Cartwright (Ed), Group Dynamics: Research and Theory (pp. 259-269). New York: Harper and Row.
4. Hersey, P. and Blanchard, P. (1969). The life cycle theory of leadership. Training and Development Journal, 23 (5), 26-34.
5. Katz, R. L. (1955). Skills of an effective administrator. Harvard Business review, 33 (1), 33-42.
6. Kirkpatrick, S. & Locke, E. (1991). Leadership: Do traits matter? Academy of Management Executive, May, 48-60.
7. Kotter, J. P.(1990). Force for change: How leadership differs from management. New York: The Free Press.
8. Likert, R. (1967). New patterns of management. New York: McGraw-Hill.
9. Mintzberg, H. (1973). The nature of managerial work. New York: Harper and Row.

### **IV. CO-CURRICULAR ACTIVITIES:**

**Mandatory (student training by teacher in related real time field skills: total 10 hrs)**

#### **A. FOR TEACHERS:**

- Each class participant will be assigned to a leadership development group (LDG) with five other people to build his/her support team with values, principles and ethical boundaries.
- Ask the student to describe their leadership style to their group and solicit their feedback. Talk about the role of power in your leadership and how you deal with your power and the power of people you work with.
- What resources should he/she call upon in determining a course of action?

#### **B. FOR STUDENTS:**

- Each class participant will be assigned to a leadership development group (LDG) with five other people.
- Discuss with your LDG the people and the relationships that have been most
- Important to you.
- Describe for your group a specific situation you have faced where these
- Relationships were especially important for your leadership.
- To whom did you turn for counsel and advice?
- How did you use these relationships in this case?

- Discuss these relationships with your development group, and solicit their feedback and insights about the role relationships play in your life.
- Then discuss the kind of support network you plan to establish in the future and discover your authentic leadership.

**Discussion questions:**

1. What can you learn from their experiences that will help you in thinking about your life story's influence on your leadership trajectory?
2. Identify any three effective and efficient leaders in Indian and Western business organizations? How well they build an integrated leadership in their organizations?
3. How did they optimize their leadership effectiveness? How well do they use their personal leadership? to empower others? In what ways do you want your leadership (assumed) to change to improve your effectiveness?

**C. Suggested co-curricular activities**

- Training of students by related experts
- Assignments on leadership management
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

**V: Suggested question paper pattern:**

**Max marks 75**

**Time:3hrs.**

**SECTION-A (Total 25 marks)**

ANSWER ANY FIVE QUESTIONS (5x5 MARKS)

OUT OF EIGHT COVERING ALL UNITS

**SECTION: B (TOTAL 50 MARKS)**

ANSWER ANY 5 QUESTIONS (5x10 MARKS)

OUT OF EIGHT COVERING ALL UNITS

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**Semester -wise revised syllabus under CBCS, 2020-2021**

**DOMAIN SUBJECT: BBA**

**Course: 18-A STRESS MANAGEMENT**

(Skill enhancement course (Elective) 4 credits)

**I. COURSE LEARNING OUTCOMES**

- 1) Describe the relationship between stress, human health, behaviours, and perceptions
- 2) Recognize signs and symptoms of stress.
- 3) Summarize the physiological response to stress and how it impacts human health.
- 4) Identify stressors and possible root causes using health models.
- 5) Evaluate the effectiveness of stress management strategies and relaxation techniques on a personal level.

## **II. Syllabus: Total 75 hrs (Teaching 60, Training 10, Others 05 including IE etc.)**

### **UNIT-I**

Introduction to Stress: Nature, Meaning–Symptoms –Work Related Stress –Individual Stress –Reducing Stress –Sources of Stress –Consequence of Stress Burnout –Symptoms of Burnout –Stress Vs Burnout-Model of Stress-Strategies for Coping Stress (individual and Organizational strategies)

### **UNIT-II**

Frustration, Meaning of Frustration, Causes of Frustration, Some General Frustration of Our Culture, Conflict, Meaning of Conflict, Types of Conflict, General Conflict of Our Society, Pressure, Meaning of Pressure, Causes of Pressure, General Pressure of Our Society.

### **UNIT -III**

Stress Framework-Sources of Managerial Stress, Stress and Thought Processes - Learning, Stress and Personality - Behavioral and Situational Modifiers, Stress and Motivation, Managerial Implications of Stress-Leadership Styles in Stressful and Non-Stressful Situations, Decision Making under Stress.

### **UNIT-IV**

Stress-related Disorders and Treatment Methods: Cardiovascular, Gastrointestinal and – Convulsion, Pain and hypochondriacs, Eating disorders–Anorexia nervosa, Bulimia Nervosa, obesity Substance use related disorder.

### **UNIT-V**

Stress Management Techniques: Coping with Resources and Processes —Assertiveness Training, Stress and Social Support, Group Processes and Changing Values for Understanding and Coping with Stress, Behavioral techniques for stress control, Behavioral Assignments, Risk taking, Shame Attaching, Relaxation techniques, Techniques of Relaxation, Yoga, Vipasyana.

## **III. Reference Text Books:**

1. Patel ,M.K. and Other Authors, (2006), 1stEd.“ Stress, Emotions, Coping and Health”, Saurashtra University, Rajkot .
2. Patel ,S.T.andOther Authors, (1992), 1stEd.“ Psychology and Effective Behaviour”,Liberty Publication , Ahmedabad.
3. Shah ,K.N.(2001), 1stEd.“ Psychology and Effective Behaviour”,University Book Production Bord, Ahmedabad.
4. Shah, D. R.and Other Authors, (2008 -9). 5thEd, “ Psychology and Effective Behaviour”, C. Jamnadas Co. Ahmedabad.
5. Jerrold Greenberg: Comprehensive Stress Management, McGraw-Hill
6. V. J. Sutherland & C. L. Cooper: Strategic Stress Management: An Organizational Approach, Macmillan Business.
7. Emma Short: Strategic Stress Management: An Organizational Approach, Emerald Group Publishing Limited.
8. Carol Turkington: Stress Management for Busy People: McGraw-Hill

#### **IV. CURRICULAR ACTIVITIES**

**Mandatory (student training by teacher in related real time field skills: total 10 hrs)**

##### **A. FOR TEACHERS**

- Ask students to visit different business organizations in their locality or region to identify the factors causing stress to employees/ workers.
- Ask students to analyze various coping mechanism practiced by different business organizations and develop innovative coping mechanisms.

##### **B. FOR STUDENTS**

- Students are formed into groups (6-8) to develop case study on stress management
- Mechanism followed in their region.
- Invite students to share their favorite stress management activities.
- List out any stress-relievers and discuss in the class.

##### **C. Suggested co-curricular activities**

- Training of students by related experts
- Assignments on stress management theories
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

**V: Suggested question paper pattern:**

**Max marks 75**

**Time:3hrs.**

##### **SECTION-A (Total 25 marks)**

**ANSWER ANY FIVE QUESTIONS (5x5 MARKS)  
OUT OF EIGHT COVERING ALL UNITS**

##### **SECTION: B (TOTAL 50 MARKS)**

**ANSWER ANY 5 QUESTIONS (5x10 MARKS)  
OUT OF EIGHT COVERING ALL UNITS**

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## **Semester -wise revised syllabus under CBCS, 2020-2021**

### **DOMAIN SUBJECT: BBA**

#### **course19-A; PERFORMANCE MANAGEMENT**

(Skill enhancement course (Elective) 4 credits)

#### **I. COURSE LEARNING OUTCOMES**

- 1) Develop an understanding of the principles behind performance measurement and management. Develop a working knowledge of how to effectively apply performance assessment and
- 2) Management processes/techniques. Learn to improve program/project planning and accomplishment, facilitate effective decision
- 3) Making, assist budget formulation and justification, enhance transparency and accountability with stakeholders from goal-setting to performance reporting. Understand the different types of performance assessments and be able to select and
- 4) Implement the appropriate approach that best suits.
- 5) Apply techniques to improve performance of employees in business organisations.

**II. Syllabus: Total 75 hrs (Teaching 60, Training 10, Others 05 including IE etc.)**

#### **UNIT- I Performance Management**

Scope and Significance – Advantages of Performance Management – Organizational Structure – Impact of Organizational structure and Operational Problems Performance management process – Performance Planning – Performance Appraisal -Performance Mentoring – Performance Management Strategic Planning.

#### **UNIT – II Planning performance:**

Performance Appraisal – Employer and Employee perspective, performance appraisal versus performance management and merit rating. Identifying performance dimensions, KPA's and performance planning, Performance Appraisal process. Developing an effective appraisal program. Issues in appraisal design.

#### **UNIT III Performance Management and Employee Development:**

Performance Management Skills, performance Management Framework, Employee Assessment system, Role of HR Professionals in Performance management.

#### **UNIT – IV Performance management:**

Methods of Performance Appraisal, Pros and cons of 360 Degree Appraisal. Types of Appraisal Interviews and Conducting Appraisal Interviews. Barriers to effective appraisal and overcoming barriers to appraisal.

## **UNIT – V Improving performance:**

Identifying sources of ineffective performance. Performance Diagnosis, factors that influence performance, legal issues in Performance Appraisal. Strategies to improve performance. Contemporary practices of PMT, Balanced Scorecard – HR Scorecard - Business Process Reengineering - McKinsey 7S framework - Lean Management - Quality management systems, Six-sigma practices, Quick Response Manufacturing.

### **III. Reference Text Books:**

1. Bhattacharyya, Dipak Kumar (2011). Performance Management, Systems and Strategies, 1/e; New Delhi: Pearson
2. SoumendranarianBagchi, Performance Management, 2e, Cengage Learning 2013.
3. Herman Aguinis, Performance management, 3e, Pearson, 2014.
4. David A Decenzo, Stephen P Robbins, “Fundamentals of Human Resource Management”, Wiley Publications.
5. Snell / Bohlander, “Human Resource Management”, Thomson.
6. Luis R. Gomez Mejia, David B Balkin, Robert L. Cardy, “Managing Human Resources, PHIPvt. Ltd.
7. John W Newstrom, “Organizational Behaviour”, Mc Graw Hill.
8. L.M. Prasad, “Principles and practices of Management”, Sultan Chand & Sons.

### **IV.CO-CURRICULAR ACTIVITIES**

#### **C. Mandatory (student training by teacher in related real time field skills: total 10 hrs)**

##### **A. FOR TEACHERS**

1. Laying foundation of performance management Cases with examples.
2. Developing students to strategically Exercise performance management methods.
3. Developing analysis of multiple Case/Workshop perspectives of performance Management

##### **B. FOR STUDENTS**

- Students must prepare a performance management plan and trail it in the class.
- Students to collect information from any organization regarding performance management of an employee.
- Students have to prepare questionnaire for conducting performance management survey
- Solve various case studies.

##### **D. Suggested co-curricular activities**

- Training of students by related experts
- Assignments on talent management techniques and tools
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

**V: suggested question paper pattern:**

**Max marks 75**

**Time:3hrs.**

**SECTION-A (Total 25 marks)**

ANSWER ANY FIVE QUESTIONS (5x5 MARKS)

OUT OF EIGHT COVERING ALL UNITS

**SECTION: B (TOTAL 50 MARKS)**

ANSWER ANY 5 QUESTIONS (5x10 MARKS)

OUT OF EIGHT COVERING ALL UNITS

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**Semester -wise revised syllabus under CBCS, 2020-2021**

**DOMAIN SUBJECT: BBA**

**Course20-A; HR ANALYTICS**

(Skill enhancement course (Elective) 4 credits)

**I.COURSE LEARNING OUTCOMES**

- 1) Understand the role and use of human resource analytics in business organizations.
- 2) Apply different statistical tools for HR analytics.
- 3) Apply and examine issues related to diversity of human resources.
- 4) Identify and evaluate the best practices of HR analytics in business organizations.
- 5) Develop HR analytics to measure contribution.

**II. Syllabus: Total 75 hrs (Teaching 60, Training 10, Others 05 including IE etc.)**

**UNIT I Introduction to Human Resource Analytics**

Introduction to HR Analytics, People Analytics & Workforce Analytics, HR Analytics & the Organizational Structure, Types of Data, HR Analytics & HRBP, Understanding HR indicators, metrics and data, Frameworks for HR Analytics: LAMP Framework, Human Capital Management 21Framework.

**Unit II Statistics for HRM**

Statistical analysis for HR (regression analysis, measures of central tendency), Graphs, tables, spreadsheets, Excel Quantitative Techniques, Key Systems of Record for HR Data Software

Tools Metrics, Benchmarks, and Other Indicators Using Excel for HR Analytics Excel Visualization Excel Analytic Techniques.

### **UNIT III Diversity Analysis**

Equality, Diversity and Inclusion, Measuring Diversity and Inclusion, Testing the Impact of Diversity, Workforce Segmentation and Search for Critical Job Roles. Recruitment and Selection Analytics--Evaluating Reliability and Validity of Selection Models, Finding Out Selection bias. Predicting the Performance and Turnover. Performance Analysis-- Predicting Employee Performance, Training Requirements, Evaluating Training and Development.

### **Unit IV Benchmarking and best Practices**

Staffing, supply and demand forecasting, Total compensation analyses, Performance Analytics, Attrition Analytics, Learning and Development Analytics, Diversity Analytics, Employee engagement analytics, Employee satisfaction analytics

### **Unit V Measuring HR Contribution**

Developing HR Scorecard, Developing HR Analytics Unit: Analytics Culture, Analytics for decision making.

