

**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)**



(Affiliated to Bharathidasan University)

(Accredited by NAAC; An ISO 9001:2015 Certified Institution)

**SUNDARAKKOTTAI, MANNARGUDI-614016.
TAMILNADU, INDIA.**

**B.B.A.,
COURSE STRUCTURE WITH SYLLABUS UNDER CBCS-LOCF**
(For the candidates admitted in the academic year 2025–2026)



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TAMILNADU, INDIA.

BUSINESS ADMINISTRATION
CHOICE BASED CREDIT SYSTEM-LEARNING OUT COMES BASED
CURRICULUM FRAME WORK (CBCS-LOCF)

(For the candidates admitted in the academic year 2025-2026)

CHOICE BASED CREDIT SYSTEM

The credit based semester system provides flexibility designing curriculum and assigning credits based on the course content and hours of teaching. The choice based credit system provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning. Our College has moved to CBCS and implemented the grading system.

OUTCOME-BASED EDUCATION (OBE)
LEARNING OUTCOME- BASED CURRICULUM FRAME WORK (LOCF)

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The expected learning outcomes are used as reference points that would help to formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general guidance for articulating the essential learning's associated with programmes of study and courses within a programme, maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility and provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

Some important aspects of the Outcome Based Education Course:

Course Outcomes (COs): are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course. Generally three or more course outcomes may be specified for each course based on its weightage.

Programme: is defined as the specialization or discipline of a Degree.

Programme Outcomes (POs): Programme outcomes are narrower statements that describe what students are expected to be able to do by the time of graduation. POs are expected to be aligned closely with Graduate Attributes.

Programme Specific Outcomes (PSOs): PSOs are what the students should be able to do at the time of graduation with reference to a specific discipline.

Some important terminologies repeatedly used in LOCF

Core Courses (CC) A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. These are the courses which provide basic understanding of their main discipline. In order to maintain a requisites and certain core courses must be included in an academic program. This helps in providing a universal recognition to the said academic program.

Discipline Specific Elective Courses (DSE) Elective course may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective (DSE). These courses offer the flexibility of selection of options from a pool of courses. These are considered specialized or advanced to that particular programme and provide extensive exposure in the area chosen; these are also more applied in nature.

Generic Elective Courses An elective course chosen generally from an **unrelated discipline/subject**, with an intention to seek exposure is called a Generic Elective. Generic Elective courses are designed for the students of **other disciplines**. Thus, as per the CBCS policy, the students pursuing particular disciplines would have to opt Generic Elective courses offered by other disciplines, as per the basket of courses offered by the college. The scope of the Generic Elective (GE) Courses is positively related to the diversity of disciplines in which programmes are being offered by the college.

Non Major Elective (NME). A student shall choose at least two Non – major Elective Courses (NME) from outside his /her department. Non –Major Elective I – II. Those who choose Tamil in Part I can choose a non –major elective course offered by other departments. Those who do not choose Tamil in Part I must choose either a) Basic Tamil if Tamil language was not studied in school level or b) Special Tamil if Tamil language was studied up to 10th & 12th std.

Skill Enhancement Courses (SECs) These courses focus on developing skills or proficiencies in the student, and aim at providing hands-on training. Skill enhancement courses can be opted by the students of any other discipline, but are highly suitable for students pursuing their academic programme. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

Field Study/Industrial Visit/Case Study: It has to be completed during the fifth semester of the degree programme. Credit for this course will be entered in the fifth semester's marks statement.

Internship: Students must complete internship during summer holidays after the fourth semester. They have to submit a report of internship training with the necessary documents and have to appear for a viva-voce examination during fifth semester. Credit for internship will be entered in the fifth semester's mark statement.

Non-Extra Credit Course: Additional **DSE** as an Audit Course

Undergraduate Programme:

Programme Pattern: The Under Graduate degree programme consists of **FIVE** vital components.

They are as follows:

Part-I : Languages(Tamil/Hindi/French/Sanskrit)

Part-II : General English

Part-III: Core Course (Theory, Discipline Specific Elective courses, Compulsory Allied courses, Project)

Part-IV: Non Major Elective, Ability Enhancement Course, Value Education, Environmental studies, Skill Enhancement Courses/ Soft Skills, Internship / Field Visit / Industrial Visit/ Case Study), Professional Competency Enhancement .

Part-V Extension Activity, Gender Studies, special course.

EXAMINATION

Continuous Internal Assessment (CIA):

UG - Distribution of CIA Marks

Passing Minimum: 40%

Assignment-3	=	30%
Test-2	=	50%
Seminar	=	10%
Attendance	=	10%

Question Paper Pattern

Part A:

Part A1 (10X1=10 marks)

One word question/Fill in/True or False/Multiple Choice Questions

Two Questions from Each unit

Part A2 (5X2=10 marks) Short Answers

Match the following

One question from Each unit

Total Marks –20

Part B: (5X5=25 marks)

Paragraph Answers

Either/or type, One Question from each unit

Part C: (10X3=30)

Essay Type Answers

Answer 3 out of 5 Questions

One Question from each unit

Part A: K1 Level

Part B: K2, K3 and K4 Level

Part C: K5 and K6 Level

Knowledge levels for assessment of Outcomes based on Blooms Taxonomy

S.No.	Level	Parameter	Description
1	K1	Knowledge/Remembering	It is the ability to remember the previously learned
2	K2	Comprehension/ Understanding	The learner explain side as or concepts
3	K3	Application/Applying	The learner uses information in any way
4	K4	Analysis/Analyzing	The learner distinguishes among different parts
5	K5	Evaluation/Evaluating	Th learner justifies a stand or ecision
6	K6	Synthesis/Creating	The learner creates a new product or point of view

WEIGHTAGE of K-LEVELS IN QUESTION PAPER

(Cognitive Level) K-LEVELS →	Lower Order Thinking			Higher Order Thinking			Total
	K1	K2	K3	K4	K5	K6	
END SEMESTER EXAMINATIONS(ESE)	20	25			30		75
Continuous Internal Assessment(CIA)	20	25			30		75
QUESTION PATTERN FOR END SEMESTER EXAMINATION/Continuous Internal Assessment							
PART							MARKS
PART–I.(No choice, One Mark)TWO questions from each unit					(10x1=10)		20
II.(Nochoice,Two Mark)ONE question from each unit					(5x2=10)		
PART–B (Either/or type,5-Marks)ONE questions from each unit					(5x5=25)		25
PART–C (3out of5) (10Marks) ONE question from each unit					(3x10=30)		30
Total							75

BLUE PRINT OF QUESTION PAPER FOR END SEMESTER EXAMINATION

DURATION:3.00 Hours.				Max Mark:75			
K-LEVELS	K1	K2	K3	K4	K5	K6	Total Marks
PART							
PART-A (One Mark,No choice) (10x1=10)	10						10
(2-Marks,Nochoice) (5x2=10)	10						10
PART-B (5-Marks) Either/otype (5x5=25)		5	10	10			25
PART -C (10 Marks) (3 out of 5) (3x10=30) Courses having only K5,K6 levels, K5 level- 3 Questions, K6 level- 2 Questions (One K6 level question is compulsory)					20	10	30
Total	20	05	10	10	20	10	75

EVALUATION

GRADING SYSTEM

Once the marks of the CIA and the end-semester examination for each of the courses are available, they will be added and converted as final mark. The marks thus obtained will then be graded as per the scheme provided in Table-1.

Grade Point Average (GPA) will be calculated from the first semester onwards for all semester. From the Second semester onwards, the total performance within a semester and the continuous performance starting from the first semester are indicated by semester Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA), respectively. **These two are calculated by the following formulae:**

$\text{GPA} = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$	$\text{WAM (Weighted Average Marks)} = \frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$
Where, C_i is the Credit earned for the Course G_i is the Grade Point obtained by the student for the Course M_i is the marks obtained for the course N is the number of Courses Passed in that semester.	

CGPA: Average GPA of all the Courses starting from the first semester to the current semester.

CLASSIFICATION OF FINAL RESULTS:

1. For each of the first three parts, there shall be separate classification on the basis of CGPA, as indicated in Table-2.
2. For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Arts/Science/Commerce/Management as Outstanding/ Excellent/Very Good/Good/Above Average/Average, the marks and the corresponding CGPA earned by the candidate in Part-III alone will be the criterion, provided the candidate has secured the prescribed passing minimum in all the Five parts of the programme.
3. Grade in Part –IV and Part-V shall be shown separately and it shall not be taken into account for classification.
4. A Pass in PART- V will be mandatory although the marks will not count for the calculation of the CGPA.
5. Absence from an examination shall not be taken as an attempt.