### **III. Reference Text Books:**

1. Fitz-Enz, J., The New HR Analytics: Predicting the Economic Value of Your ompany's Human Capital Investments, American Management Association
2. Bassi, L., Carpenter, R., and McMurrer, D., HR Analytics Handbook, Reed Business
3. Prasad, B. V. S., and Sangeetha, K., HR Metrics: An Introduction, IUP
4. Becker, B.E., Huselid, M.A., Ulrich, D, The HR Scorecard: Linking People, Strategy and Performance, Harvard Business School Press

### **IV. CO-CURRICULAR ACTIVITIES**

**Mandatory (student training by teacher in related real time field skills: total 10 hrs)**

#### **A.FOR TEACHERS**

- Ask students to solve case studies on HR ANALYTICS benefits into an organizational context.
- Visit organizations and find out the process of implementation of HR ANALYTICS at Workplace.
- Identify the important HR metrics used in manufacturing companies.
- Ask students to collect manpower data of your institute and prepare HR Dashboards.
- Collect the payroll detail from any Company and use HR Analytics Excel Visualization Excel.

#### **B.FOR STUDENTS**

- Group projects on the application of Analytics in selected areas of HR, Marketing and Finance domain
- Practice: HR Analytics for Cost Savings: Help Your Leadership Make a Decision
- Using Analytics to Find Relationships

- Excel Demonstration for Testing Linear Relationships
- Application of HR Analytics to Measure the Effectiveness of Training

### C. Suggested co-curricular activities

- Training of students by related experts
- Assignments on performance management techniques and tools
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

### V. Suggested question paper pattern:

**Max marks 75**

**Time:3hrs.**

#### **SECTION-A (Total 25 marks)**

ANSWER ANY FIVE QUESTIONS (5x5 MARKS)  
OUT OF EIGHT COVERING ALL UNITS

#### **SECTION: B (TOTAL 50 MARKS)**

ANSWER ANY 5 QUESTIONS (5x10 MARKS)  
OUT OF EIGHT COVERING ALL UNITS

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## **Semester -wise revised syllabus under CBCS, 2020-2021**

### **DOMAIN SUBJECT: BBA**

### **Course21-A: HR AUDIT & ACCOUNTING**

(Skill enhancement course (Elective) 4 credits)

#### **I. COURSE LEARNING OUTCOMES**

- 1) To understand the value of human resource in organisations
- 2) To understand the importance of Human Resource Accounting at National and international level
- 3) To familiarise with the Human Resource Accounting Practices in India
- 4) To familiarise the learners with the process and approaches of Human Resources Accounting and Audit
- 5) To understand the significance of Human Resource Auditing as a Tool of Human Resource Valuation

#### **II. Syllabus: Total 75 hrs (Teaching 60, Training 10, Others 05 including IE etc.)**

#### **UNIT-I Human Resource Accounting:**

An Overview of Human Resource Accounting – Meaning, need and Objectives of HR Accounting, Historical Development of Human Resource Accounting, Cost of Human Resource – Acquisition Cost, Training and Development Cost and Additional Cost, Benefits and Limitations of Human Resource Accounting, Reporting of Human Resource Accounting at National Levels, Disclosures at International Level

## **UNIT-II Methods and Human Resource Accounting Practices in India:**

Methods of Human Resource Accounting: Cost of Production Approach – Concept Historical Cost Model – Meaning, Advantages and Limitations. Replacement Cost Model – Meaning, Advantages and Limitations. Opportunity Cost – Meaning, Advantages and Limitations Capitalized Earnings Approach – Concept Economic Value Model – Meaning, Advantages and Limitations. Capitalization of Salary – Meaning, Advantages and Limitations

## **UNIT-III Human Resource Audit: An Overview:**

Human Resource Audit – Meaning, Features, Objectives -HR Audit, Benefits and Limitations of HR Audit, Need and Significance of HR Audit, Process of HR Audit, Approaches of HR Audit, Principles of Effective HR Auditing, Role of HR Auditor, Methods of Conducting HR Audit – Interview, Workshop, Observation, Questionnaire, Components of HR Audit, HR Audit and Workforce Issues: Workforce Communication and Employee Relations, Performance Management, Compensation System, Teambuilding System.

## **UNIT-IV HR Audit for Legal Compliance and Safe Business Practices:**

Areas Covered by HR Audit – Pre-employment Requirements, Hiring Process, New-hire Orientation Process, Workplace Policies and Practices

## **UNIT-V HR Audit as Intervention:**

Introduction, Effectiveness of Human Resource Development Audit as an Intervention● Human Resource Audit and Business Linkages● Human Resource Auditing as a Tool of Human Resource Valuation: Introduction, Rationale of Human Resource Valuation and Auditing, Valuation of Human Resources, Issues in Human Capital Measurement and Reporting.

## **III. Reference Text Books:**

1. Caplan E. H. and Landekich, S., “Human Resource Accounting: Past, Present and Future”.
2. Personnel / Human Resource Management (Text, Cases and Games): P.Subbarao & V.S.P. Rao.
3. Personnel / Human Resource Management: A.R. Sharma.
4. Personnel / Human Resource Management: David A. Decenzo, Stephen P. Robbins.
5. Theodore W. Schultz, “Investment in Human Capital”, The American Review, Vol. I
6. HUMAN RESOURCE ACCOUNTING: ADVANCE IN CONCEPTS, METHODS AND APPLICATIONS (Hardcover), “Eric G. Flamholtz”, Springer; 3 editions, ISBN: 0792382676
7. HUMAN RESOURCE ACCOUNTING: D. PrabakaraRao. Inter India Publication.
8. HUMAN RESOURCE ACCOUNTING: M. Saeed, D. K. Kulshrestha, Anmol Publication

#### **IV.CO-CURRICULAR ACTIVITIES**

**Mandatory (student training by teacher in related real time field skills: total 10 hrs.)**

##### **A.FOR TEACHERS**

- Help students in preparation of balanced score card and discuss it in class with examples
- Observe and study HRIS Development Process of any organization
- Suggest various measures to improve the Human Resource Audit system followed in your organization

##### **B.FOR STUDENTS**

1. Assume that you are required to conduct a Human Resource Audit in your organization, to collect adequate information, prepare a suitable questionnaire covering all aspects of information.
2. Prepare a Checklist of key questions to be asked in regard to assessment of major Manpower concerns.
3. Prepare a draft report regarding the installation of Human Resource Accounting in your organization.

##### **C. Suggested co -curricular activities**

- Training of students by related experts
- Assignments on HR AUDIT techniques and tools
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

**V: Suggested question paper pattern:**

**Max marks 75**

**Time:3hrs.**

##### **SECTION-A (Total 25 marks)**

ANSWER ANY FIVE QUESTIONS (5x5 MARKS)

OUT OF EIGHT COVERING ALL UNITS

##### **SECTION: B (TOTAL 50 MARKS)**

ANSWER ANY 5 QUESTIONS (5x10 MARKS)

OUT OF EIGHT COVERING ALL UNITS

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**Semester -wise revised syllabus under CBCS, 2020-2021**  
**DOMAIN SUBJECT: BBA**  
**Course 16-B: EXPORT AND IMPORT MANAGEMENT**  
**(Skill enhancement course (Elective) 4 credits)**

**I. Learning Outcomes:**

Upon successful completion of the course the student will be able to

1. Understand the significance of Export and Import Management and its role in Economy and as job careers
2. Acquire knowledge on Procedures of export and import
3. Involve in pre and post EXIM activities
4. Enhance their skills by practicing in foreign trade

**II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)**

**UNIT 1: Introduction of EXIM policies and procedures**

Objectives of EXIM policies- Role of export houses in the development of Economy- State Trading Corporations and SEZs - Flow of Procedure for export and import process.

**UNIT 2: Product planning and for import and export**

Export Promotion Councils in India and Commodities Board of India - Its functions and their role - Registration cum Membership Certificate (RCMC) and registration of Export Credit and Guarantee Corporation of India (ECGC)

**UNIT 3: Documentation at the time of EXIM goods**

Commercial documents- Principal and Auxiliary documents - Regulatory documents (relating to Goods, Shipment, Payment, Inspection, Payment, Excisable and FERA)

**UNIT 4: Payment Procedures in foreign trade**

Factors determine for Payment and methods of receiving Amount -Payment in advance Documentary Bills- Documentary credit under Letter of Credit- Different types of Letters of Credit - Open account with periodical settlement.

**UNIT 5: Insurance and Shipment of Goods**

Cargo Insurance (Marine)- Types of Marine insurance policies- Kinds of losses - Shipment of goods - Clearing and forwarding agents- its role and significance-Classification of services Essential and Optional services-clearance procedures for export of goods.

**III. Reference Text Books**

1. Rama Gopal.C; Export and Import Procedure- New Age International Publishers
2. Neelam Arora, Export and Import Procedure and documentation- Himalaya Publishing House
3. Dr.SwapnaPilai, Export and Import Procedure & documentation- Sahityabhawan Publications
4. Sudhir kochhar, Export and Import Procedure- Aggarwal Book house



#### **IV Co-Curricular Activities:**

##### **A. Mandatory (Student training by teacher in the related field skills:10 hrs):**

###### **1. For Teachers:**

Training of students by teacher (using actual field material) in classroom and field for not less than 10 hours on techniques of foreign trade by involving students in making observations, preparation of documents, identification of exportable goods and recording experiences of exporters.

###### **2. For Students:**

Students shall visit export import houses or related centers and observe processes of identification of exportable goods, registration of RCMC, logistic support and insurance procedures. They shall submit their observations as an individual handwritten Fieldwork/Project work Report in the given format and submit to teacher.

3. Max marks for Fieldwork/Project work Report: 05

4. Suggested Format for Fieldwork/Project work (not more than 10 pages):

Title page, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.

5. Unit tests (IE).

##### **B. Suggested Co-Curricular Activities**

1. Training of students by a related field expert.

2. Assignments (including technical assignments like identifying sources of exportable and Excisable goods, Case Studies of export procedures and the success stories and getting practical experiences by exporting Agricultural and local products including DWACRA

3. Seminars, Conferences, discussions by inviting concerned institutions

4. Visits to exporting units. SEZs and Export houses

5. Invited lectures and presentations on related topics by field experts.

##### **V. Suggested Question Paper Pattern:**

Max. Marks 75

Time: 3 hrs

###### **SECTION - A (Total 25 marks)**

Answer any FIVE Questions (5×5 Marks)

OUT OF EIGHT COVERING ALL UNITS

###### **SECTION - B (Total 50 marks)**

Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT COVERING ALL UNITS

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# **Semester -wise revised syllabus under CBCS, 2020-2021**

## **DOMAIN SUBJECT: BBA**

### **Course17-B: BRAND MANAGEMENT**

#### **(Skill enhancement course (Elective) 4 credits**

#### **I. Learning Outcomes:**

1. Understand the nuances of product and product concepts, and understand key principles of branding
3. Explain branding concepts and ideas in their own words
4. Understand and conduct the measurement of brand equity and brand performance
5. Formulate effective brand strategies for consumer and business goods and services.
6. Demonstrate the ability to conduct a critical brand audit, including recommendations for changes and improvement in brand management.

#### **II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)**

##### **UNIT-I Introduction:**

Brand: Meaning, Definition, Evolution of Brands, Different Types of Brands, Functions of Brand to Consumer – Role of Brand – Advantages of Brand – Product Vs Brand – Brand Life Cycle – Branding: Meaning, Creation of Brands – Branding Decisions.

##### **UNIT – II Brand Management:**

Meaning and Definition – Strategic Brand Management Process: Meaning, Steps in Brand Management Process – Concept of Brand Equity: Customer Based Brand Equity, and Models of CBBE – Brand Building and its Implications – Brand Value Chain.

##### **UNIT-III Branding Strategies:**

Multiple Branding, Brand Extension, Co-branding Strategies, Brand Personality, Brand Image Building, Brand Repositioning, Brand Leveraging – Branding Impact on Buyers and Competitors – Methods for Measuring Brand Equity – Methods for Measuring Brand Performance – Brand Audit.

##### **UNIT-IV Designing & Implementing Branding Strategies:**

Brand Architecture: Meaning of Brand Architecture, The Brand-Product Matrix, Breadth of a Branding Strategy, Depth of a Branding Strategy. Brand Hierarchy: Meaning of Brand Hierarchy, Building Equity at Different Hierarchy Levels

## **UNIT-V Brand Rejuvenation and Re-launch strategies.**

Brand Rejuvenation and Re-launch – Brand Development through Acquisition, Takes over and Merger – Brand Licensing and Franchising – Role of Packaging and Labeling. Brand Success Strategies – Brand Loyalty Programs – Building Global Brands – Branding Failures.

### **III. References**

1. Kevin Lane Keller, Strategic brand Management, Person Education, New Delhi.
2. Jean Noel, Kapferer, Strategic brand Management, The Free Press, New York.
3. Paul Tmeporal, Branding in Asia, John Wiley & sons (P) Ltd., New York,
4. S.Ramesh Kumar, Managing Indian Brands, Vikas publishing House (P) Ltd., New Delhi.
5. Richard Elliott & Larry Perclu, Strategic Brand Management, Oxford Press.
6. Chernatony, Creating powerful brands, Elsevier Publication.

### **IV Co-Curricular Activities:**

#### **A. Mandatory (Student training by teacher in the related field skills:10 hrs):**

##### **1. For Teachers:**

- Ask Students to choose any consumer durable products or FMCGs and identify their elements of positioning.
- Guide Students to do a mini project on product mix decisions of FMCG/Consumer durables/automobile companies in India.
- Discuss about PLCS of any consumer durable or FMCG product in class.
- Direct Students go to a supermarket and find the brand elements in various brands of soaps,
- Mobiles, consumer durables and other products.

##### **2. For Students:**

Students can pick a multiproduct company and as completely as possible analyze its brand portfolio and brand extensions?

- a. Consider some groups like Tata's, Birla's, Infosys etc – what is their branding strategy
- b. Students are supposed to assess the product life cycle and appraise alternative approaches to
- c. Students can select any two popular brands and identify and examine the criteria for success in the luxury brand industry.
- d. Students form brand management teams and conduct a brand audit. Every team must study

#### **C. Suggested co-curricular activities**

- Training of students by related experts
- Assignments on brand equity techniques and tools
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

**V. Suggested Question Paper Pattern:**

**Max. Marks 75**

**Time: 3 hrs**

**SECTION - A (Total 25 marks)**

Answer any FIVE Questions (5×5 Marks)  
OUT OF EIGHT COVERING ALL UNITS

**SECTION - B (Total 50 marks)**

Answer any FIVE Questions (5×10 Marks)  
OUT OF EIGHT COVERING ALL UNITS

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**Semester -wise revised syllabus under CBCS, 2020-2021**  
**DOMAIN SUBJECT: BBA**  
**Course18-B: DIGITAL MARKETING**  
**(Skill enhancement course (Elective) 4 credits**

**I. Learning Outcomes**

Upon successful completion of the course students will be able to;

1. Analyze online Micro and Macro Environment
2. Design and create website
3. Discuss search engine marketing
4. Create blogs, videos, and share
- 5.

**II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)**

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**UNIT-I Introduction to Digital marketing:**

Meaning – importance – traditional online marketing vs digital marketing –online market place analysis Micro Environment – Online Macro Environment - trends in digital marketing – competitive analysis.

**UNIT - II Website Planning and Creation:**

Web Site: meaning – objectives – components of website - website creation – incorporation of design and– adding content, installing and activating plugins.

**UNIT-III Search Engine Optimization (SEO)**

SEO: Meaning – History and growth of SEO –Importance of Search Engine - On page Optimization – off page optimization – Role of Search Engine Operation- Google Ad words – Search Engine Marketing: Campaign Creation – Ad Creation, Approval and Extensions.

**UNIT -IV Social Media Marketing:**

Meaning of social media and Social Media Marketing – social Management tools-strategy and planning – social media network – Social Networking – video creation and sharing – use of different social media platforms - Content creation - Blogging – Guest Blogging.

**UNIT-V Email marketing:**

Meaning – Evolution of email – importance of email marketing – Development and Advancements in e mail marketing - email marketing platforms – creating and Tracking e-mailers–create forms – create opt-in lists – mapping industry trends and eliminating spam messages.

**III. Reference Text Books:**

1. Digital Marketing for Dummies by Ryan Deiss& Russ Henneberry, publisher John Wiley first edition 2020.

2. Youtility by JayBaer, Published by Gilda MediaL C Portfolio 2013,
3. Epic Content Marketing by Joe Pulizzi, McGraw-Hill Education, 2013
4. New Rules of Marketing and PR byDavidMeermanScott.Wiley, 2017
5. Social Media Marketing All-in-one Dummies by JanZimmerman, DeborahNg, John Wiley & Sons.
6. Digital Marketing 2020 by Danny Star, Independently Published, 2019
7. Web sources suggested by the concerned teacher and college librarian including reading material.

#### **IV. Co-Curricular Activities:**

##### **A. Mandatory (Student training by teacher in field related skills: 10 hrs.):**

###### **1. For Teachers:**

Teacher shall train students (using actual field material) in classroom/field for not less than 10 hours in the skills in digital marketing viz., SEO, SEM, social media Marketing, content writing, e-mail marketing, web designing and development, Blogging, Google ad words.

###### **2. Students:**

Students shall individually undertake an online study on any aspect such as Analysis of local online Micro and Macro Environment and make a trend analysis of digital marketing, build a blog on any topic or subject of their interest, Develop website to market for (real/imaginary) product or service, Create video with product or service description to evoke customer attention.

2. Each student has to submit his/her observations as a handwritten Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.
3. Max marks for Fieldwork/Project work Report: 05.
4. Suggested Format for Fieldwork/Project work (not more than 10 pages): Title page, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.

###### **5. Unit tests (IE).**

##### **B. Suggested Co-Curricular Activities**

1. Organize short term training on Digital Marketing in collaboration with local or online skill providers.
2. Seminars/Conference/ Workshops on significant and emerging areas in Digital Marketing
3. Real time work experience with Digital marketing service providers.
4. Arrange for Interaction with Area Specific Experts.

**V. Suggested Question Paper Pattern:**

Max. Marks 75

Time: 3 hrs

**SECTION - A (Total 25 marks)**

Answer any FIVE Questions (5×5 Marks)

OUT OF EIGHT. COVER ALL UNITS

**SECTION - B (Total 50 marks)**

Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT. COVER ALL UNITS

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# **Semester -wise revised syllabus under CBCS, 2020-2021**

## **DOMAIN SUBJECT: BBA**

### **Course: 19-B. RETAIL ANALYTICS**

#### **(Skill enhancement course (Elective) 4 credits**

#### **I. Learning Objectives**

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

1. Understand the basic functions involved in running a retail business, and the concepts and principles necessary for decision-making in a retail firm.
2. Analyse historical and current trends affecting retailing sector.
3. Understand the determinants and characteristics of consumer-level and market-level demand, and of pricing.
4. To learn the role of analytics in retail functions.
5. To apply descriptive, predictive and perspective analytics in retailing.
6. To endow students with computing skills in statistics, machine learning, and spatial analysis required to perform each topic.

#### **II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)**

##### **UNIT-I Introduction to Retailing:**

Introduction to retailing: Definition and Scope, Evolution of retailing, Benefits of retailing, retailing environment – Growing importance of retailing – Types of retail – Retail Channel and Formats –Trends in retailing industry,

##### **UNIT-II Retail Management process:**

Functions and Activities of Retailing – Strategic retail management process – Stores Location – Steps in choosing a retail location – Merchandise category its uses and Functionality in retail environment – Retail Assortment basics – Retail promotions and Pricing.

##### **UNIT-III Retail Service and operations:**

Services & Quality in Retailing – Factors constituting retailing the service – classification of service and quality – Implementation of service management – Elements & Components of Retail Operation –Managing Inventory & Display.

##### **UNIT-IV Introduction to Retail Analytics:**

Definition, importance, functions, types of analytics, Role and applications of analytics in retailing – In-store Analytics – Inventory and product assortment analytics – Customer analytics.



## **UNIT V Descriptive and Predictive Retail Analytics:**

Descriptive analytics in understanding retail consumer behavior – Predictive analytics in understanding retail consumer purchase decision making – Diagnostic and Prescriptive analytics in service quality and service recovery.

### **III. References Text Books:**

1. Analytics at Work by Thomas H. Davenport, Jeanne G.Harris and Robert Morison,Harvard Business Press, 2010.
2. Getting Started with Business Analytics: Insightful Decision – Making by DavidHardoon, GalitShmueli, Chapman & Hall/CRC, 2013.
3. Business Intelligence: A Managerial Approach by Efraim Turban, Ramesh Sharda,DursunDelen and Daid King, Pearson Publication, 2012.
4. Business Intelligence Making Decision through Data Analytics, Jerzy Surma, BusinessExpert Press, 2011.
5. Successful Business Intelligence: Secrets to Making BI a Killer App by Cindi Howson,Tata McGraw Hill Edition 2012. 6. R for Everyone: Advanced Analytics and Graphics,Jared Lander, Addison Wesley.

### **IV. Co-Curricular Activities:**

#### **A. Mandatory (Student training by teacher in field related skills: 10 hrs.):**

##### **For teachers:**

Discuss the following in the class room with industry examples

- Analysing Sales Patterns v Customer Data
- Market Basket Analysis:
- Channel Attribution Modeling
- RFM Modeling:
- Sentiment Analysis
- Customer Lifetime Value (CLV) Analysis
- Suggest students to review of any products Trend Identification to Drive the Pricing & Promotion Plan

##### **For students:**

Develop a written market entry retail plan for a new boutique that will open in a recently revitalized urban neighborhood:

Your plan should be based on the seven stages of the Strategic Retail Management Process:

1. Outline the retail mission
2. Conduct a SWOT analysis
3. Find the strategic opportunities in the marketplace
4. Assess the strategic opportunities in the marketplace
5. Create strategic objectives and assign resources
6. Create a retail mix to execute the strategic objectives
7. Assess the strategy's performance and course-correct as necessary.

### **C. Suggested co-curricular activities**

- Training of students by related experts
- Assignments retail analytics techniques and tools
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

### **V. Suggested Question Paper Pattern:**

Max. Marks 75

Time: 3 hrs

#### **SECTION - A (Total 25 marks)**

Answer any FIVE Questions (5×5 Marks)  
OUT OF EIGHT COVERING ALL UNITS

#### **SECTION - B (Total 50 marks)**

Answer any FIVE Questions (5×10 Marks)  
OUT OF EIGHT COVERING ALL UNITS

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**Semester -wise revised syllabus under CBCS, 2020-2021**  
**DOMAIN SUBJECT: BBA**  
**Course:20- B. SALES PROMOTION AND PRACTICE**

**(Skill enhancement course (Elective) 4 credits**

**I: Learning Outcomes:**

By the end of the course students are able to:

1. Analyze various sales promotion activities
2. Get exposed to new trends in sales Promotion
3. Understand the concepts of creativity in sales promotion
4. Enhance skills to motivate the salesperson to reach their targets
5. Develop the skills of designing of sales promotion events

**II: SYLLABUS: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)**

**UNIT-I**

Introduction to Sales Promotion: Nature and Scope of Sales Promotion- Influencing Factors - Sales Promotion and Control - Strengths and Limitations of Sales Promotion – Sales Organization - Setting-up of Sales Organization - Types of Sales Organization.

**UNIT-II**

Sales Promotion and Product Life Cycle: Types of Sales Promotion – Consumer Oriented - Trade Oriented - Sales Oriented - Various Aspects -Sales Promotion methods in Different Product Life Cycle – Cross Promotion - Sales Executive Functions- Theories of Personal Selling - Surrogate Selling.

**UNIT-III**

Strategies and Promotion Campaign: Tools of Sales Promotion - Displays, Demonstration, Fashion Shows, Conventions - Conferences, Competitions –Steps in designingof Sales Promotion Campaign – Involvement of Salesmen and Dealers – Promotional Strategies - Ethical and Legal issues in Sales Promotion.

**UNIT-IV**

Salesmanship and Sales Operations: Types of Salesmen - Prospecting - Pre-approachand Approach - Selling Sequence - Sales budget, Sales territories, Sales Quota's - Point of Sale – Sales Contests - Coupons and Discounts - Free Offers - Showrooms and Exhibitions – Sales Manager Qualities and functions.

## UNIT-V

Sales force Management and Designing: Recruitment and Selection - Training -Induction - Motivation of sales personnel - Compensation and Evaluation of Sales Personnel -Designing of Events for Enhancing Sales Promotion

### III: Reference Text Books:

1. Don.E. Schultz - Sales Promotion Essentials- Mc Graw hill India
2. S.H.H Kazmi & Satish K Batra, Advertising and Sales Promotion- Excel Books
3. Jeth Waney Jaishri& Jain Shruti - Advertising Management - Oxford university Press
4. Dr.ShailaBootwalaDr.M.D. Lawrence and Sanjay R.Mali -Advertising and Sales Promotion- NiraliPrakashan
5. Advertising and Sales Promotion Paperback – S. H. H. Kazmi & Satish Batra

### IV. Co-Curricular Activities:

#### A. Mandatory (Student training by teacher in field related skills: 10 hrs.):

##### 1. For teachers

Training of students by the teacher (using actual field material) for 10 hours in the classroom and field for not less than 10 hours on techniques in areas such as;

- Design special tools and techniques for sales promotion
- Planning of sales promotion and strategic planning for given product
- Report Writing on Success Stories of Sales promotion agencies
- Preparation of report on legal issues in sales promotion techniques.

##### 2. For Student:

Students have to get individually training in the field the functional aspects of sales promotion, advertisement, strategic planning, sales promotion agencies and related legal issues, Students have to involve the sales promotion activities as practical training. Take up survey on sales promotional activities of existing products. Each student has to record his/her observations and prepare a handwritten Fieldwork/Project work Report, not exceeding 10 pages, and submit to teacher in the given format.

3) Max marks for Fieldwork/Project work Report: 10

4) Suggested Format for Fieldwork/Project work Report (not more than 10 pages): Title page, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.

5. Unit tests (IE).

### **Suggested Co-Curricular Activities**

Assignments, Class seminars, Case studies, Compilation of paper cuttings, Group Discussions, Debates, Quiz, Class exhibitions, Preparation of related videos, Invited lectures etc.