Table-1: Grading of the Courses-UG

MarksRange	GradePoint	Corresponding Grade
90 and above	10	O
80 and above and below 90	9	A+
70 and above and below 80	8	A
60 and above and below 70	7	B+
50 and above and below 60	6	B
40 and above and below 50	5	C
Below 40	NA	RA

The candidate's performance in every current semester is indicated by **Semester Grade Point Average (SGPA)** and from the second semester onwards, the continuous performance including previous semester /s is indicated by **Cumulative Grade Point Average (CGPA)**.

Table-3:Final Result

CGPA	Corresponding Grade	Classification of Final Result
9.00 and above	O	Outstanding
8.00 to 8.99	A+	Excellent
7.00 to 7.99	A	Very Good
6.00 to .99	B+	Good
5.00 to 5.99	B	Above Average
4.00 to 4.99	C	Average
Below 4.00	RA	Re-appearance

The candidates who have passed in the first appearance and within the prescribed duration of the UG programme are eligible. If the candidate's Grade is O/A+ with more than one attempt, the performance is fixed as "Very Good".

Vision

Empowering the women students with Professional and Managerial Skills through Higher Education.

Mission

- To prepare the students for complex management positions and enables them to perform with ethical and social values
- To Foster excellence by providing the Quality Education in Business Administration
- To Train the women students to become a truly global personality, well equipped to deal with competitive world & its challenges
- To create a vibrant learning platform to enhance the entrepreneurial skills among the students.

PROGRAMME OUTCOMES FOR BUSINESS ADMINISTRATION DEGREE PROGRAMMES

PONo.	Programme Outcomes <i>(Upon completion of the B.B.A. Degree Programme, the Undergraduate will be able to)</i>
PO-1	Disciplinary Knowledge Demonstrate comprehensive knowledge and understanding, apply skills and attitudes creatively and systematically the principles and practices of Management,Accountancy,Finance,Business Law Statistics, Human Resource and Operations to management problems and work effectively in modern day business and non-business organizations.
PO-2	Critical Thinking and Problem Solving Think critically about the issues and identify, critically analyze and solve problems on data-based decision making and also apply knowledge of management theories and practices to solve business problems with minimum resource utilization, and extrapolate the same to real life situations.
PO-3	Digital Literacy and Effective Communication Use software for a variety of learning situations and speak, read, write and listen clearly in person and through electronic media in English and in one or more Indian languages, and make meaning of the World by connecting people, ideas ,books, media and technology
PO-4	Leadership Readiness/Qualities Map out the tasks of a team or an organization, and set direction, formulate an inspiring vision, build a team who can help achieve the vision, motivate and inspire team members to smooth and efficient way.
PO-5	Individual and Team Work Effectively accomplish tasks individually as well as work effectively and respectfully as member or leader with diverse teams, facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
PO-6	Moral and Ethical Awareness Embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all works
PO-7	Human values and gender issues Understand major ideas, values, beliefs, the nature of the individual and the relationship between self and the community and aware of the various issues concerning women and society.
PO-8	Self directed and Life long learning Acquire knowledge and skills, including learning "how to learn", that are necessary for participating in learning activities throughout life and to engage in independent and life-long Learning in the broadest context of socio-technological changes.

PO-9	PO9:Analytical and Scientific reasoning Ability to evaluate the liability and relevance of evidence, identify logical flaws and holes in the arguments of others, analyze and synthesize data from a variety of sources, draw valid conclusions from quantitative/qualitative data, and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
PO-10	PO10:Research related Skills A sense of inquiry and capability for asking relevant/appropriate questions, problem arising, synthesizing and articulating, ability to recognize cause-and-effect relationships, define problems, formulate hypothesis, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships, ability to plan, execute and report the result so far experiment or investigation.

PROGRAMME SPECIFIC OUTCOME(PSO)

PSO No.	Programme Specific Outcomes (BUSINESS ADMINISTRATION)
PSO-1	Understand the corporate world by applying the or etical knowledge with the practical aspects of Management
PSO-2	Apply conceptual and analytical skills of Management in effective decision making.
PSO-3	Create Business Research in the area of Marketing, Human Resource and Finance
PSO-4	Apply the various Management Concepts and Accounting echniques in business
PSO-5	Determine the functional areas of Management such as Production, Purchasing, Marketing, Sales, Advertising, Finance, and Human Resource System.



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DEPARTMENT OF BUSINESS ADMINISTRATION

**CHOICE BASED CREDIT SYSTEM –LEARNING OUTCOMES BASED CURRICULUM
FRAMEWORK (CBCS – LOCF)**

(For the Candidates admitted from the academic year 2025–2026)

ELIGIBILITY: Those who have completed +2 examinations,
a. 80% for Students, who have Studied Commerce and Accountancy,
b. 10% for students who have Studied other Subjects and Meritorious
c. 10% for Commerce Vocational Stream.

Sem	Part	Nature of the Course	Course Code	Title of the Paper	Ins. Hrs/Week	Ins. Hrs/week				Credits	Exam Hours	Marks		
						L	T	P	O			CIA	ESE	Total
	I	Language Course – 1 (Tamil*/Other Languages+ #)	U25LC101	Podhu Tamil- I Tamil Illakkiya Varalaru – I	6	5	1	-	-	3	3	25	75	100
	II	English Language Course-I	U25ELC101	General English-I	6	5	1			3	3	25	75	100
	III	Core Course-I (CC- I)	U25BB101	Principles and Practices of Management	5	4	1			4	3	25	75	100
		Core Course-II (CC-II)	U25BB102	Financial and Management Accounting	5	4	1			4	3	25	75	100
		Allied Course-I (AC-I)/MDE-I	U25AEC101	Business Economics	4	3	1			3	3	25	75	100
I	IV	NME-I @ Those Who Choose Tamil Part-I Can Choose. A Non-Major Elective Course Offered by Other Department Those Who Do Not Choose in Tamil Part-I must Choose			2	2				2	3	25	75	100

		Either A)BasicTamil If Tamil Language Was Not Studies in School Level (Or) Special Tamil If Tamil language WasStudiedUp- to 10 th And 12 th Std Those who choose NCC in Part V must choose NCC Course as Non- Major Elective.												
		AEC	U25AEBB101	Business Communication	2	2				2	3	25	75	100
		Total			30	25	5			21				700
II	I	LanguageCourse -II (Tamil*/Other Languages+#)	U25LC202	PodhuTamil-II TamilIlakkiya Varalaru -II	6	5	1			3	3	25	75	100
	II	English Language Course-II	U25ELC202	GeneralEnglish-II	6	5	1			3	3	25	75	100
	III	CoreCourse-III (CC-III)	U25BB203	Marketing Management	5	4	1			5	3	25	75	100
		CoreCourse-IV (CC-IV)	U25BB204	International Business	5	4	1			5	3	25	75	100
		AlliedCourse-II (AC-II)/MDE-II	U25AEC202	BusinessStatistics and Logic	4	3	1			3	3	25	75	100
	IV	NME-II@Those Who Choose TamilPart- ICanChoose. A Non- Major Elective Course Offered byOtherDepartm ent Those Who Do Not Choose in Tamil in Part - I must Choose Either A)BasicTamil If Tamil Language Was Not Studies in School Level (Or) Special Tamil If Tamil language WasStudiedUp- to10 th and12 th Std Those who choose NCC in Part V must choose NCC Course as Non- Major Elective.			2	2				2	3	25	75	100

		Skill Enhancement Course –I (SEC- 1)	U25SEBB21	Emerging Technologies and Application in Business	2	2				2	3	25	75	100
		Total			30	25	5			23				700
III	I	Language Course -II (Tamil*/Other Languages+ #)	U25LC303		6	5	1			3	3	25	75	100

	II	English Language Course-III	U25ELC303		6	5	1			3	3	25	75	100
	III	Core Course - V (CC- V)	U25BB305	Legal and Ethical Issues in Business	5	4	1			5	3	25	75	100
		Core Course- VI (CC- VI)	U25BB306	Project Management	4	3	1			4	3	25	75	100
		Allied Practical - III (AP- III)/MDE- III	U25ACM301P	Computer Application in Business	3			3		3	3	25	75	100
	IV	Skill Enhancement Course –II (SEC-II)	U25SEBB32	Management Information System	2	2				2	3	25	75	100
		Skill Enhancement Course - III (SEC -III)	U25SEBB33	Business Etiquette and Corporate Grooming	2	2				2	3	25	75	100
	V	Special Course– (SC)	U25UGSC	Health and wellness	2			2		1				
		Total			30	21	4	5		23				700
	IV	Language Course - 1V (Tamil*/Other Languages+ #)	U25LC404		6	5	1			3	3	25	75	100
		English Language Course-IV	U25ELC404		6	5	1			3	3	25	75	100
		Core Course– VII(CC- VII)	U25BB407	Entrepreneurship and Startup EcoSystem	5	4	1			5	3	25	75	100
		Core Course- VIII (CC- VIII)	U25BB408	Operations Management	5	4	1			5	3	25	75	100
		Allied Course-IV (AC-IV)	U25AMC401	Operations Research	4	3	1			3	3	25	75	100
		Skill Enhancement Course IV (SEC IV)	U25SEBB44	Design Thinking and Innovation	2	2				2	3	25	75	100
		Skill Enhancement Course - V (SEC V)	U25SEBB45	Corporate Governance	2	2				2	3	25	75	100
		Total			30	25	5			23				700