### **V. Suggested Question Paper**

Max. Marks 75

Time: 3 hrs

#### **SECTION - A (Total 25 marks)**

Answer any FIVE Questions (5×5 Marks)

OUT OF EIGHT COVERING ALL UNITS

#### **SECTION - B (Total 50 marks)**

Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT COVERING ALL UNITS

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## **Semester -wise revised syllabus under CBCS, 2020-2021**

### **DOMAIN SUBJECT: BBA Course21- B: E-BUSINESS (Skill enhancement course (Elective) 4 credits**

#### **I. Learning Outcomes:**

By the completion of the course, the students are able to

1. Understand the mechanism of ecommerce
2. Equip specialization in website designing for e commerce
3. Enhance their skills in operational services of e commerce
4. Involve in activities of e commerce
5. Able to create awareness among the public on commerce activities

#### **II. Syllabus Total 75hrs (Teaching 60, Training10 and others 05 including IE etc.)**

##### **UNIT-I**

Introduction, Nature and Scope Introduction- Definition –importance- Nature and scope of e commerce-Advantages and limitations-Types of ecommerce – B2B, B2C, C2B, C2C,B2A,C2A- Framework e commerce

##### **UNIT -II**

Environmental and Technical support Aspects Technical Components- Internet and its component structure-Internet Vs Intranet, Vs Extranet and their differences-Website design-its structure-designing, developing and deploying the System

##### **UNIT-III**

Security and Legal Aspects Security environment –its preliminaries and precautions-protecting Web server with Firewalls Importance of Digital Signature –its components – Cyber Law-Relevant Provisions of IT Act2000.

##### **UNIT-IV**

Operational Services of e Commerce E retailing –features- E Services-Banking, Insurance, Travel, Auctions, Learning, Publication and Entertainment-Payment of utilities (Gas, Current Bill, Petrol Products)- On Line Shopping(Amazon, Flip kart, Snap deal etc.)

## UNIT-V

E Payment System Types of e payment system- its features-Digital payments (Debit Card/Credit Cards, Internet Banking, Mobile wallets- Digital Apps (unified Payment Services-Phone Pay, Google Pay, HIM Etc.) Unstructured Supplementary Services Data (Bank Prepaid Card, Mobile banking)-

### III. Reference Text Books:

1. Bharat Bhaskar, Electronic Commerce Framework, Technology and Application.McGraw Hill Education.
2. Bajaj, D.Nag,E Commerce, Tata McGraw Hill Publication
3. Whitely David, E-Commerce, McGraw Hill
4. TN Chhabra, E Commerce, Dhanapat Rai & Co
5. Dave Chaffey, E Business and E Commerce Management, Pearson Publication
6. Dr.Pratikumar Prajapati, Dr.M.Patel, E Commerce , Redshine Publication
7. Web resources suggested by the Teacher concerned and the College Librarian including reading material

### IV Co-Curricular Activities (teacher participation: total 15 hours):

#### A. Mandatory

##### 1. For Teachers:

Training of students by the teacher (using actual field material) in class room and field for a total of not less than 10 hours on the skills of listing out the local institutions who are involved in e commerce activities, Identifying the institutions and their experience in operational activities of e commerce, Case studies are to be analyzed of various problems raised at the time of e payment and operational activities of e commerce

##### 2. For Students:

Students shall individually undertake field study by contact websitedesigners and studying various procedures adopted by the merchants and individuals andtheir experiences. Each student has to record and submit his/her observations in ahandwritten Fieldwork/Project work Report not exceeding 10 pages to teacher in the givenformat.

3. Max marks for Fieldwork/Project work Report: 05.
4. Suggested Format for Fieldwork/Project work Report (not more than 10 pages): Titlepage, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

## **B. Suggested Co-Curricular Activities**

- 1 Training of students by a related field expert.
2. Assignments (including technical assignments like volume of business operated through e-commerce, Case Studies of problems raised at the time of e commerce
3. Seminars, Conferences, discussions by inviting concerned institutions
4. Conduct surveys on pros and cons of ecommerce
5. Invited lectures and presentations on related topics by field experts.

## **V. Suggested Question Paper Pattern:**

Max. Marks 75

Time: 3 hrs

### **SECTION - A (Total 25 marks)**

Answer any FIVE Questions (5×5 Marks)

OUT OF EIGHT COVER ALL UNITS

### **SECTION - B (Total 50 marks)**

Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT COVERING ALL UNITS

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**Semester -wise revised syllabus under CBCS, 2020-2021**  
**DOMAIN SUBJECT: BBA**  
**Course16-C: FOREIGN EXCHANGE MANAGEMENT**  
**(Skill enhancement course (Elective) 4 credits**

**I. Learning Outcomes**

The student will be able to:

- 1) Identify foreign exchange risk management and the techniques available to small business operators for risk exposure containment;
- 2) Analyze alternative currency translation methods for settlement of goods;
- 3) Examine the organization of the Foreign Exchange Market, the Spot Market, and the Forward Market, and how the information driven in these markets can be used by small business operators in controlling and managing foreign exchange;
- 4) Be able to identify operational difficulties in financing, and settling in foreign currency, and currency forecasting;
- 5) Evaluate the intercompany funds-flow mechanisms, cost and benefits, pertaining to all foreign sales and settlements;
- 6) Explain foreign exchange units in financial intermediaries;
- 7) Describe operational benefits of Electronic Data Interchange (EDI), Letters of Credit (LC) and other exchange mechanisms, in settling foreign accounts.

**II. Syllabus Total 75hrs (Teaching 60, Training10 and others 05 including IE etc.)**

**UNIT-I: Nature and scope of forex management:**

Objectives, significance and scope of forex management, relationship between forex management and financial management, forex management and global environment.

**UNIT-II: International financial markets and instruments:**

An overview of international capital and money markets, arbitrage opportunities, integration of markets, international capital and money market instruments – GDRs, DRs, Euro Bonds, dual currency bonds, euro equity, euro deposits.

**UNIT-III: Foreign Exchange Market:**

Functions, characteristics, organization, and participants, arbitrage in foreign exchange market, mechanics of making foreign payments, cost associated with international payments.

**UNIT-IV: Foreign exchange rates and its determinations:**

Exchange rate, spot, forward and cross exchange rates, Forex trading and financing of international trade.

**UNIT-V: Foreign Exchange Risk Hedging techniques:**

Swaps, Options, offshore banking, payment terms, i.e., Commercial Invoice, Letter of credit, Bill of exchange, documents and financing techniques.

### **III. Reference Text books:**

- 1) Jeevanandan, C, Foreign Exchange and risk Management, Sultan Chand and sons, New Delhi
- 2) Chatterjee, Principles of Foreign Exchange, Himalaya, Bombay.
- 3) Ian Giddy, Global Financial Markets, AIYBS, New Delhi.
- 4) R Exchange Risk and corporate International Financial, Aliber
- 5) International Financial Management, Bhalla VK, Himalya Publishers
- 6) WH Trading in Currency Options, Sulaton Chand Publishers

### **IV.CO-CURRICULAR ACTIVITIES**

#### **A.Mandatory (student training by teacher in related real time field skills: total 10 hrs)**

##### **FOR TEACHERS:**

- 1) Outline the differences between a 'market and a 'financial "market
- 2) Give examples on derivative instruments
- 3) Discuss about balance of payments.

##### **B.FOR STUDENTS**

1. Students shall individually undertake field study of any country and shall submit the report on: Inflation rate, Terms of Trade, Public debt., Political stability and "economic performance"
2. Suppose you sell a three4month forward contract at \$35. One month later, new forward contracts are selling for \$30. The risk-free rate is 10 percent. What is the value of your contract?
3. Hockey skates sell in Canada for 105 Canadian dollars. Currently, 1 Canadian dollar equals 0.71 us dollars. If purchasing power parity (PPP) holds, what is the price of hockey skates in the United States?

##### **C. Suggested co -curricular activities**

- Training of students by related experts
- Assignments on FEMA
- Seminars, conferences, discussions by inviting concerned institutions
- Guest lectures.

**V: Suggested question paper pattern:**

**Max marks 75**

**Time:3hrs.**

**SECTION-A (Total 25 marks)**

ANSWER ANY FIVE QUESTIONS (5x5 MARKS)

OUT OF EIGHT COVERING ALL UNITS

**SECTION: B (TOTAL 50 MARKS)**

ANSWER ANY 5 QUESTIONS (5x10 MARKS)

OUT OF EIGHT COVERING ALL UNITS

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**Semester -wise revised syllabus under CBCS, 2020-2021**  
**DOMAIN SUBJECT: BBA**  
**Course17-C: E-PAYMENT SYSTEM**  
**(Skill enhancement course (Elective) 4 credits**

**I. Learning Outcomes:**

1. Define key components and key players in the payment industry;
2. Describe, at a high level, the various payment channels, networks, and systems;
3. Describe the risks, mediations, and controls related to various payment types, payment channels, and systems;
4. Identify key principles based on exam guidelines;
5. Conduct risk-focused payment system exam.

**UNIT-I:**

E-Cash and Virtual Money: Electronic Data Interchange (EDI) -NEFT/RTGS/Electronic Payment modes - Foundations of e-Cash and Issues; Security, Anonymity, Untrace ability, Virtual currencies, Bitcoin.

**UNIT-II:**

Automated Clearing and Settlement: Process of Real Time Gross Settlement System -Net Settlement -ATM Networks - Fedwire, CHIPS and SWIFT.

**UNIT-III:**

E-Payment Security and Digital Signature: Cryptographic Methods - Hash functions - Public/Private Key methods: RSA - Digital Signatures - Certification Process - Digital identity Documents and Remote Authentication.

**UNIT-IV:**

Mobile Payments: Wireless payments, Digital Wallets, Google Wallet – Obopay -Security Challenges.

**UNIT-V:**

Electronic Invoice and Payment System: Electronic Statement Delivery – EIPP providers - Biller service providers - Customer service providers - Reconciliation through Bank -Invoice Paper elimination - Scan-based trading (SBT).

### **Reference Text Books:**

1. Domonique Rambure and Alec Nacamuli, “Payment Systems: From the Salt Mines to the BoardRoom”, Palgrave MacMillan.
2. WeidongKou, “Payment Technologies for E-Commerce”. Springer, Germany.
3. DonalO’Mahony, Michael Peirce and Hitesh Tewari, “Electronic Payment Systems”, Artech House, Inc.
4. M. H. Sherif, Protocols for Secure Electronic Commerce, Boca Raton, Fla, CRC Press.

### **IV.CO-CURRICULAR ACTIVITIES**

#### **A.Mandatory (student training by teacher in related real time field skills: total 10 hrs)**

#### **FOR TEACHERS:**

Guide the students to observe the following for any reputed bank.

- The Basic Checking Relationship and the Bank's Right to Pay Checks
- The Bank's Obligation to Pay Checks
- Collection of Checks
- Risk of Loss in the Checking System - The Basic Framework
- Risk of Loss in the Checking System - Special Rules

#### **B.FOR STUDENTS**

Students shall individually undertake field study of any corporate bank // company and shall submit the report on:

- The Credit Card System
- Error and Fraud in Credit-Card Transactions
- Debit Cards
- Automated Clearinghouse Payments
- The Wire-Transfer System
- Error in Wire-Transfer Transactions
- Fraud, System Failure, and International Issues in Wire-Transfer Transactions

#### **C. Suggested co -curricular activities**

- Training of students by related experts
- Assignments on E-payments system techniques and tools
- Seminars, conferences, discussions by inviting concerned institutions

#### **V. Suggested Question Paper Pattern:**

**Max. Marks 75**

**Time: 3 hrs**

#### **SECTION - A (Total 25 marks)**

Answer any FIVE Questions (5×5 Marks)

#### **SECTION - B (Total 50 marks)**

Answer any FIVE Questions (5×10 Marks)

**OUT OF EIGHT COVERING ALL UNITS**

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**Semester -wise revised syllabus under CBCS, 2020-2021**  
**Domain Subject: BBA**  
**Course-18-C. INCOME TAX ASSESSMENT PROCEDURES**  
**AND PRACTICE**  
**(Skill Enhancement Course (Elective), 4 Credits**

**I: Course Learning Outcomes**

After successfully completing the course, the student shall be able to:

1. Understand the basic concepts in computation of tax liability under all heads of income of the individuals.
2. Analyze the clubbing provisions, aggregate income after set-off and carry forward of losses under the Income Tax Act.
3. Compute taxable income and tax liability of individuals and firms.
4. Acquire the ability to file online returns of income.
5. Acquire skills of TDS/TCS and online filing of Tax returns.

**II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)**

**UNIT-I: Computation of Total Income and Tax Liability**

Computation of Total Income and Tax Liability of Individuals- Firms and Companies - Procedure for Assessment including Problems in calculation of tax for firms& Companies

**UNIT-II: Clubbing of Income-Set off of Losses**

Meaning of clubbing of income– Different items come under the provisions of clubbing of Income Meaning of set-off of losses and carry-forward and set-off of losses – Types of set-off - Intra-setoff and Inter-set off

**UNIT-III: Tax Payment- Penalties**

Advance Payment of Tax - Persons liable to pay Advance Tax – Procedure for Computation of Advance Tax – Due Dates for the Payment of Advance Tax - Consequences of Non-payment of Advance Tax- Refund of tax, interest on refund – Appeals and Revisions

**UNIT-IV: Returns Filing**

Procedure for Assessment - Filing of Return – Prescribed Forms for filing of Returns – PAN &TAN - On-line filing of Returns- 26 AS - Traces.

**UNIT-V: TDS &TCS and e-Filing**

TDS-TCS- Provisions in brief relating to TDS/TCS- Schedule for deposit & Submission of Returns of TDS- Form-16 generation.