V	I	CoreCourse-IX (CC-IX)		Strategic Management	5	4	1			4	3	25	75	100
	II	CoreCourse-X (CC-X)		Logistics and Supply ChainManagement	5	4	1			4	3	25	75	100
	III	CoreCourse-XI (CC-XI)		BusinessResearch Methodology	5	4	1			4	3	25	75	100
		CoreCourse- XII(CC-XII)		BusinessTaxation	5	4	1			4	3	25	75	100
		ElectiveCourse-I (EC -I)		(A)DigitalMarketing (B)Training and Development	4	3	1			3	3	25	75	100
		ElectiveCourse- II(EC-II)		(C) Financial Analytics										
				(A)Consumer Behavior	4	3	1			3	3	25	75	100
				(B)Compensation Management										
				(C)Investment Analysis and Portfolio Management										
	IV	EVS		Environmental Studies	2	2				2	3	25	75	100
VI				Internship/Industrial Visit/Field Visit						2				
		Total			30	24	6			26				700
	III	Core Course- XIII (CC-XIII)		Financial Management	6	5	1			4	3	25	75	100
		Core Course - XIV (CC-XIV)		Human Resource Management and Organizational Behavior	6	5	1			4	3	25	75	100
		Core Project		Project with Viva Voce	5			5		5	3	25	75	100
		Elective Course- III (EC-III)		(A)Marketing of Services	4	3	1			3	3	25	75	100
				(B)Employee Life Cycle Management										
				(C) Strategic Corporate Finance										
		Elective Course- IV (EC -IV)		(A)B2BMarketing	4	3	1			3	3	25	75	100
				(B)Change Management and Organizational Development										
				(C)Business Analysis and Valuation										
	IV	ValueEducation		ValueEducation	2	2				2	3	25	75	100
		PCC		Professional Competency Course	2	2				2	3	25	75	100
	V	GenderStudies		GenderStudies	1	1				1	3	25	75	100
		Extension Activities								1	-	-	-	

[illegible]

***VAC–One for Each Year Compulsory**

Additional DSE as an Audit Course(Non-Credit but Compulsory)can be opted by the Student.

LISTOFVAC

1. Indian Constitution
2. Business Environment and Public Policy
3. International Business
4. Geo Political and Impact on Business
5. Public Health and Management

SUMMARY OF CURRICULUM STRUCTURE OF UG PROGRAMME–BBA

Sl.No.	Part	TypesoftheCourses	No. ofCourses	No. ofCredits
1.	I	Languag Courses	4	12
2.	II	English Courses	4	12
3.	III	Core Courses	14	61
4.		CoreProject	1	5
5.		Allied Courses/MDE	3	9
6.		Allied Practical/MDE	1	3
7.		Elective Courses	4	12
8.	IV	Non–Major Elective	2	4
9.		Skill Enhancement Course	5	10
10.		Ability Enhancement Course	1	2
11.		Value Education	1	2
12.		Environmental Studies	1	2
13.		Internship/Industrial Visit/Fieldtrip	1	2
14.		Professional Competency Courses	1	2
15.	V	Extension Activities	1	1
16.		Gender Studies	1	1
17.		Special Course	1	1
	Total		46	141

NME OFFERED BY THE DEPARTMENT**NON-MAJOR ELECTIVE (NME) OFFERED BY THE DEPARTMENT**

Semester	Part	Course	CourseCode	TitleofthePaper
I	IV	NME-I	U25NMEBB11	Entrepreneurship Skills
II		NME-II	U25NMEBB22	Personal Investment Planning



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DEPARTMENT OF BUSINESS ADMINISTRATION

BBA

Semester: III-CC-V: Legal and Ethical issues in Business

Ins. Hrs. /Week: 5

Course Credit:5

Course Code: U25BB305

UNIT- I Business Law

(16 Hours)

Business Law- Definition, Scope - Importance of understanding the role of law in business - Elements of a Contract - Offer and Acceptance - Consideration - Contractual Capacity -Essentials of a Valid Contract -Types of Contract - Performance obligations- Breaches and remedies - Consumer Protection Act, 2019.

UNIT- II Law of Sales and Negotiable Instrument

(10 Hours)

Formation of Sales Contract: Contracts for Leasing Goods -Title and Risk of loss - Performance and remedies- Warranties and Product liability-Introduction to Negotiable Instruments - Negotiability - Negotiation and Holders in Due Course - Liability and discharge-Bank Customer Relations/Electronic Fund Transfers

UNIT- III Business Ethics

(20 Hours)

Definition and importance of Business Ethics - Business Ethics in the Indian Context- Institutionalization of Business Ethics in the organization - benefits of Ethical Conduct in Business- Ethical Issues and Stakeholder Concerns - Social Responsibility and Regulatory Framework - Corporate Social Responsibility - Environment and Business - Issues related to Business Ethics in Marketing, Finance and Human Resource Functions - Ethical responsibilities of Multinational Corporations; Ethical dilemmas facing businesses globally including issues related to Discrimination, Human Rights, Environmental Impact and Intellectual Property. Role of SEBI and regulatory bodies in ethical compliance

UNIT- IV Ethical and Religious Perspectives

(15 Hours)

Ethics and Religious Approaches - Moral and Legal aspects of Ethical Decision Making- Ethical aspects in Bhagvat Gita - Kautaliya's Arthshastra - Swami Vivekanand on Ethics - Swami Vivekanand's message to the youth of India - Ethical Decision Making in Organizations - Individual and Organizational Factors Influencing Ethical Decisions - Karma yoga.- Global appreciation of yoga, spirituality

UNIT- V Indian Work Ethics**(14 Hours)**

Indian philosophy of work ethics - Introduction to Integral Humanism- Ethical Decision-Making Frameworks to Improve Decision Making Outcomes- Corporate Governance and Impact on Ethical Decision-Making-Whistle blowing - Conflict Resolution. - Corporate governance practices in Indian companies-International best practices in workplace ethics.

Total Lectures Hour–75**COURSE OUTCOME(S)****The Students will be able to,**

1. Explain the fundamental concepts of business law, including the formation and performance of contracts, legal remedies, product liability, and employment law.
2. Analyze the principles governing contract of sale and negotiable instruments, including warranties, title transfer, holder rights, and discharge of liability.
3. Evaluate the significance of business ethics in Indian and global contexts and assess ethical issues related to different business functions and stakeholder expectations.
4. Interpret ethical principles through religious and philosophical frameworks such as the Bhagavad Gita, Arthashastra, and the teachings of Swami Vivekananda, and apply these in ethical decision-making.
5. Demonstrate an understanding of Indian work ethics, integral humanism, and corporate governance, and apply ethical decision-making models to real-world business situations.

TEXT BOOK(S)

1. Sharma, J. P. Corporate Governance, Business Ethics and CSR with Case Studies and Major Corporate Scandals. Ane Books Pvt. Ltd., 2015. ISBN: 9789383656929.
2. Kapoor, N. D. Elements of Business Law. Sultan Chand & Sons, 2022. ISBN: 9789387907928.
3. Fernando, A. C. Business Ethics: An Indian Perspective. 4th ed., Pearson Education, 2021. ISBN: 9789353067092.
4. Tulsian, P. C., and Bharat Tulsian. Business Law. McGraw Hill Education, 2020. ISBN: 9789353160205
5. .Kubasek, Nancy K., et al. Dynamic Business Law. 2025 ed., McGraw-Hill Education, 2025. ISBN: 9781264125968.

REFERENCE BOOK(S)

1. Pathak, Akhileshwar. Legal Aspects of Business. McGraw Hill Education, 2022. ISBN: 9789354601774.
2. Gulshan, S. S., and G. K. Kapoor. Business Ethics, Corporate Governance and Business Law. New Age International Publishers, 2018. ISBN: 9788122436365.
3. Bulchandani, K. R. Business Law for Management. Himalaya Publishing House, 2019. ISBN: 9789352736843.
4. Kuchhal, M. C., and Vivek Kuchhal. Mercantile Law. Vikas Publishing House, 2020. ISBN: 9789353387150.
5. Murthy, C. S. V. Business Ethics. Himalaya Publishing House, 2017. ISBN: 9789352024100.

E- RESOURCES

1. <https://nptel.ac.in/courses/110/105/110105081>
2. <https://learn.saylor.org/course/view.php?id=86>
3. <https://hbr.org/topic/business-ethics>
4. <https://ocw.mit.edu/courses/electrical-engineering-and-computer-science/6-805-ethics-and-the-law-on-the-electronic-frontier-fall-2005/>
5. <https://businessethicshighlights.com/>

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	1	1	2	3	1	2	2	1	2	2	2	2	1
CO2	3	3	1	1	2	3	1	2	2	1	2	2	2	2	1
CO3	3	3	1	1	2	3	1	2	2	1	2	2	2	2	1
CO4	3	3	1	1	2	3	1	2	2	1	2	2	2	2	1
CO5	3	3	1	1	2	3	1	2	2	1	2	2	2	2	1

Strong-3 Medium-2 Low-1



**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
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(For the Candidates admitted in the academic year 2025-2026)

DEPARTMENT OF BUSINESS ADMINISTRATION

BBA

Semester: III-CC-VI: Project Management

Ins. Hrs./Week: 4

Course Credit:4

Course Code: U25BB306

UNIT- I Core Concepts of Project Management

(10 Hours)

Fundamentals of Project Management-Core Concepts of Project Management - Project Life Cycle - Role of Project Manager - Organizational context of Projects- Stages of a project from initiation to closure - Key Responsibilities of Project Manager in Driving Project Success.. - Cross-cultural project management

UNIT-II Project Planning

(15 Hours)

Project Planning Tools - Scope and Objectives - Role - Traditional vs. modern project planning tools - Selection of appropriate planning tools - Work Breakdown Structure (WBS): Concept and preparation - Gantt Charts: Meaning, preparation, and applications - Milestone charts and project calendars - PERT (Program Evaluation and Review Technique): Concept and applications - CPM (Critical Path Method): Meaning and importance – Comparison - Global project planning methodologies

UNIT- III Execute and Monitor the Project

(15Hours)

Executing and Monitoring Projects, Resource Allocation-Budgeting- Quality Control -Risk Management (Identification, Analysis, Response)-MS Project- Control Measures-Project Execution, Monitoring and Control including Resource Allocation- Budgeting, Quality Control- Risk Management -Performance Tracking,- MS Project Application.Quality management systems followed by Indian organizations-

UNIT- IV Closing Phase of Project

(10 Hours)

Closing Projects, Performance Measurement, Stakeholder Communication, Post – Project Evaluation Project Closing and Evaluation Covering Closure Processes - Performance Measurement-Stakeholder Communication- Post-Project Review and Lessons Learned-Global best practices in stakeholder communication

UNIT- V Agile Methodology

(10 Hours)

Agile Principles, Scrum Framework, Comparison with Traditional Methods, Managing Projects in Dynamic Environments - Agile Project Management Principles, Scrum Framework, Comparison of Agile and Traditional Methods -Managing Projects in Dynamic Environments.Agile project management in multinational corporations.

COURSE OUTCOME(S)

The Students will be able to,

1. Understand core concepts and frameworks of project management including the project life cycle and the role of a project manager in diverse organizational contexts.
2. Develop comprehensive project plans using tools like Work Breakdown Structure (WBS), Gantt charts, PERT, and CPM, and integrate these with software tools such as Microsoft Project for effective scheduling and resource management.
3. Execute and monitor projects efficiently by applying techniques in budgeting, resource allocation, quality control, and risk management to ensure projects meet their planned objectives.
4. Apply project closing processes effectively including performance measurement, stakeholder Communication, and post-project evaluation to conclude projects successfully.
5. Analyze and implement agile methodologies such as Scrum and compare them with traditional projectmanagement methods for managing projects in dynamic and rapidly changing environments.

TEXT BOOK(S)

1. Kerzner, Harold. Project Management: A Systems Approach to Planning, Scheduling, and Controlling. 13th ed., Wiley, 2022. ISBN: 9781119587295.
2. Schwalbe, Kathy. Information Technology Project Management. 9th ed., Cengage Learning, 2021. ISBN: 9780357443437.
3. Lock, Dennis. Project Management. 10th ed., Gower Publishing, 2020. ISBN: 9781472439580.
4. Larson, Erik W., and Clifford F. Gray. Project Management: The Managerial Process. 8th ed., McGraw-Hill Education, 2021. ISBN: 9781260259416.
5. Wysocki, Robert K. Effective Project Management: Traditional, Agile, Extreme. 8th ed., Wiley, 2019. ISBN: 9781119562801.

REFERENCE BOOK(S)

1. Pinto, Jeffrey K. Project Management: Achieving Competitive Advantage. 5th ed., Pearson, 2019. ISBN: 9780134737476.
2. Meredith, Jack R., and Samuel J. Mantel Jr. Project Management: A Managerial Approach. 10th ed., Wiley, 2020. ISBN: 9781119587295.
3. Heldman, Kim. PMP: Project Management Professional Exam Study Guide. 10th ed., Wiley, 2021. ISBN: 9781119580716.
4. Verzuh, Eric. The Fast Forward MBA in Project Management. 6th ed., Wiley, 2020. ISBN: 9781119086574.
5. Womack, James P., and Daniel T. Jones. Lean Solutions: How Companies and Customers Can Create Value and Wealth Together. Free Press, 2005. ISBN: 9780743277787.

E-RESOURCES

1. <https://nptel.ac.in/courses/110/105/110105140>
2. <https://www.coursera.org/learn/project-management-principles>
3. <https://www.edx.org/micromasters/ritx-project-management>
4. <https://www.open.edu/openlearn/money-business/project-management/content-section-0>
5. <https://www.pmi.org/learning/library>

Mapping With Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	3	2	1	2	3	3	3	3	3	3	2
CO2	2	3	2	3	3	2	1	2	3	3	3	3	3	3	2
CO3	2	3	2	3	3	2	1	2	3	3	3	3	3	3	2
CO4	2	3	2	3	3	2	1	2	3	3	3	3	3	3	2
CO5	2	3	2	3	3	2	1	2	3	3	3	3	3	3	2

Strong-3 Medium-2 Low-1



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DEPARTMENT OF BUSINESS ADMINISTRATION

BBA

Semester: III-AP-III/MDE-III Computer Application in Business

Ins. Hrs./Week:3

Course Credit:3

Course Code: U25ACM301P

UNIT-I MS-Office–Word

(10 Hours)

Introduction, Menus, Shortcuts, Document types, working with Documents- Opening, Saving, Closing, Editing Document, Using Tool bars, Rulers, Help, Formatting Documents- Setting font, paragraph, Inserting pictures, Setting document styles, Creating Tables Settings, borders, Alignments, Merging, Splitting, Sorting Rows and Columns, Drawing - Inserting, drawing, Formatting, Grouping, Ordering, Rotating Pictures, Tools - Word Completion, Spell Check, Macros, Mail Merge, Tracking Changes, Security, Printing Documents.

UNIT–II MS- Office – Excel

(10 Hours)

Introduction, Spreadsheet application, Menus, Toolbars and icons, Spreadsheet - Opening, Saving, Closing, Printing File, Setting Margins, Converting file to different formats, Spread Sheet Addressing, Entering And Editing Data -Copy, Cut, Paste, Undo, Redo, Find, Search, Replace, Filling Continuous Rows and Columns, Inserting Data Cells, Columns and Rows Sheet, Computation Data- Setting formula, finding totaling rows and columns, Functions Type -, Formatting Spread Sheet- Alignment, Font, Border, Hiding, Locking Cells, Highlighting values, Background Color, Bordering and Shading, working with sheet-Sorting, Filtering, Validation, Consolidation, Subtotals, Charts- Selecting, formatting, labeling, scaling, Tools- Error checking, spell check, formula auditing, tracking changes, customization.

UNIT-III Power Point Presentation (9 Hours)

Introduction, opening new presentation, Presentation templates, presentation layout, Creating Presentation- Setting presentation style, adding text, Formatting- Adding style, color, gradient fills, arranging objects, adding header and footer, slide background, slide layout, Slide Show, Adding Graphics-Inserting pictures, movies, tables, Adding Effects-Setting animation and transition effects, audio and video, Printing handout.

UNIT–IV Tally

(8 Hours)

Introduction to Tally - Features of tally, creation of company, Accounts only and accounts with, Get way of Tally, Accounts confiscation, Groups and Ledgers, Voucher entry with Bill wise details Interest computation, order processing. Reports -Profit and Loss A/C, Balance Sheet.

UNIT-V Google Forms

(8 Hours)

Use Google Forms to develop and share questionnaire

Total Lectures Hour–60

COURSE OUTCOME(S)

The Students will be able to,

1. Demonstrate proficiency in MS Word by creating, formatting, and managing professional documents using various features such as tables, images, mail merge, and macros.
2. Apply spreadsheet skills in MS Excel to organize, analyze, and visualize data effectively using formulas, functions, charts, and data validation tools.
3. Design engaging presentations in MS PowerPoint by utilizing templates, animation effects, multimedia integration, and slide management techniques.
4. Utilize Tally software efficiently to perform basic accounting tasks including company creation, ledger management, voucher entries, and generating financial reports like Profit & Loss and Balance Sheet.
5. Create and manage online forms using Google Forms for data collection, questionnaire design, and sharing, enabling effective digital data gathering and analysis.