**III: Reference Text Books:**

1. Systematic Approach to Income Tax, Girish Ahuja & Ravi Gupta, Bharat Law House Pvt. Ltd, New Delhi.

2. Income Tax, Vinod K. Sinhanian & Monica Sinhanian, Taxmann Publications Pvt. Ltd, New Delhi.
3. Taxation Law & Practice, Mehtrotra & Goyal, Sahitya Bhavan Publications, Agra.
4. E.A. Srinivas, Corporate Tax Planning, Tata McGraw Hill.
5. Vinod K. Sinhanian, Taxman's Direct Taxes Planning and Management.
6. Bhagawati Prasad, Direct Taxes Laws Practice, Vishwa Prakashan.
7. <https://incometaxindia.gov.in>
8. Web resources suggested by the Teacher concerned and the College Librarian including reading material

#### **IV. Co-Curricular Activities**

##### **A. Mandatory (Student training by teacher in field related skills: 10 hrs.):**

###### **1. For Teachers:**

Training of students by the teacher (using actual field material) in classroom/field for not less than 10 hours on techniques in tax consultancy, Income Tax calculation and Tax filing. Tax filing in respect to individuals, firms and Corporate. Income Tax Portal for a selected Tax Payer. Each student has to be trained in using forms for filing of returns.

- a. Tax Calculation and preparation of Annexure w.r.t employees in the institutions and selected organizations (ref. unit-1)
- b. Working with Clubbing income and set of losses/carry forward losses for a given Company/organization (ref. unit-2)
- c. Working with CBDT website for Income Tax website for various provisions and Penalties (ref. unit-3)
- d. Working with Online tax portal for downloading different formats (ref. unit 4)
- e. Preparation of TDS and TCS reports and generating Form 16 from respective DDO (ref. unit.5)

###### **1. For Students:**

Students shall individually take up a field study and make observations on Tax Assessment and Submission of Tax Return to Income tax department, payment of tax and other formalities. They may also work with an Income Tax Practitioner and participate in the real time submissions of Tax.

2. Each student has to submit his/her observations as a handwritten Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.
3. Max marks for Fieldwork/Project work Report: 05
4. Suggested Format for Fieldwork/Project work (not more than 10 pages): Title page, student details, Contents, objective, step-wise work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

## **B. Suggested Co-Curricular Activities**

1. Training of students by a related field expert.
2. Assignments including technical assignments like Working with Tax Consultancy for Observation of Tax Assessment and Return Filing Procedure.
3. Seminars, Conferences, discussions by inviting concerned institutions
4. Field Visit
5. Invited lectures and presentations on related topics

## **V. Suggested Question Paper Pattern:**

Max. Marks 75

Time: 3 hrs

### **SECTION - A (Total 25 marks)**

Answer any FIVE Questions (5×5 Marks)

### **SECTION - B (Total 50 marks)**

Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT COVERING ALL UNITS

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## **Semester-wise Revised Syllabus under CBCS, 2020-21** **Domain Subject: COMMERCE** **Course 19-C-GOODS AND SERVICES TAX WITH TALLY** **(Skill Enhancement Course (Elective), 4 Credits)**

### **I: Course Learning Outcomes**

After completing the course, the student shall be able to:

1. Understand the concept of Liability and Payment of GST
2. Create a new company in Tally with GST components and establish environment for GST Voucher entry.
3. Comprehend the utilization of input tax credit, and the reverse charge mechanism in GST
4. Acquire Skills of preparation of GST Returns in accordance with GST Law and Tally
5. Acquire skill of online payment of GST through GST Portal.

### **II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)**

#### **UNIT 1: GST- Liability and Payment**

Output tax liability - Input tax credit utilization-- Schedule for payment of GST- Interest/penalty for late/non-filing of return-Payment of GST- GST Network

#### **UNIT-II: GST – Accounting Masters and Inventory Masters in Tally**

Company Creation- General Ledgers & GST Ledgers Creation - Stock Groups, Stock Items and Unit of Measure - GST Rate Allocation to Stocks

### **UNIT-III: GST Voucher Entry**

GST Vouchers - Customizing the Existing Voucher types with applicable GST Rates – Mapping of Input Tax Credit on Purchase Vouchers - Output Tax on Sales Vouchers- Purchase and Sales Voucher Entries with Single Rated GST and Multiple Rated GST Goods.

### **UNIT-IV: GST Returns**

Regular Monthly returns and Annual Return- Returns for Composition Scheme- Generation of Returns - GSTR-1, GSTR-2, GSTR-3, GSTR-4, GSTR-9, GSTR-3B

### **UNIT-V: Payment of GST online**

Payment of GST- Electronic Filing of GST Returns – Refunds – Penalties- Administrative structure of GST Officers- Powers- Jurisdiction.

### **III: Reference Text Books:**

1. Ahuja, Girish, Gupta Ravi, GST & Customs Law.
2. Babbar, Sonal, Kaur, Rasleen and Khurana, Kritika. Goods and Service Tax (GST) and Customs Law. Scholar Tech Press.
3. Bansal, K. M., GST & Customs Law, Taxmann Publication.
4. Singhania, Vinod K. and Singhania Monica. Students' guide to Income Tax. University Edition. Taxmann Publications Pvt Ltd., New Delhi.
5. Sisodia Pushpendra, GST Law, Bharat Law House.
6. Web resources: <https://cbic-gst.gov.in>
7. Web resources suggested by the Teacher concerned and the College Librarian including reading material

### **IV. Co-Curricular Activities**

#### **A. Mandatory (Student training by teacher in field related skills: 10 hrs.):**

**1. For Teachers:** Training of students by the teacher (using actual field material) in classroom/ field for not less than 10 hours on techniques in computation of and online submission of GST. On Tally ERP 9 for entering entries of a selected firm.

- a. Calculation of output tax liability and input Tax Credit through voucher entries (ref. unit-1)
- b. Creation of Company and working with Masters in Tally ERP9 (ref. unit-2)
- c. Voucher entry along with Input tax and output taxed entries (ref. unit-3)
- d. Preparation of GST Returns for regular dealer and composite dealer in tally (Ref. unit 4)
- e. Online Payment of GST using Tally (ref. unit.5)

#### **2. For Students:**

1. Students shall take up individual field study on Entry of GST Voucher, Calculation of Input Tax and Output Tax including single rated /multi rated GST with a selected organization. Submission of online GST Returns for a selected business firm.



2. Each student has to submit his/her observations as a handwritten Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.
3. Max marks for Fieldwork/Project work Report: 05.
4. Suggested Format for Fieldwork/Project work Report (not more than 10 pages): Title page, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

#### **B. Suggested Co-Curricular Activities**

1. Training of students by a related field expert.
2. Assignments including technical assignments like Working with Tally for Observation of real-time entries for transaction of accounting with inventory
3. Seminars, Conferences, discussions by inviting concerned institutions
4. Field Visit
5. Invited lectures and presentations on related topics.

#### **V. Suggested Question Paper Pattern:**

Max. Marks 75

Time: 3 hrs

#### **SECTION - A (Total 25 marks)**

Answer any FIVE Questions (5×5 Marks).  
OUT OF EIGHT COVERING ALL UNITS

#### **SECTION - B (Total 50 marks)**

Answer any FIVE Questions (5×10 Marks)  
OUT OF EIGHT COVERING ALL UNITS

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# **Semester-wise Revised Syllabus under CBCS, 2020-21**

## **Domain Subject: BBA**

### **Course-20 C: STOCK MARKETS**

#### **(Skill Enhancement Course (Elective), 4 Credits**

#### **I. Learning Outcomes:**

By the completion of the course, the students will be able to

1. Expose to theory and functions of the Share Market in Financial Sector as job careers
2. Study the functioning of capital markets and create awareness among the public
3. Acquire knowledge on operations of Share Market and Research skills
4. Involve in activities of Mutual Funds and stock market firms
5. Enhance their skills by practicing in preparation of accounting statements

#### **II. Syllabus: (Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)**

##### **UNIT 1 Introduction, Nature, Scope and basics of stock market**

Introduction of Investments-Need of Investment-Short- and Long-Term investment- Money market Vs Capital Market-Primary Market-Secondary Market-Depositories-Buy Back Shares Forward Contract and Future Contract- Types of Investors- Speculators, Hedgers, Arbitraders.

##### **UNIT 2 Capital Markets**

Definition-Participants of Capital Market Participants-Primary Market issues of Equity Shares and Preference Shares and Debentures its types Mutual Funds –Secondary Market-/Stock Exchange-National Stock Exchange of India-Over the Counter Exchange of India – Qualified Individual/Institutional Buyers -Under writers.

##### **UNIT 3 Financial Intermediaries**

Depositories- -Buy Back of Shares-- Forward Contract and Future Contract- differences – Participants in Future Contract- Clearing of Mechanism.

##### **UNIT 4 Stock Indices**

Index and its types-SENSEX- Calculation Methodology-Types of Clearing Members.

##### **UNIT 5 Regulatory Mechanism**

Security and Exchange Board of India (SEBI)-Powers, functions, -Over the Counter Exchange(OTCE) of India-Functions and Mechanism.

#### **III. Reference Text Books:**

1. I.M.Pandey. ,Financial Management, Vikas Publishing House

2. Prasanna Chandra, Financial Management TaTa Mc Graw Hill
3. Bhole.L.M. Financial Markets and Institutions, Tata McGraw Hill Publishing House
4. Khan MY,Jain PK, Financial Management, Tata McGraw Hill
5. Kishore Ravi.M., Financial Management, Taxman Publication
6. Web resources suggested by the Teacher concerned and the College Librarian including reading material

#### **IV Co-Curricular Activities:**

##### **A. Mandatory (student training by teacher in real time field skills: 10 hours):**

###### **1. For Teachers:**

Training of students by the teacher (using actual field material) in classroom and field for not less than 10 hours on techniques in valuation of shares of selected companies, preparation of documents, and identification of local individuals / institutions who are involved in share markets. Listing out Local Money Market institutions, identifying the investors and their experience in operational activities Analysis of various companies Financial Statements and interpretations

###### **2. For Students:**

Students shall individually study the work of stock market professionals and agencies and make observations. Their observations shall be written as the Fieldwork/Project work Report in the given format not exceeding 10 pages and submit to the teacher.

3. Max marks for Fieldwork/Project work Report: 05.

4. Suggested Format for Fieldwork/Project work (not more than 10 pages): Title page, student details, contents, objectives, step-wise work done, findings, conclusions and acknowledgements.

5. Unit tests (IE).

##### **B. Suggested Co-Curricular Activities**

1. Training of students by a related field expert.
2. Assignments (including technical assignments like identifying the investors and their activities in share markets
3. Seminars, Conferences, discussions by inviting concerned institutions
4. Visits to local Investment Institutions, offices,
5. Invited lectures and presentations on related topics by field experts.

##### **V. Suggested Question Paper Pattern:**

Max. Marks 75

Time: 3 hrs

###### **SECTION - A (Total 25 marks)**

Answer any FIVE Questions (5×5 Marks)

Out of Eight covering All units

###### **SECTION - B (Total 50 marks)**

Answer any FIVE Questions (5×10 Marks)

Out of Eight covering All units

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**Semester-wise Revised Syllabus under CBCS, 2020-21**  
**Domain Subject: BBA**  
**Course 21 -C: STOCK MARKETS ANALYSIS**  
**(Skill Enhancement Course (Elective) 4 credits**

**I. Learning Outcomes:**

By the completion of the course, the students are able to

1. Expose to theory and functions of the monetary and Financial Sector as job careers
2. Study the functioning of local Capital markets and
3. Create awareness among the public by giving reporting after analysis
4. Acquire knowledge on operations of Share Market and Research skills
5. Enhance their skills by involving activities of Share Market analysis

**II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)**

**UNIT 1**

Introduction, Nature, Scope and basics of stock market analysis, Introduction of Investments-Need of Security Analysis-Types of analysis-Fundamental Analysis, Technical Analysis, Quantity Analysis.

**UNIT 2**

Fundamental Analysis-Based on Company's Records and Performance-EPS Ratio Price to Sales Ration-P/Earnings Ratio, P/Equity Ratio, ROI, D/P Ratio- Intrinsic Value

**UNIT 3**

Technical Analysis- Based on Share Price Movement and Market Trends-Bullish Pattern-Bearish pattern

**UNIT 4**

Quantity Analysis: Based on data for special Research purpose (Descriptive, Correlation, Comparative and Experimental) by preparing questionnaire, observation, focus groups and interviews – Dow Theory

**UNIT 5**

Mutual Funds--Importance and the role of Mutual Fund –Types of Mutual Funds-Variou schemes in India Growth Fund, Income Fund, Growth and Income Fund, Tax planning schemes, other categories, Asset Management Mutual Funds-its method of analysis's

**III. Reference Text Books:**

1. Khan.M.Y. Financial Management, Vikas Publishing House
2. Bhole.L.M. Financial Markets and Institutions, Tata McGraw Hill Publishing House
3. Prasanna Chandra,Investment Analysis and Portfolio Management, Tata McGraw Hill

4. Damodharan Aswath, Valuation: Security Analysis for Investment and Corporate Finance., John Wiley, New York
5. Francis J.C., Investment Analysis and Management, Tata Mc Graw Hill
- 6 Web resources suggested by the Teacher concerned and the College Librarian including reading material

#### **IV Co-Curricular Activities:**

##### **B. Mandatory: (student training by teacher in real time field skills: 10 hours)**

###### **1. For Teachers:**

Training of students by the teacher (using actual field material) in classroom and field for not less than 10 hours on Security Markets analysis, preparation of documents and Analysis of Shares and debentures, Fundamental Analysis of various companies Financial Statements and interpretations, Technical Analysis of Various Financial Statements, Quantity Analysis of various companies Financial statements and interpretations, Analysis of Mutual fund operations and their performances Case Studies of various companies' performances based on analysis of their securities and the success stories of investors.