TEXT BOOK(S)

1. Shelly, Gary B., et al. Microsoft Office 365 & Office 2019: Introductory. Cengage Learning, 2019. ISBN 978-0357132215.
2. Walkenbach, John. Excel 2019 Bible. Wiley, 2018. ISBN 978-1119514787.
3. Lambert, Deborah. PowerPoint 2019 For Dummies. For Dummies, 2019. ISBN 978-1119513599.
4. Shrivastava, Rajesh. Tally ERP 9 with GST. BPB Publications, 2018. ISBN 978-9388516691.
5. McFedries, Paul. Google Workspace Made Easy: Beginner's Guide to Using Google Forms and More. CreateSpace Independent Publishing Platform, 2020. ISBN 978-1717476431.

REFERENCE BOOK(S)

1. Jamrich, et al. Computer Concepts and Microsoft Office 2019: Illustrated. Cengage Learning, 2019. ISBN 978-1337408753.
2. Alexander, Michael, and Richard Kusleika. Excel 2019 Power Programming with VBA. Wiley, 2019. ISBN 978-1119514923.
3. Evans, Debra. Microsoft PowerPoint 2019 Step by Step. Microsoft Press, 2018. ISBN 978-1509307964.
4. Jain, Saurabh. Mastering Tally ERP 9. BPB Publications, 2019. ISBN 978-9389468334.
5. Patel, Hiten. Google Forms for Beginners:
6. Step by Step Guide to Create Forms and Collect Data. Independently published, 2020. ISBN 978-1797390531.

E-RESOURCES

1. <https://nptl.ac.in>
2. <https://www.coursera.org/specializations/excel>
3. <https://alison.com/course/microsoft-office-for-business>
4. <https://learndigital.withgoogle.com/digitalgarage/course/digital-marketing>
5. <https://swayam.gov.in>

Mapping With Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	2	2	3	3	3	3	3	2	3	3
CO2	3	3	3	3	2	1	1	2	3	3	3	3	2	3	2
CO3	2	2	2	3	3	1	1	2	3	3	3	3	1	3	2
CO4	3	2	2	2	3	1	1	2	3	3	3	3	2	3	2
CO5	3	3	2	2	2	1	1	2	3	2	3	3	2	3	3

Strong-3

Medium-2

Low-1



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DEPARTMENT OF BUSINESS ADMINISTRATION

BBA

Semester: III–SEC-II Management Information System

Ins. Hrs./Week:2

Course Credit:2

Course Code:U25SEBB32

UNIT- I Fundamental Concepts of MIS

(6 Hours)

Basics Concepts of MIS - Types of MIS - Dimension - Components of MIS - Benefits of MIS - IT Infrastructure - IT Infrastructure Evolution -Components of IT Infrastructure - New Approaches for System Building in The Digital Firm Era.

UNIT-II Data Base Management Systems

(6 Hours)

Data Base Management System - Objectives of Data Base Approach- Characters of Database Management Systems- Data Processing System- Components of DBMS Packages - Data Base Administration- Entity – Relationship (Conceptual).MIS applications in Indian banking, railways, healthcare, and e-governance

UNIT-III Applications of Information System

(6 Hours)

MIS Applications-DSS – GDSS - DSS Applications in E -Enterprise - Knowledge Management System - Knowledge Based Expert System - Enterprise Model System - E-Business-E-Commerce-E-communication-Business Process Reengineering-National databases such as Aadhaar, PAN, GSTN, and voter databases

UNIT-IV Project Management in Information Systems

(6 Hours)

Managing Projects - Objectives of Project Management - Fundamentals of Project Management Information Systems.Use of project management tools in multinational companies

UNIT–V Agile Methodology and Scrum in

(6Hours)

Introduction of SCRUM - Roles and Meetings - User Stories - Project Risk - Controlling Risk factors - Ethical - Social - Political issues in the Information era-Challenges in managing large-scale IT projects in India

Total Lectures Hour–30

COURSE OUTCOME(S)

The Students will be able to,

1. Understand and explain the fundamental concepts, components, and benefits of Management Information Systems (MIS).
2. Demonstrate knowledge of Database Management Systems (DBMS) including their objectives, components, and data modeling techniques.
3. Analyze various applications of Information Systems such as DSS, GDSS, Knowledge Management Systems, and E-Business solutions.
4. Apply project management principles and tools effectively in managing information system projects.
5. Understand Agile methodology, Scrum framework, and their application in managing dynamic information system projects while considering ethical, social, and political issues.

TEXT BOOK(S)

1. Laudon, Kenneth C., and Jane P. Laudon. Management Information Systems: Managing the Digital Firm. 16th ed., Pearson, 2020. ISBN 978-0135197230.
2. Stair, Ralph M., and George W. Reynolds. Principles of Information Systems. 13th ed., Cengage Learning, 2019. ISBN 978-1337408203.
3. Kroenke, David M. Database Concepts. 8th ed., Pearson, 2018. ISBN 978-0134872826.
4. Schwalbe, Kathy. Information Technology Project Management. 9th ed., Cengage Learning, 2018. ISBN 978-1337102402.
5. Rubin, Kenneth S. Essential Scrum: A Practical Guide to the Most Popular Agile Process. Addison-Wesley, 2012. ISBN 978-0137043293.

REFERENCE BOOK(S)

1. O'Brien, James A., and George M. Marakas. Management Information Systems. 10th ed., McGraw-Hill Education, 2010. ISBN 978-0073376818.
2. Elmasri, Ramez, and Shamkant B. Navathe. Fundamentals of Database Systems. 7th ed., Pearson, 2015. ISBN 978-0133970777.
3. Kerzner, Harold. Project Management: A Systems Approach to Planning, Scheduling, and Controlling. 12th ed., Wiley, 2017. ISBN 978-1119165354.
4. Highsmith, Jim. Agile Project Management: Creating Innovative Products. 2nd ed., Addison-Wesley Professional, 2009. ISBN 978-0321658390.
5. Turban, Efraim, et al. Information Technology for Management: On-Demand Strategies for Performance, Growth and Sustainability. 11th ed., Wiley, 2015. ISBN 978-1118915352.

E-RESOURCES

1. <https://nptel.ac.in/courses/110/105/110105148>
2. https://swayam.gov.in/nd2_cec20_mg08/preview
3. <https://www.coursera.org/learn/management-information-systems>
4. <https://alison.com/course/diploma-in-information-systems-and-management>
5. <https://ocw.mit.edu/courses/sloan-school-of-management/15-564-information-technology-essentials-spring-2005/>

Mapping With Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	1	2	1	1	1	2	2	2	3	2	3	1
CO2	2	2	3	1	2	1	1	1	2	2	2	3	2	3	1
CO3	2	2	3	1	2	1	1	1	2	2	2	3	2	3	1
CO4	2	2	3	1	2	1	1	1	2	2	2	3	2	3	1
CO5	2	2	3	1	2	1	1	1	2	2	2	3	2	3	1

Strong-3 Medium-2 Low-1



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DEPARTMENT OF BUSINESS ADMINISTRATION

BBA

Semester: III–SEC-III: Business Etiquette and Corporate Grooming

Ins. Hrs. /Week:2

Course Credit:2

Course Code:U25SEBB33

UNIT –I: Introduction to Business Etiquette

(6 Hours)

Introduction to Business Etiquette: Introduction- ABCs of Etiquette - Meeting and Greeting Scenarios - Principles of Exceptional Work Behavior- Role of good manners in Business - Professional Conduct and Personal Spacing- Professional conduct in public and private sector companies in India

UNIT II – Corporate Grooming and Professional Appearance

(6 Hours)

Meaning and Importance of Corporate Grooming -Personal Hygiene and Self-Care -Dress Code and Professional Attire -Grooming for Interviews and Corporate Meetings -Body Language and Confidence Building -Personality Development and Self-Presentation -Voice Modulation and Public Speaking Skills -Professional Image Management

UNIT-III Workplace Courtesy and Business Ethics

(6 Hours)

Workplace Courtesy and Business Ethics: Workplace Courtesy - Practicing Common Courtesy and manners in a Workplace - Etiquette at Formal Gatherings - Professional qualities expected from an employer's perspective - Hierarchy and Protocol - Ethical issues - Preventing Sexual Harassment - Conflict Resolution Strategies - Choosing Appropriate Gift in the Business Environment - Real Life Workplace Scenarios - Company policy for Business Etiquette.

UNIT- IV Telephone Etiquette

(6 Hours)

Telephone Etiquette, Email etiquette and Disability Etiquette - Mastering the Telephone Courtesy, Handling Grader Impatient Clients - Internet Usage in the Workplace, Email Etiquette, Online Chat Etiquette Guidelines - Basic Disability Etiquette Practices. -Global communication standards for virtual meetings

UNIT-V Diversity and Cultural Awareness

(6 Hours)

Diversity and Cultural Awareness at Workplace - Impact of diversity - Cultural Sensitivity - Taboos and Practices - Inter - Cultural Communication. Workplace inclusion across religion, language, caste, and gender

Total Lectures Hour–30

COURSE OUTCOME

The Students will be able to,

1. Understand the fundamental principles of business etiquette and demonstrate professional conduct in workplace interactions.
2. Apply workplace courtesy, ethics, and professional behavior in real-life business situations and gatherings.
3. Exhibit proper etiquette in telephone, email, and online communications, including awareness of disability etiquette.
4. Demonstrate sensitivity to workplace diversity and cultural differences, and communicate effectively across cultures.
5. Display appropriate professional appearance and grooming in line with business dress codes and organizational standards.

TEXT BOOK(S)

1. Forni, P. M. Choosing Civility: The Twenty-Five Rules of Considerate Conduct. St. Martin's Press, 2002. ISBN: 9780312302504.
2. Balachander, Gopalaswamy Ramesh. The Ace of Soft Skills: Attitude, Communication and Etiquette for Success. 2nd ed., Pearson, 2016. ISBN: 9789332578491.
3. Chaney, Lillian H., and Jeanette S. Martin. The Essential Guide to Business Etiquette. Pearson Education, 2007. ISBN: 9780131869431.
4. Krizan, A. C., Patricia Merrier, and Joyce Logan. Business Communication. Cengage Learning, 2010. ISBN: 9788131505348.
5. Rao, M.S. Soft Skills: Enhancing Employability. I.K. International Publishing House, 2011. ISBN: 9789380026381.

REFERENCE BOOK(S)

1. Pease, Barbara, and Allan Pease. The Definitive Book of Body Language. Bantam, 2004. ISBN: 9780553804720.
2. Beeson, John. The Unwritten Rules: The Six Skills You Need to Get Promoted to the Executive Level. Jossey-Bass, 2010. ISBN: 9780470485886.
3. Goman, Carol Kinsey. The Silent Language of Leaders: How Body Language Can Help—or Hurt—How You Lead. Jossey-Bass, 2011. ISBN: 9781118004353.
4. Lytle, Tamara. Professionalism: Skills for Workplace Success. 4th ed., Pearson, 2016. ISBN: 9780134088778.
5. The Protocol School of Washington. Etiquette and Protocol. PSOW Publications, 2018. ISBN: 9780982941401.

E –RESOURCES

1. https://swayam.gov.in/nd1_noc20_hs19/preview
2. <https://nptel.ac.in/courses/109/104/1091041>
3. <https://learnenglish.britishcouncil.org/skills/speaking/professional>
4. <https://alison.com/course/workplace-etiquette-and-professionalism>
5. Link: <https://www.coursera.org/specializations/career-success>

Mapping With Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	2	3	1	3	2	2	2	3	3	2	1
CO2	3	2	1	1	2	3	1	3	2	2	2	3	3	2	1
CO3	3	2	1	1	2	3	1	3	2	2	2	3	3	2	1
CO4	3	2	1	1	2	3	1	3	2	2	2	3	3	2	1
CO5	3	2	1	1	2	3	1	3	2	2	2	3	3	2	1

Strong-3 Medium-2 Low-1



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DEPARTMENT OF BUSINESS ADMINISTRATION

BBA

Semester: III–Special Course: Health and Wellness

Ins.Hrs./Week:2

Course Credit: 1

Course Code: 25UGSC

1. Introduction to Holistic Well-being

- Introduce the core components of Health and Well-being namely Physical, mental and emotional well-being
- Provide worksheets on all the four components individually and explain the interconnectedness to give an overall understanding.

1. Wellness Wheel Exercise (Over all Analysis)

- Guide students to assess their well-being in various life dimensions through exercises on various aspects of well being, and explain the benefits of applying wellness wheel.
- Introduce Tech Tools:
- Explore the use of technology to support well-being.
- Introduce students to apps for meditation, sleep tracking, or healthy recipe inspiration.

2. Breaking Bad Habits (Over all Analysis)

- Open a discussion on bad habits and their harmful effects.
- Provide a worksheet to the students to identify their personal bad habits.
- Discuss the trigger, cause, consequence and solution with examples.
- Guide them to replace the bad habits with good ones through worksheets.

3. Physical Well-being

1. Fitness

Introduce the different types of fitness activities such as basic exercises, cardiovascular exercises, strength training exercises, flexibility exercises, so on and so forth.

(Include theoretical explanations and outdoor activity).

2. Nutrition

Facilitate students to reflect on their eating habits, their body type, and to test their knowledge on nutrition, its sources and the benefits.

3. Yoga and Meditation

Discuss the benefits of Yoga and Meditation for one's overall health.

Demonstrate different yoga postures and their benefits on the body through visuals (pictures or videos)

4. Brain Health

Discuss the importance of brain health for daily life.

Habits that affect brain health(irregular sleep, eating, screen time). Habits that help for healthy brains(reading, proper sleep, exercises). Benefits of breathing exercises and meditation for healthy lungs.

5. Healthy Lungs

Discuss the importance of lung health for daily life.

Habits that affect lung health(smoking, lack of exercises).Benefits of breathing exercises for healthy lungs.

6. Hygiene and Grooming

Discuss the importance of hygienic habits for good oral, vision, hearing and skin health. Discuss the positive effects of grooming on one's confidence level and professional growth. **Suggested Activities (sample):**

Nutrition:

Invite a nutritionist to talk among the students on the importance of nutrition to the body or show similar videos shared by experts on social media. Organize a 'Stove less/fireless cooking competition' for students where they are expected to prepare a nutritious dish and explain the nutritive values in parallel.

4.Emotional Well-being

1. Stress Management

Trigger a conversation or provide self- reflective worksheets to identify the stress factors in daily life and their impact on students' performance.

Introduce different relaxation techniques like deep breathing, progressive muscle relaxation, or guided imagery.

(use audio recordings or visuals to guide them through these techniques).

After practicing the techniques ,have them reflect on how these methods can help manage stress in daily life.

2. Importance of saying 'NO'

Explain the students that saying 'NO' is important for their Physical

Explain the students that saying 'NO' is important for their Physical and mental well-being, Academic Performance, Growth and Future, Confidence, Self-respect, Strong and Healthy Relationships, building reputation for self and their family (avoid earning a bad name).

Factors that prevent them from saying

'NO'. How to practice saying 'NO'.

3. Body Positivity and self-acceptance

Suggested Activities (Sample): (Importance of saying 'NO') Provide worksheets to self-reflection.

How they feel when others say 'no' to them the situations where they should say

'no'

Challenge students to write song or rap about the importance of saying no and how to do it effectively. Students can perform their creations for the class.

5.Social Well-Being

1. Practicing Gratitude

Discuss the importance of practicing gratitude for building relationships with family, friends, relatives, mentors and colleagues.

Discuss how one can show gratitude through words and deeds.

Explain how practicing gratitude can create 'ripple effect'

2. Cultivating Kindness and Compassion

Define and differentiate between kindness and compassion.

Explore practices that cultivate these positive emotions

Self-Compassion as the Foundation.

The power of small gestures.

Understanding another's perspective.

The fruits of compassion.

3. Practicing Forgiveness

Discuss the concept of forgiveness and its benefits.

Forgiveness: What is it? and What it isn't?

Benefits of forgiveness.

Finding forgiveness practices.

4. Celebrating Differences

Appreciate the value of individual differences and foster inclusivity.

The World: A Tapestry of Differences (cultures, backgrounds, beliefs, abilities, and appearances).

Finding strength in differences (diverse perspectives and experiences lead to better problem-solving and innovation). Celebrating differences, not ignoring them (respecting and appreciating the unique qualities).

Activities for celebrating differences (share culture, learn about others, embrace new experiences)

5. Digital Detox

Introduce the students to:

The concept of a digital detox and its benefits for social well-being How to disconnect from devices more often to strengthen real-world connections.

6.Intellectual Well-being

1.Being a lifelong Learner

Give students an understanding on: The relevance of intellectual well-being in this 21st century to meet the expectations in personal and professional well-being

The Importance of enhancing problem-solving skills Cultivating habits to enhance the intellectual well-being (using the library extensively, participating in extra-curricular activities, reading newspaper etc.)

2.Digital Literacy

Discuss: The key aspects of digital literacy and its importance in today's world. It is more than just liking and sharing on social media. The four major components of digital literacy (critical thinking, communication, problem-solving, digital citizenship).

Why is digital literacy important? Boosting one's digital skills.

3.Transfer of Learning

Connections between different subjects. How knowledge gained in one area can be applied to others.