###### **2. For Students:**

Students shall individually study the data of selected institutions and their performance by analyzing the statements learning from practical experiences from Chartered Accountants and Cost Accountants. They shall record their observations in a hand written Fieldwork/Project work report not exceeding 10 pages in the given format and submit to the teacher.

3. Max marks for Fieldwork/Project work Report: 05.

4. Suggested Format for Fieldwork/Project work Report (not more than 10 pages): Title page, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.

5. Unit tests (IE).

##### **B. Suggested Co-Curricular Activities**

1. Training of students by a related field expert.
2. Assignments (including technical assignments like identifying sources of local financial institutions,
3. Seminars, Conferences, discussions by inviting concerned institutions
4. Visits to local Financial Institutions like HDFC securities, ICICI Direct Securities Reliance Securities etc.
5. Invited lectures and presentations on related topics by field experts.

**V. Suggested Question Paper Pattern:**

Max. Marks 75

Time: 3 hrs

**SECTION - A (Total 25 marks)**

Answer any FIVE Questions (5×5 Marks)

OUT OF EIGHT COVERING ALL UNITS

**SECTION - B (Total 50 marks)**

Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT UNITS COVERING ALL UNITS

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**ADIKAVI NANNAYA UNIVERSITY:: RAJAHMAHENDRAVARAM**  
**BBA Digital Marketing Syllabus (w.e.f:2020-21 A.Y)**

REVISED UG SYLLABUS UNDER CBCS  
(Implemented from Academic Year 2020-21)

PROGRAMME: FOUR YEAR BBA. (Hons)

Domain Subject: **BBA – Digital Marketing**  
Skill Enhancement Courses (SECs) for Semester V, from 2022-23 (Syllabus/Curriculum)

Pair Options of SECs for Semester–V

(To choose one pair from the five alternate pairs of SECs)

<b>Group A Subjects: Management Subjects</b>							
S.NO	COURSE	NAME OF THE SUBJECT	TOTAL MARKS	MID SEM	SEM END EXAM*	TEACHING HOURS	CREDITS
1	6A	Product & Brand Management	100	25	75	5	4
2	7A	Sales Management	100	25	75	5	4
3	6B	Marketing of Services	100	25	75	5	4
4	7B	Retail Management	100	25	75	5	4
5	6C	Advertisement	100	25	75	5	4
6	7C	Media Management	100	25	75	5	4
<b>Group B Subjects: Digital Marketing Subjects</b>							
1	6A	Content Marketing	100	25	75	5	4
2	7A	Content Management System	100	25	75	5	4
3	6B	Advanced SEO	100	25	75	5	4
4	7B	Web Analytics	100	25	75	5	4
5	6C	SEMRush	100	25	75	5	4
6	7C	Google Search Console	100	25	75	5	4
<b>Group C Subjects: Digital Marketing Subjects</b>							
1	6A	Mobile Marketing	100	25	75	5	4
2	7A	E-Mail Marketing	100	25	75	5	4
3	6B	Video Editing	100	25	75	5	4
4	7B	Photography & Image Editing	100	25	75	5	4
5	6C	HTML & CSS	100	25	75	5	4
6	7C	Web Design & Planning	100	25	75	5	4



**ADIKAVI NANNAYA UNIVERSITY:: RAJAHMAHENDRAVARAM**  
**BBA Digital Marketing Syllabus (w.e.f:2020-21 A.Y)**

Semester-wise Revised Syllabus under CBCS, 2020-21  
Four Year BBA. (Hons) - Semester – V (from 2022-23)

Subject: **BBA – Digital Marketing**

**GROUP A - Course-6A: PRODUCT & BRANDMANAGEMENT**  
(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objectives:** To help the students appreciate the relationship between Corporate Strategy and, Product and Brand Management

**Learning Outcomes:**

- Demonstrate knowledge of the nature and processes of branding and brand management.
- Analyse and discuss contemporary brand related problems and develop appropriate Strategies and initiatives.

**UNIT-I:** Product Management - An Introduction. Corporate Strategy and Product Policy  
Product line Decisions Product Life Cycle and Marketing Strategies.

**Unit-II:** New Product Development and the Techniques of Idea Generation and Screening  
Concept, Development and Testing Test Marketing, Launching and Tracking New Product  
Programmes.

**UNIT-III:** Organizing for New Products Introduction to Brand Management and  
Crafting of Brand Elements, Consumer Brand Knowledge Brand Identity,  
Personality and Brand Associations

**Unit-IV:** Managing Brand Architecture and Brand Portfolios , Corporate Branding  
and Tools for Building Brand, Equity

**Unit- V:** Leveraging Brand Equity, Measurement of Brand Equity

**References**

1. Brand Against the Machine: How to Build Your Brand, Cut Through the Marketing.  
Noise and Stand Out from the Competition by: John Michael Morgan,
2. Marketing Management by Philip Kotler and Kevin Lane Keller

**Activities:**

- Written Assignment
- Oral Presentation
- Case Study





**ADIKAVI NANNAYA UNIVERSITY:: RAJAHMAHENDRAVARAM**  
**BBA Digital Marketing Syllabus (w.e.f:2020-21 A.Y)**

Semester-wise Revised Syllabus under CBCS, 2020-21  
Four Year BBA. (Hons) - Semester – V (from 2022-23)

Subject: **BBA – Digital Marketing**

**GROUP A : Course-7A: SALES MANAGEMENT**

(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objective:**

The objective of this course is to develop a basic understanding about the management concepts as well as of human in various sales processes in organisation .

**Learning Outcomes:**

1. Develop a plan for organizing, staffing and training a sales force.
2. Know the distinction between the skills required for selling and sales management.

**UNIT-I:** Introduction to sales management: Meaning, Evaluation, Importance, Personal Selling, Emerging Trends in Sales Management, elementary study of sales organizations, qualities and responsibilities of sales manager. Types of sales organizations

**UNIT-II:** Selling skills & Selling strategies: Selling and business Styles, selling skills, situations, selling process, sales presentation, Handling customer objections, Follow-up action.

**UNIT-III:** Management of Sales Territory & Sales Quota: Sales territory, meaning, size, designing, sales quota, procedure for sales quota. Types of sales quota, Methods of setting quota. Recruitment and selection of sales force, Training of sales force.

**UNIT-IV:** Sales force motivation and compensation: Nature of motivation, Importance, Process and factors in the motivation, Compensation-Meaning, Types of compensation plans and evaluation of sales force by performance and appraisal process

**UNIT-V:** Sales management job: Standard sales management process-international sales management -international market selection-market survey approach or strategy - case study in Indian context

**References:**

1. Salesmanship Practices and Problems Paperback – Import, 15 Mar 2007 by Bertrand R. Canfield (Author).
2. Selling & Sales Management 6th Edition by David Jobber (Author), Geoff Lancaster (Author)
3. Sales Management 8th Edition: Concepts, Practices, and Cases 13th Edition Eugene M. Johnson, David L. Kurtz, Eberhard Eugen Scheuing 10th Edition McGraw-Hill, 1994
4. Sales force Management by Still, Cundiff & Govoni

**Activities**

- Written Assignments
- Oral Presentation
- Quiz Programme
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**ADIKAVI NANNAYA UNIVERSITY:: RAJAHMAHENDRAVARAM**  
**BBA Digital Marketing Syllabus (w.e.f:2020-21 A.Y)**

Semester-wise Revised Syllabus under CBCS, 2020-21  
Four Year BBA. (Hons) - Semester – V (from 2022-23)

Subject: **BBA – Digital Marketing**

**GROUP A: Course-6B: MARKETING OF SERVICES**  
(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objectives:** The course brings out the emerging service environment in India and the world. It emphasizes the distinctive aspects of Services Marketing. It aims at equipping students with concepts and techniques that help in taking decisions relating to various services marketing situations.

**Learning Outcomes:**

- Understand the Concept of Services and intangible products and Discuss therelevance of the services Industry to Industry
- Examine the characteristics of the services industry and the modus operandi and Analyze the role and relevance of Quality in Services

**Unit-I:** Meaning of Service, role of services in Indian economy, growth in service sector, types of services, difference between goods and services, characteristics of services, need for service marketing and obstacles in service marketing.

**Unit-II:** Service Marketing: Marketing management process for services planning, organizing, analyzing marketing opportunities, selecting target market - developing the service marketing mix - managing and controlling marketing efforts.

**Unit-III:** Service Design and Development: Challenges of service design, stages in new service development, Service blue printing - Service standards: Factors determine service standard, customer defined standards.

**Unit-IV:** Marketing of Services: Financial service marketing, Insurance, Bank, Mutual funds, Tourism Marketing, Hospital marketing, any hotel and hospitality marketing, other relevant services marketing.

**Unit-V:** Service marketing and ICT interface – Deficiency in Services – Consumer Protection Act, 1986 – Service Tax Rules – Goods and Services Tax (GST) Bill.

**References:**

1. Services Marketing by - Valarie A. Zeithaml and May Jo Btner Pub : Tata Mc Grow HIL
2. Services Marketing by - Vasont : Venugopal and Raghu N., Himalaya Publishing House.
3. Services Marketing by - P.N. Reddy and others Pub: Himalaya Publishing House.
4. Service Marketing by : Hellen wood Ruffe, Macmillan India Ltd.

**Activities**

- Written Assignments
- Oral Presentation
- Quiz Programme



**ADIKAVI NANNAYA UNIVERSITY:: RAJAHMAHENDRAVARAM**  
**BBA Digital Marketing Syllabus (w.e.f:2020-21 A.Y)**

Semester-wise Revised Syllabus under CBCS, 2020-21  
Four Year BBA. (Hons) - Semester – V (from 2022-23)

Subject: **BBA – Digital Marketing**

**GROUP A: Course-7B: RETAIL MANAGEMENT**

(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objectives:** To familiarize students with the decisions involved in running a retail firm and the concepts and principles for making those decisions.

**Learning Outcomes:**

- The contribution of retailers to the product value chain, corporate objectives, competitor analysis, and competitive strategy;
- Consumer motivations, shopping behaviors, and decision processes for evaluating retail offering and purchasing merchandise and services;

**Unit-I:** Retailing: Importance of Retailing, Factors Influencing Retailing, Functions of Retailing, Developing and applying Retail Strategy, Strategic Retail Planning Process, Retail Organization, Classification of Retail Units.

**Unit-II:** Setting-up Retail organization: Size and space allocation, location, factors affecting the location of Retail, Store Layout and Space planning: Types of Layouts, role of Visual Merchandiser, Controlling Costs and Reducing Inventories Loss.

**Unit-III:** Emergence of Organized Retailing: Traditional Retailing, Organized Retailing in India, Retailing in rural India, Retail Environment in India, FDI in retailing, Role of IT in retailing, emerging trends in retailing.

**Unit-IV:** Retail Pricing: Factors influencing retail pricing, Retail pricing strategies, Retail promotion strategies: Management and Evaluation of relationships in Retailing, Retail Research.

**Unit-V:** Case Studies: Practical:

- (i) To Interview a salesperson and write a brief report about what they like and dislike about their jobs, their salary, travelling allowances, sales quotas, etc.
- (ii) To go to a Kirana store and a supermarket and compare the: (a) store arrangement (b) No of brands carried (c) pricing policies (d) Service – personal.
- (iii) To visit any one of the modern Malls like, Reliance, Best Price, More, Lifestyle and prepare a Report.

**References:**

1. Levy & Weitz, Retail Management, TMH, 2012.
2. Swapana Pradhan, Retailing Management, TMH, 2012.
3. Dravid Gilbert, Retail Marketing Management, Pearson Education.
4. A. J. Lamba, The Art of Retailing, McGraw Hill.
5. Barry Berman, Joel R. Evans, Retail Management: A Strategic Approach, Pearson.

**Activities**

- Written Assignments
- Oral Presentation
- Quiz Programme



**ADIKAVI NANNAYA UNIVERSITY:: RAJAHMAHENDRAVARAM**  
**BBA Digital Marketing Syllabus (w.e.f:2020-21 A.Y)**

Semester-wise Revised Syllabus under CBCS, 2020-21  
Four Year BBA. (Hons) - Semester – V (from 2022-23)

Subject: **BBA – Digital Marketing**

**GROUP A: Course-6C: ADVERTISEMENT**

(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objectives:** Basics of planning, creating, using, and placing advertising in the business world and reviews entire field of advertising as basis for students who select advertising as a career or as an integral part of a marketing program.

**Learning Outcomes:**

1. Demonstrate an understanding of advertising strategies and budgets and Identify and understand the various advertising media.
2. Demonstrate an understanding of how an advertising agency operates.

**Unit-I: Evolution of advertising** - socio economic effects of advertising – types of advertisements – Various phases of advertising – advertising agency system -market research – vocational aspects of advertising

**Unit-II: Planning and campaigns** – Media selection – newspapers – Magazines – Radio-Television - Direct mail - Outdoor advertising - Hoarding - Bus panels- spectacular Bulletins

**Unit-III: Outdoor advertising** in India -Commercial advertisings over - All India Radio - Doordarshan - Recent trends in Indian Advertising - Legal and ethical aspects of advertising - Advertising policy

**Unit-IV: Advertising copy** – Visualization – Illustrations – Layout – Headlines – Text – Colour – Graphics – Psychological factors in advertising – Trademarks – Slogans – Evaluation of effectiveness.

**Unit-V: Advertising** – problems of measurements – Opinion ratings – Concurrent methods – Recall test – Recognition test – Audience evolution for various media – Advertising code

**Reference books:**

1. Jack Z Sissors and Jim Surmanek, Advertising Media Planning-crain books 1976
2. James R Adams, Media Planning-Business books 1977
3. Advanced M.P.-John R Rossister, Kluoer Academic publications 1998
4. Advertising M.P. , Jack Z Sissors, McGraw Hill 6th Edition

**Activities:**

- Written Assignments
- Oral Presentations
- Case Study



**ADIKAVI NANNAYA UNIVERSITY:: RAJAHMAHENDRAVARAM**  
**BBA Digital Marketing Syllabus (w.e.f:2020-21 A.Y)**

Semester-wise Revised Syllabus under CBCS, 2020-21  
Four Year BBA. (Hons) - Semester – V (from 2022-23)

Subject: **BBA – Digital Marketing**

**GROUP A: Course-7C: MEDIA MANAGEMENT**

(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objectives:** Experience and skills in the media management field are the only way to get more job opportunities or future scopes. There are tons of opportunities available in the media sector in India as well as abroad, related to marketing, digital media, and much more.

**Learning Outcomes:**

1. To make students understand the dynamic role of the media in society
2. To introduce students to the study of contemporary forms of mediated communication.

**Unit-I:** Media planning - The function of media planning in advertising -Role of media planner- Challenges in media planning -Media planning process -Media planning for consumer goods- Media planning for industrial goods

**Unit-II:** Importance of Media Research in planning; Sources of media research -Audit Bureau of Circulation - Press Audits-National readership survey/IRS - Businessmen's readership survey - Television- Audience measurement- TRP -National television study -ADMAR satellite cable network study -Reach and coverage study -CB listenership survey

**Unit-III:** Selecting suitable media options- TV, Radio, Magazine, Newspapers,Pamphlets and brochures, direct mail, outdoor media

**Unit- IV:** Criterion for selecting media vehicles: Reach - Frequency • GRPS - Cost efficiency - Cost per thousand -Cost per rating - Waste - Circulation - Pass-along rate (print)

**Unit- V:** Media Timing- Scheduling; Scheduling and budget allocation

**Reference books:**

1. Jack Z Sissors and Jim Surmanek, Advertising Media Planning-crain books 1976
2. James R Adams, Media Planning-Business books 1977
3. Advertising And Sales Promotion - S H HKazmi, Satish K Batra

**Activities:**

- Written Assignments
- Oral Presentations
- Case Study



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**GROUP B: Course-6A: CONTENT MARKETING**

(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objectives**

This course aims to show you how to strategically and operationally implement a content marketing plan for your business.

**Learning Outcomes:**

- Understanding of how Content impacts a customer's buying decision and relationship with a business
- Determine the types of content they will engage with utilize low-cost, no-cost tools to produce on-brand and engaging content.

**UNIT-I:** Introduction to Content Marketing and Management: Why and how content is important to business – use of content marketing, Content strategy and planning, Forming mission statement and its importance, selection of Niche Markets.

**UNIT-II:** Business goals and planning for websites -Naming primary and lower level goals-CMS overview and concepts, Intro to Word Press - Word Press design, navigation and site structure,

**UNIT-III:** Adding and managing content - Adding and managing functionality on the site. Writing for the Web-Refining content – design, brand guidelines -Tools for developing visual content -HTML and CSS, overview for CMS

**UNIT-IV:** Competitive analysis -Collecting content ideas, Tools and resources for creating and managing content -Social media channels – community and communication, distributing content.

**UNIT-V:** Tools for social media management -Establishing metrics -Evaluating data-CapstoneProject

**Note:** Capstone projects are designed to apply the skills and knowledge learned in the course and will include the following elements as projects are shared:

1. Explain the criteria that guided your content development.
2. Present your website and other media channels that highlight that content.
3. Give a summary of your plan for developing, managing, and distributing future content.

**SOURCE:** AARON MATTHEW WALL Content Marketing Book© Aaron Matthew • seobook@gmail.com

**Reference Books**

- Building a Story Brand: Clarify Your Message So Customers Will Listen Paperback – 28 February 2018-Donald Miller
- Practical Content Strategy & Marketing: The Content Strategy & Marketing Course Guidebook Kindle Edition-Julia McCoy

**Activities:**

- Written Assignments
- Oral Presentation
- Case Study



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**GROUP B: Course-7A: CONTENT MANAGEMENT SYSTEM**  
(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objective:** In this course, students will learn how to use the thousands of themes and plugins already out there to design own custom websites by using wordpress

**Learning Outcomes:**

- Student is able to design and develop a website
- Student is able to manage the content in the website

**UNIT-I:** Introduction-Hosting your CMS-Types of WordPress-Setting up local server □ -  
Downloading XAMPP-Installing XAMPP to create local server

**UNIT-II:** Installation:Install WordPress-Extracting WordPress files and installing WordPress-  
Logging into WordPress Dashboard-WordPress Dashboard -Navigate to the WordPress  
dashboard; know what everything does and how to use it

**UNIT-III:** Themes:Install WordPress Themes -Understand themes and how to find/install them  
- Customizing WordPress Themes -Customization of WordPress Widgets -Installing WordPress  
Premium Theme -Installing Wordpress Premium Theme Demo Content

**UNIT-IV:** Plugins:Install WordPress Plugins -Installing plugin for SEO on WordPress website  
- Increasing Speed of WordPress websites -Security of WordPress websites -Contact Form for  
WordPress websites -Setup Contact us page for WordPress websites -Creating Post and Basics of  
One Page Optimization (SEO)

**UNIT-V:** Page Creation:Creating Page -Settings -Domain -Choosing the right domain name  
Registering your domain -Choosing your hosting services -Comparing various service providers  
-Choosing your hosting provider -Pointing your domain to hosting provider -Setting up your  
Web server -Installing your WordPress to your Web server -Transferring Content to Web server

**References:**

1. WordPress-All –in-One for Dummies by Lisa Sabin-Wilson, a John Wiley& Sons Inc. Brand in 2013 New Jersey
2. Wordpress for Writers- Create an Awesome Author Website that Helps You Sell BooksBy Rachel McCollin • 2019 published by Catawampus Press

**Activities:**

- Written Assignments
- Oral Presentations
- Case Study



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**GROUP B: Course-6B: Advanced SEO**

(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objective:** With millions of people performing millions of searches each day to find content on the Internet, it makes sense that marketers want their products to be found by potential consumers. Search engines use closely guarded algorithms to determine the results that are displayed. However, determining what factors these algorithms take into account has led to a growing practice known as search engine optimization.

**Learning Outcomes:**

1. Learn what search engine optimization (SEO) is and how a Web site needs to be structured.
2. Appreciate the constructs of search engine-friendly Web sites.

**UNIT-I: SEO Introduction-** Concepts of search engine optimization (SEO)- Dynamic pages- Importance, Relevance, Popularity, Trust, Authority, What is Website? What is Domain Name, Types of Domains, Domain suggestions, Premium Domains, Register a Domain Name, Web Hosting Concepts, Domain/Hosting Business Types of Websites, HTML, CSS and Java Script, Website architecture, Static pages

**UNIT-II:** How Search Engines Work, Major Search Engines, Components of Search Engines, Major Search Engines: Google, Yahoo, Bing, Google Results, Search Engine Mechanism, Search Engine Crawling, Robots.txt, Sitemaps, Storing, Processing and Indexing, Ranking,

**UNIT-III:** On-page SEO, importance, influence factors, Optimizing Web Page, Website Optimization, title, description and keyword tags, header tags, Anchor Text, Navigation Links, Contextual links, Canonical URLs, Page Nations, keyword research, meta tag optimization, SEO content optimization.

**UNIT-IV:** Off-page SEO, importance, influence factors, Right and wrong ways to link, Reciprocal links, Three-way links, Purchased links, Link networks, Redirected links, Linkbait, Trust rank and worthless links

**UNIT-V:** SEM Strategy: What is SEM Strategy- Meaning and Definition of SEM- Importance of SEM- Advantages and Dis-advantages of SEM- Setting up SEM strategy- Analyzing the Efficiency of SEM Strategy- Digital promotion- Tools and techniques

**References:**

1. Search Engine Optimization: Your Visual Blueprint for effective
2. Internet marketing, 3rd Edition (MISL-Wiley)- Kristopher B Jones
3. Search Engine Optimization: An Hour a Day- Jenni Pezgrappone, Gradiva Cousin- Wiley.

**Activities**

- Written Assignments
- Oral Presentation
- Quiz Programme





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**GROUP B: Course-7B: WEB ANALYTICS**

(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objectives:** Web analytics course covers the basic concepts of digital Analytics and drives students into learning digital analytics from both a managerial and technical perspective.

**Learning Outcomes:**

- Read and understand in a proper way the main key metrics of digital analytics
- Manage web and social analytics principles to drive marketing campaign or strategies

**UNIT-I:** Getting started with Web Analytics - The digital media: owned, earned and paid media - Web Analytics platforms overview - Getting started with digital analytics - Main KPIs about digital analytics - Sessions - Number of visitors - Time on Site - Time on Page - Bounce Rate - Understanding and using Google Analytics data - Collecting actionable data with Google Analytics - Navigating Google Analytics reports - Navigating Conversions reports

**UNIT-II:** Introduction to Ecommerce Analysis & App Analytics - Understanding Customers - Understanding Shopping Behavior - Introduction to Mobile App Analytics - Attracting New Users - Measuring behavior

**UNIT-III:** Google Tag Manager Fundamentals & Social Analytics - Starting out with Google Tag Manager - Setting up Google Tag Manager - Collecting data using the Data Layer, variables, and events - Using additional tags for marketing and remarketing - Facebook Analytics - Twitter Insights

**UNIT-IV: Traffic sources-** Direct, referring, and search traffic-Campaigns-AdWords, Ad sense

**Content-** Pages and Landing Pages-Event Tracking and AdSense -Site Search **Visitors-** Unique visitors-Geographic and language information-Technical reports Benchmarking, **Actionable insights and the big picture** Recap of Google Analytics reports and tools-Finding actionable insights-Getting the organization involved-Creating a data-driven culture- Resources

**UNIT-V:** Social Analytics & User Generated Contents - Definition of User Generated Contents - Getting started with Web Listening - Main KPIs about web listening - Main web listening platforms - Free tools for web listening analysis

**Software to be used**

Google Analytics, Talkwalker Platform, Facebook Analytics, Twitter Insights, YouTube Analytics

**Reference books:**

2. Web Analytics Strategies for Information Professionals (English, Paperback, Farney Tabatha)
3. Web Analytics Action Hero: Using Analysis to Gain Insight and Optimize Your Business: Brent Dykes
4. Complete Web Monitoring: Alistair Croll and Sean Power

**Activities:**

- Written Assignment
- Oral Presentation
- Case Study



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**GROUP B: Course-6C: SEMRush**

(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objectives:**

SEMrush is an SEO tool that does keyword research, tracks the keyword strategy used by competitors, runs an SEO audit of a blog and looks for back-linking opportunities .

**Learning Outcomes:**

Save time & budget. Stay creative with your content while *Semrush* takes care of the data.  
Over 7 million users have registered for *Semrush*.

**UNIT-I:** Keyword Research:Analyze Search Intent Instantly with Semrush-Keyword Research- The Ultimate Keyword Research Checklist-Semrush Keyword Difficulty: Now More Accurate Than Any Other Tool-How to Use Semrush for Keyword Research

**UNI- II:** Keyword Ranking: How to Track Your Keywords on Google (with Semrush)- Search Engine Ranking: How to Use Semrush to Track Keywords and Positions-How To Measure SEO Share of Voice on Semrush-How To Use Semrush Sensor To Get SERP Volatility Insights-How to Track SERP Rankings with the Semrush Position

**UNIT-III:** LINK Building:How to Use Outreach for Link Building- Ways to Make the Best of SEO Link Building with Semrush-Semrush Backlinks Update 2021: How We Built a New Backlinks - Fastest Backlink Discovery Tool as a SEMrush

**UNIT-IV:** Social Media and Local SEO:How to Use the Free Semrush Social Media Tool for Every Platform-EffectiveOnline Reputation Management:Reasons To Monitor Mentions-How to Track SEO in Multiple Cities with Semrush-How To Improve Your Local SEO

**UNIT-V:** SEO Traffic Analysis and Competitor Reserach:How to Target and Win SERP Features-How to Find Marketing Insights Using Audience Overlap-Progress Report in Just 4 Steps:How -How to Analyze Competitor Website Traffic with .Trends- Competitor Insights

**References:**

- 1.SEMrush for Advanced Digital Marketing Strategy by Justin Womack 2017,Publisher-Packt
- 2.SEMRush: A Guide to Complete SEO and PPC Dominance by Matthew Powell 2017  
Publisher: Matthew Powell

**Activities**

- Written Assignments
- Oral Presentation
- Quiz Programme



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**GROUP B: Course-7C: GOOGLE SEARCH CONSOLE**  
(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objective:**To make reports and help you measure your site's Search traffic and performance, fix issues, and make your site shine in Google Search results

**Learning Outcomes:**

1. Submit sitemaps and individual URLs for crawling.
2. Review index coverage to make sure that Google has the freshest view of website..