Suggested Activities(sample): Intellectual Well-being.

Provide worksheets to students for teaching them how to boost actual well-being.

Ask the students to identify a long-standing problem in their locality and come up with a solution and present it in the classroom. Also organize an event like 'Idea Expo' to display the designs, ideas, and suggestions, to motivate the students to improve their intellectual well-being.

8.Environmental Well-being

The Importance of initiating a change in the environment.

The session could be around:

Defining Environmental well-being (physical, chemical, biological, social, and psychosocial factors) People's behavior, crime, pollution, political activities, infra-structure, family situation etc.

Suggesting different ways of initiating changes in the environment (taking responsibility, creating awareness, volunteering, approaching administration).

Suggested Activities(sample).

Providing worksheets to self-reflect on how the environment affects their life, and the ways to initiate a change Dedicate a bulletin board or wall space (or chart work) in the classroom for students to share their ideas for improving. Environmental well-being.

Creating a volunteers' club in the college and carrying out monthly activities like campus cleaning, awareness campaigns against noise pollution, (loud speakers in public places), addressing anti-social behaviour on the campus or in their locality.

9.Mental Well-being

Importance of self-reflection

Discuss: Steps involved in achieving mental well-being(self-reflection,self-awareness,applying actions, achieving mental well-being).Different ways to achieve mental well-being (finding purpose, coping with stress, moral compass, connecting for a common cause).

The role of jumbling in mental well-being

1.Mindfulness and Meditation Practices.

Benefits of practicing mindful habits and meditation for overall well-being.

1. Connecting with nature

Practicing to be in the present moment Nature walk, feeling the sun, listening to the natural sounds Exploring with intention Hiking, gardening to observe the nature Reflecting on the emotions, and feeling kindled by nature.

1. Serving people

Identifying the needs of others Helping others. Volunteering your time, skills and listening ear.

Finding joy in giving.

2. Creative Expressions

Indulging in writing poems, stories, music making/listening, creating visual arts to connect with inner selves.

Suggested Activities(Sample):

(MindfulnessandMeditation)Conductingguidedmeditationeverydayfor10minutesand directing the students to record the changes they observe.

10.Situational Awareness(Developing Life skills)

1.Being Street-smart

Discuss: Who are street smart? Why is it important to be street smart

Characteristics of a street smart person: Importance of acquiring life skills to become street smart (General First-aid procedure, CPR Procedure, Handling emergency situations like fire, flood etc).

1. Digital Awareness

Discuss: Cyber Security Information Literacy. Digital Privacy Fraud Detection

Suggested Activities (sample): (Street Smart) Inviting professionals to demonstrate the CPR Procedure Conducting a quiz on Emergency Numbers

11. Understanding Addiction

Plan this session around:

Identifying the environmental cues, triggers that lead to picking up this habit Knowing the impact of substance abuse Adverse health conditions, social isolation, ruined future, hidden financial loss and damaging the family reputation.

Seeking help to get out of this addiction.

Suggested Activities Provide Worksheets to check the students' level of understanding about substance addiction and their impacts.

Share case studies with students from real-life.

Play/share awareness videos on addiction/de-addiction, experts talk.

SEMESTER-IV



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DEPARTMENT OF BUSINESS ADMINISTRATION

BBA

Semester: IV-CC-VII: Entrepreneurship and Startup Ecosystem

Ins.Hrs./Week:5

Course Credit:5

Course Code: U25BB407

UNIT-I Introduction to Entrepreneurship

(15 Hours)

Definition and Concept of Entrepreneurship - Entrepreneur Characteristics - Classification of Entrepreneurs - Role of Entrepreneurship in Economic Development. -Entrepreneurship development in India under initiatives entrepreneur vs Manager

UNIT – II Entrepreneurial Development and Opportunity Identification

(15Hours)

Entrepreneurial Motivation - Entrepreneurship Development Process -Business Opportunity Identification – Idea Generation Techniques -Feasibility Analysis -Market Survey and Market Research -Business Environment Analysis SWOT Analysis- Entrepreneurial Competencies Functions of Entrepreneur

UNIT-III Family Business

(15 Hours)

Start-ups - Knowing the characteristics of Family business- Few Indian cases of Family Business like Murugappa - Dabur - Wadia - Godrej - Kirloskar etc. Governance and succession management in Indian family enterprises. - Global family business governance model

UNIT-IV Evaluate Business Opportunity

(15 Hours)

Sources of Business Ideas - Opportunity Recognition - Guesstimating the Market Potential of a Business Idea - Feasibility Analysis of the Idea - Industry- Competition - Environment Analysis-Startup opportunities in agriculture, fintech, healthcare, and e-commerce sectors.

.UNIT-V: Building Blocks of Starting Ventures (15 Hours)

Low Cost Marketing - Digital Technologies -Team Building from Scratch - Venture Funding Establishing the Value - Chain -Managing Operations - Legal aspects like IPR and Compliances-Venture funding sources available in India-

Total Lecture Hours-75

COURSE OUTCOME(S)

The Students will be able to,

1. Understand the fundamental concepts, characteristics, and classifications of entrepreneurs and their role in economic development.
2. Analyze the nature and dynamics of family businesses and start-ups with real-world Indian examples.
3. Identify and evaluate business opportunities through idea generation, market potential analysis, and feasibility studies.
4. Apply essential building blocks such as marketing, technology, team development, funding, and legal aspects to venture creation.
5. Gain insight into the Indian start-up ecosystem, government initiatives, sources of funding, and intellectual property management.

TEXT BOOK(S)

1. Hisrich, Robert D., Michael P. Peters, and Dean A. Shepherd. Entrepreneurship. 11th ed., McGraw Hill Education, 2017.
2. Khanka, S. S. Entrepreneurial Development. S. Chand Publishing, 2013.
3. Kuratko, Donald F. Entrepreneurship: Theory, Process, and Practice. 10th ed., Cengage Learning, 2016.
4. Desai, Vasant. Dynamics of Entrepreneurial Development and Management. Himalaya Publishing House, 2016.
5. Dollinger, Marc J. Entrepreneurship: Strategies and Resources. Pearson Education, 2008.

REFERENCE BOOK(S)

1. Scarborough, Norman M. Essentials of Entrepreneurship and Small Business Management. 8th ed., Pearson, 2015.
2. Drucker, Peter F. Innovation and Entrepreneurship. HarperBusiness, 2006.
3. Bansal, Rashmi. Stay Hungry Stay Foolish. IIM Ahmedabad and CIIE, 2008.
4. Taneja, Satish, and S.L. Gupta. Entrepreneurship Development: New Venture Creation. Galgotia Publishing Company, 2011.
5. Gompers, Paul A., and Josh Lerner. The Venture Capital Cycle. MIT Press, 2000

E –RESOURCES

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2. https://swayam.gov.in/nd2_ugc20_mg17/preview
3. <https://www.startupindia.gov.in/content/sih/en/startup-scheme/startup-india-learning-program.html>
4. <https://online.hbs.edu/courses/entrepreneurship/>
5. <https://www.coursera.org/learn/wharton-entrepreneurship>

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	1	3	2	2	1	1	1	1	3	2	3	3	2
CO2	2	2	1	3	2	2	1	1	1	1	3	2	3	3	2
CO3	2	2	1	3	2	2	1	1	1	1	3	2	3	3	2
CO4	2	2	1	3	2	2	1	1	1	1	3	2	3	3	2
CO5	2	2	1	3	2	2	1	1	1	1	3	2	3	3	2

Strong-3 Medium-2 Low-1



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DEPARTMENT OF BUSINESS ADMINISTRATION

BBA

Semester: IV-CC-VIII: Operations Management

Ins.Hrs./Week:5

Course Credit:5

Course Code:U25BB408

UNIT-I: Introduction to Operations Management (15 Hours)

Operations Management - Planning- Organizing - Supervision of Processes - Significance of Operations Management- Achieving Organizational Success - Enhancing Efficiency -Ensuring Quality- Delivering Customer Satisfaction- Different Production Systems- Alignment of Operations with Business Strategies.

UNIT- II Functions of Operations Management (15 Hours)

Key Functions of Operations Management- Planning- Organizing- Staffing- Leading- Controlling-5'S in Operation Management-Global operations management strategies in multinational corporations-Strategic Decisions-Selecting and Designing Processes and Layouts-Analyze Processes-Tools Flowcharts - Process Maps - Explore Various Techniques for Continuous Improvement

UNIT- III Process Design and Analysis (15 Hours)

Strategic Decisions-Selecting and Designing Processes and Layouts-Analyze Processes-Tools--Flowcharts - Process Maps - Explore Various Techniques for Continuous Improvement- Capacity Planning- Providing Strategies to Balance Capacity - Demand Effectively – Understanding Process Choices-Layout Decisions-Importance of Space Utilization-Flexibility- Cost- Safety- Comfort. Industrial safety and ergonomic practices in India.