**UNIT-I:** Overview: Performance: total clicks,total impression,avg.CTR, avg position-URL Inspection: URL on is Google-view crawled page – view source, learn more option

**UNIT-II:** Index:Coverage: valid,excluded, valid with warnings,submitted and indexed , discovery,refreing page , pages with errors, valid pages -Sitemaps-add new sitemap,submitted sitemaps,type,submitted,last read,status,discovered URLs.

**UNIT-III:** Enhancements:--Core web vitals -Mobile usability-AMP- bread crumbs-FAQ-Howto- Logos- Riview snippets- Site Links Searchbox

**UNIT-IV:** Security & Manual Actions:Manual actions-How do I remove Manual Actions inGoogle Search Console- security issues and its report-

**UNIT-V:** Legacy Tools and Reports: Links-settings-submit feedback- about new version-International targeting-messages-URL parameters-web Tools

**References:**

1. The Ultimate Guide to Google Search Console 2021 by AjaFrom@ajavuu, <https://blog.hubspot.com/marketing/google-search-console>
2. 2.Google search console: Knowledge panel by Sajith Thomos and Evin Jaison 2016
3. 3.Google Search Console : A Complete Guide by Gerardus Blokdyk 2018,Bookshout publishers

**Activities**

- WrittenAssignments
- OralPresentation
- QuizProgramme



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**GROUP C: Course-6A: MOBILE MARKETING**

(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objective:** To equip the student with basic understanding about mobile marketing and how to promote products by using mobile applications.

**Learning Outcomes:**

1. Make use of mobile devices to promote products and services.
2. Integrate your mobile marketing strategy with your social media strategy.

**UNIT-I:** Introduction- Introduction to Mobile Marketing- Understanding Mobile Devices What Mobile Device is Right for You?- Core Product and Service Offerings Campaign Delivery Options - SMS & MMS Messaging Campaign Delivery Options: Mobile Applications Campaign Delivery Options: Mobile Websites App Marketing

**UNIT-II:** Supplemental Mobile Products and Service Options Campaign Delivery Options: QR Codes Campaign Delivery Options: Augmented Reality Campaign Delivery Options: Interactive Voice Response (IVR) Mobile and Traditional Marketing

**UNIT-III:** Mobile Advertising and Search Mobile Advertising Mobile Marketing and Search Programmatic Ad Buying-- Incentives and Loyalty Program Mobile Incentive Opportunities Mobile Loyalty Programs-Mobile Rules and Regulations Mobile Marketing Rules and Regulations Mobile Campaign Compliance

**UNIT-IV:** Mobile Marketing and Social Media Mobile and Social Media Content Marketing for Mobile Facebook Advertising for Mobile- - Location and Mobile Mobile Marketing Location - Based Services Beacons, Opportunities and Challenges Beacons, Employing Beacons-Mobile Website Responsive Design Converting Non-Mobile Websites- Mobile Marketing Analytics Mobile Measurement - Careers in Mobile Marketing Mobile Marketing Opportunities

**UNIT-V:** Practical of Mobile Marketing in Buffer Mobile Software- a complete LAB for students to know the Mobile Marketing Buffer software practices practically. Page Creation:

**References:**

1. Mobile Marketing: How Mobile Technology is Revolutionizing Marketing, Communications and Advertising by Daniel Rowles
2. Tap: Unlocking the Mobile Economy by Anindya Ghose
3. Socialnomics: How Social Media Transforms the Way We Live and Do Business – Erik Qualman

**Activities:**

- Written Assignments
- Oral Presentation
- Quiz Programm



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**GROUP C: Course-7A: E-MAIL MARKETING**

(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objectives:** Email Marketing Course covers marketing strategies and guides in creating effective advertisements to promote a product or service, request business, solicit sales/donations, and build loyalty, trust, and brand awareness.

**Learning Outcomes:**

1. Recognize the current landscape of the digital business environment and identify strategies to define, attract, and engage your audience online.
2. Develop a digital marketing plan designed to meet your goals and objectives for any existing or new business, product, or service.

**UNIT-I:** Introduction to Email Marketing - Importance of Email Marketing - Popular Email Marketing Tools- Email Marketing Goals-History of Email Marketing-Advantages and Dis Advantages of Email Marketing

**UNIT-II:** E-Mail Marketing Understanding: Benefits of Email Marketing-How to write Effective content and subject line-Why Email automation is required-Designing an effective Email campaign-Tracking Email Marketing Reports-Email Guidelines

**UNIT-III:** Introduction to Mail-Chimp- Mail-Chimp Structure -Account Setup and Settings- Email Marketing Strategy -Creating a Subscriber List -Integration of Forms in Site- Import Subscribers in a List

**UNIT-IV:** Mail-Chimp: Types of Email Marketing: -Campaigns Creating an Email -What Is the Newsletter- Design a Newsletter Reports -Marketing Automation

**UNIT-V:** Best Email Marketing Alternatives: Introduction: MailerLite-SendInBlue-ActiveCampaign-HubSpot etc..

**References**

1. Author: Tom Corson – Knowless ,Email Marketing Mastery.TCK Publishing
2. Author: Susan Gunelius,Publisher:Entrepreneur Press,31 May 2018,

**Activities**

- Written Assignments
- Oral Presentation
- Quiz Programme



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**GROUP C: Course-6B: VIDEO EDITING**

(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objectives:** The Course covers the technical concerns such as camera, lens, format, and lighting instruments just to name a few, as well as various methods related to composition and subject modeling in order to tell the story.

**Learning Outcomes:**

- Understand history for cinematography and Identify various facilities required to Shoot and edit the film
- Learn different techniques of capturing the film and techniques of editing and Develop the script and shooting techniques

**Unit-I:** Writing with motion, The frame, The lens, Point-of-view, Shooting methods, Overlapping or Triple-Take method, Visual language, Miscellaneous rules of composition, Language of the lens, The leans and the Frame, Image control at the lens

**Unit-II:** Visual storytelling, Lighting as storytelling, Cinematic continuity, Shooting for editing, The Six types of cuts, Lighting basics, Motivated Light, Lighting for high def video, Lighting sources, Xenons, soft lights, Color- Correction Fluoresents, Day Exteriors

**Unit-III:** HD Cinematography, Types of video sensors, Digital video, Controlling the HD image, Exposure, Camera movement, Camera Mounting, The crab dolly, Cranes, Color in visual storytelling,, Image control, Optics & focus, Set operations, Technical issues, film formats

**Unit-IV:** Digital Video editing, Timeframe, Analog and digital video, Video standard formats, Video broadcast, Streaming video, Video capturing, Digital media, Clips with device control, Using the Tools,

**Unit-V:** Start the magic(editing), Effects and integration, Working with Audio, Applying Audio Effects, Superimposing and compositing, Creating Titles, Render and Exporting video, Export formats

**References:**

1. Digital Video Editing, Chandrabhanu Pattanayak
2. Digital Video for dummies, Keith Underdahl
3. Filmmaker's Handbook by Steven Ascher & Edward Pincus
4. Cinematography: Theory & Practice by Blain Brown
5. Basics of Video Lighting by Des Lyver, Graham Swainson

**Activities:**

- Seminar/Workshop on related topics
- RVJ(Reflective Visual Journal) on the theory and particles
- Production/ Live related 2D project



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**GROUP C: Course-7B: PHOTOGRAPHY AND IMAGEEDITING**  
(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objectives:** At the end of this course, the student will possess image editing skills using the imaging-editing software

**Learning Outcomes:**

- Understand the techniques and tips of the photography and Identify various facilities required to Shoot and edit the Image
- Learn different techniques of capturing the Images and modifying in software and Develop the method of basic image editing techniques

**Unit-I:** Making of photography, Digital cameras and images, Taking photos, Image sensors, images cleaning, Digital workflow, Image formats, Storing images, Color Management, Color Models and spaces, Controlling Exposure

**Unit-II:** Controlling Sharpness, Image stabilization, Focusing, Depth of Field, Capturing light & Color, White Balance, Color Balance and time of day, Understanding Lenses, Macro mode and macro lenses, On-camera flash photography

**Unit-III:** Studio Photography, Using studios, Using diffusers, The main light, The fill light, The rim light, Displaying & Sharing photos on Screen, Slide Shows, File formats, Publishing your photos

**Unit-IV:** Scanning and Image Editing, Digital retouching, Image enhancement, Image size, Retouching tools, Layers, Applying selective effects to images, Filters with masks, Digital darkroom effects

**Unit-V:** Digital output, Placing photos, Document creation, Posting photos on the web page, Printers, Output devices, Proofing, Printing Quality, Printing sizes

**References:**

1. The textbook of Digital Photography second edition, Dennis P. Curtin
2. Resources suggested by the Teacher concerned and the college Librarian including reading material

**Activities:**

- Seminar/Workshop on related topics
- RVJ(Reflective Visual Journal) on the theory and practices
- Event Photography of any function



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**GROUP C: Course-6C: HTML & CSS**

(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objective:** HTML and CSS go hand in hand for developing flexible, attractive, and user-friendly websites. HTML (Hyper Text Markup Language) is used to show content on the page whereas CSS is used for presenting the page. HTML describes the structure of a Website semantically along with presentation cues, making it a mark-up language, rather than a programming language.

**Learning Outcomes:**

- Student is able to design basic website through HTML
- Learner is able to present content more effectively

**UNIT- I:** HTML Introduction-History of HTML-What you need to do to get going and make your first HTML page-What are HTML Tags and Attributes- HTML Tag vs. Element-HTML Attributes:How to differentiate HTML Document Version-HTML-Basic Formatting Tags:HTML Basic Tags-HTML Formatting Tags-HTML Color Coding.

**UNIT-II:** HTML-Grouping Using Div Span:Div and Span Tags for Grouping-HTML-Lists:Unordered Lists-Ordered Lists-Definition list-HTML-Images:Image and Image Mapping-HTML-Hyperlink:URL - Uniform Resource Locator-URL Encoding.

**UNIT-III:** HTML-Table:<table> - <th> - <tr> - <td> - <caption> - <thead> - <tbody> - <tfoot> - <colgroup> -<col>: HTML-Iframe:Attributes Using- Iframe as the Target-HTML-Form: <input> - <textarea>- <button> - <select> -<label>-: HTML-Headers:: Title- Base- Link- Style s- Script-Meta-: HTML-Miscellaneous:HTML Meta Tag-XHTML-HTML Deprecated Tags & Attributes

**UNIT-IV:** CSS Introduction:Benefits of CSS-CSS Versions History-CSS Syntax-External StyleSheet using <link>-Multiple Style Sheets-Value Lengths and Percentages-: CSS2-Syntax:CSS Syntax-single Style Sheets-Multiple Style Sheets-Value Lengths and Percentages.

**UNIT-V:** CSS Selectors:ID Selectors-Class Selectors-Grouping Selectors-Universal Selector-Descendant / Child Selectors-Attribute Selectors-CSS – Pseudo Classes--Color Background Cursor:background-image- background-repeat-background-position-CSS Cursor.

**References**

- 1.Thomas A.Powell- HTML & CSS: The Complete Reference, Fifth Edition-Tata Mc GrawHill
2. Jon Ducket- HTML & CSS Design and Build Websites- Published by John Wiley & Sons, Inc. 10475 Crosspoint Boulevard Indianapolis, IN 46256 www.wiley.com.

**Activities**

- Written Assignments
- Oral Presentation
- Quiz Programme





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**GROUP C: Course-7C: WEB DESIGN & PLANNING**  
(Skill Enhancement Course (Elective), 4 credits, Max Marks: 100)

**Course Objective:** Participant is able to learn how to start blogging regularly and Drive more traffic from audience to website and Decrease your site's bounce rate and Raise your conversion rate.

**Learning Outcomes:**

1. Certainty and Efficiency in website designing
2. Enhanced end user experience so that achieve maximum returns.

**UNIT-I: Website:** What is the Website-What is www-What are the different types of websites?- Web page Vs. website-Difference between blog Vs. website-Components of the website-Purpose of creating websites-

**UNIT-II: Building a Web Page:** How to build a web page-Web design Vs. web development- What makes a website user-friendly-Dynamic Vs. Static website-What are responsive websites- Build your own portfolio website

**UNIT-III: Domain Registration:** What is domain & subdomain name-Parts of domain name-How to choose a domain name-What is the Protocol-What is IP address

**UNIT-IV: Hosting:** What is web hosting-What is Uptime-Types of Web Hosting-How to buy domain and hosting-Costs of a domain name-Buying and managing domains-Importance of server security-What is SSL certification-When your site goes down what will happen-What is the page authority and domain authority

**UNIT-V:** What is Internet- Understanding domain names & domain extensions -Different types of websites -Based on functionality -Based on purpose -Planning & Conceptualising a Website - Booking a domain name & web hosting -Adding domain name to web Server -Adding webpages & content -Adding Plugins -Building website using CMS in Class -Identifying objective of website -Deciding on number of pages required -Planning for engagement options - Landing Pages & Optimization -Creating blueprint of every webpage -Best & Worst Examples

**References:**

1. The principles of beautiful web design: by Jason Beaird and James George, 8 July 2014, Publisher: Site Point
2. Learning web design: A beginners guide, 5th edition, by Jennifer Niederst Robbins

**Activities**

- Written Assignments
- Oral Presentation
- Quiz Programme