UNIT- IV Quality Management (15 Hours)

Quality Management –Delivering Products and Services-Customer Expectations-Industry Standards- Essential Quality Concepts- Principles of Total Quality Management (TQM)- Implementation of Six Sigma- Lean Manufacturing-Various Tools and Technique-Quality Reduce Defects –Improve Operational Efficiency –Leading To Higher Customer Satisfaction and Competitive Advantage -5 's (Sort, Set in Order, Shine, Standardize and Sustain) in Operations Management

UNIT-V Emerging Trends in Operations Management (15 Hours)

Emerging Trends in Operations Management –Operations Management -New Trends and Technologies- Sustainable Operations- Impact of Technology- Complexities of Global Operations-Technology-Global trends in sustainable and green operations. - Quality standards followed in Indian industries- Quality-driven competitiveness in global markets.

Total Lecture Hours-75

COURSE OUTCOME(S)

The Students will be able to,

1. Understand the core principles of operations management and their significance in enhancing efficiency, quality, and customer satisfaction.
2. Analyzedifferentproductionsystemsanddevelopstrategiesalignedwithbusinessobjectives.Optimize operational processes through effective process design, layout decisions, and capacity planning.
3. Implement quality management principles to enhance product/service quality and reduce defects.
4. Evaluate emerging trends in operations management, such as sustainable operations and technological advancements.
5. Develop and Implement AI Models.

TEXT BOOK(S)

1. Heizer, Jay, Barry Render, and Chuck Munson. Operations Management: Sustainability and Supply Chain Management. 14th ed., Pearson, 2020. ISBN: 9780135173930.
2. Stevenson, William J. Operations Management. 14th ed., McGraw-Hill Education, 2020. ISBN: 9781259667473.
3. Krajewski, Lee J., Manoj K. Malhotra, and Larry P. Ritzman. Operations Management: Processes and Supply Chains. 12th ed., Pearson, 2019. ISBN: 9780134741062.
4. Mahadevan, B. Operations Management: Theory and Practice. 3rd ed., Pearson Education India, 2015. ISBN: 9789332549373.
5. Slack, Nigel, Alistair Brandon-Jones, and Robert Johnston. Operations Management. 9th ed., Pearson, 2019. ISBN: 9781292295039.

REFERENCE BOOK(S)

1. Chase, Richard B., and F. Robert Jacobs. Operations and Supply Chain Management. 15th ed., McGraw-Hill Education, 2020. ISBN: 9781260238891.
2. Russell, Roberta S., and Bernard W. Taylor. Operations and Supply Chain Management. 9th ed., Wiley, 2018. ISBN: 9781119497435.
3. Hill, Terry. Operations Management. 3rd ed., Palgrave Macmillan, 2012. ISBN: 9780230232657.
4. Wild, Ray. Essentials of Production and Operations Management. Routledge, 2002. ISBN: 9780415275583.
5. Gaither, Norman, and Gregory Frazier. Operations Management. 9th ed., South-Western College Pub., 2002. ISBN: 9780324066850.

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1. <https://nptel.ac.in/courses/110/107/110107141>
2. https://swayam.gov.in/nd1_noc20_mg18/preview
3. <https://www.coursera.org/learn/wharton-operations>
4. <https://alison.com/course/diploma-in-operations-management>
5. <https://ocw.mit.edu/courses/sloan-school-of-management/15-760a-introduction-to-operations-management-summer-2002/>

Mapping With Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	1	1	2	1	1	2	1	3	2	3	2	1
CO2	3	3	3	1	1	2	1	1	2	1	3	2	3	2	1
CO3	3	3	3	1	1	2	1	1	2	1	3	2	3	2	1
CO4	3	3	3	1	1	2	1	1	2	1	3	2	3	2	1
CO5	3	3	3	1	1	2	1	1	2	1	3	2	3	2	1

Strong-3 Medium-2 Low-1



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DEPARTMENT OF BUSINESS ADMINISTRATION

BBA

Semester: IV-AC- IV: Operations Research

Ins.Hrs./Week:4

Course Credit:3

Course Code:U25AMC401

UNIT- I Linear Programming

(12 Hours)

Linear Programming Problem - Concept and scope of OR - General mathematical model of LPP - Steps of L.P Model Formulation - Graphical method of the solution of LPP - simple problems.

UNIT-II Transportation Problem

(12 Hours)

Transportation Problem - Basic definition, formulation of transportation problem as LPP, finding an initial basic feasible solution- North - West Corner Rule, Row Minima Method, Column Minima Method, Least Cost Entry Method - Vogel Approximation Method to find the optimal solution.

UNIT-III Assignment Problem

(12 Hours)

Assignment Problem - Hungarian method - Minimization and Maximization case, Unbalanced Assignment Problem - Sequencing Problem -Processing n jobs on 2 Machines, Processing n jobs on 3Machines, Processing n jobs on m Machines.

UNIT-IV Network Models

(12 Hours)

Network Models - PERT and CPM - difference between PERT and CPM - Constructing Network - Critical Path, Various Floats, Three- Time estimates for pert.

UNIT- V Game Theory

(12 Hours)

Game Theory - Maximin - Minmax Criterion, Saddle Point, Dominance Property, Graphical Method for Solving $2 \times n$ and $m \times 2$ game - Decision Theory - Statement of Baye's Theorem Application- Decision Trees.

Total Lecture Hours - 60

COURSE OUTCOME(S)

The Students will be able to,

1. Understand and formulate Linear Programming Problems and solve them using graphical methods.
2. Apply suitable methods for solving transportation and assignment problems.
3. Solve sequencing problems and perform job scheduling for multiple machines.
4. Analyze project management problems using PERT and CPM techniques.
5. Apply game theory and decision theory concepts for optimal decision-making in competitive Environments.

TEXT BOOK(S)

1. Taha, Hamdy A. Operations Research: An Introduction. 10th ed., Pearson Education, 2017. ISBN: 9780134444017.
2. Sharma, J.K. Operations Research: Theory and Applications. 5th ed., Macmillan India, 2013. ISBN: 9789350593368.
3. Kanti Swarup, Gupta, P.K., and Man Mohan. Operations Research. 19th ed., Sultan Chand & Sons, 2017. ISBN: 9789385126369.
4. Paneerselvam, R. Operations Research. 2nd ed., Prentice Hall of India, 2007. ISBN: 9788120331984.
5. Hillier, Frederick S., and Gerald J. Lieberman. Introduction to Operations Research. 10th ed., McGraw-Hill Education, 2014. ISBN: 9780073523453.

REFERENCE BOOK(S)

1. Winston, Wayne L. Operations Research: Applications and Algorithms. 4th ed., Cengage Learning, 2004. ISBN: 9780534380588.
2. Kapoor, V.K. Operations Research: Problems and Solutions. Sultan Chand & Sons, 2014. ISBN: 9789385126321.
3. Ravindran, A., Phillips, Don T., and James J. Solberg. Operations Research: Principles and Practice. 2nd ed., Wiley India, 2007. ISBN: 9788126511113.
4. Hira, D.S., and Gupta, P.K. Problems in Operations Research: Principles and Solutions. S. Chand Publishing, 2014. ISBN: 9788121900042.
5. Bronson, Richard. Theory and Problems of Operations Research. 2nd ed., McGraw-Hill (Schaum' Outline Series), 1997. ISBN: 9780070082039.

E-RESOURCES

1. <https://nptel.ac.in/courses/111/105/111105134>
2. https://swayam.gov.in/nd2_cec20_ma08/preview
3. <https://ocw.mit.edu/courses/civil-and-environmental-engineering/1-203j-logistics-and-transportation-fall-2006/>
4. <https://www.coursera.org/specializations/operations-research>
5. <https://alison.com/course/operations-research-linear-optimization-models>

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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
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CO4	2	3	2	1	2	1	1	2	2	1	3	2	3	2	1
CO5	2	3	2	1	2	1	1	2	2	1	3	2	3	2	1

Strong-3 Medium-2 Low-1



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DEPARTMENT OF BUSINESS ADMINISTRATION

BBA

Semester: IV–SEC-IV-Design Thinking and Innovation

Ins. Hrs./Week:2

Course Credit:2

Course Code:U25SEBB44

UNIT -I Introduction of Design Thinking

(6 Hours)

Concept of Innovation - Significance in Business - Creative Thinking Process - Problem Solving Approaches - Design Thinking Approach - Objective - Design Thinking - Customer Centricity - Real World Examples of Customer Challenges.Global Innovation Practices

UNIT - II Concept of Design Thinking(6 Hours)

Use of Design Thinking - Enhance Customer Experience - Parameters of Product Experience -Alignment of Customer Expectations With Product -.Four Stages of Design Thinking Process – Empathize- Define-Ideate- Prototype-Implement

UNIT-III Learning to Empathize and Define the Problem

(6 Hours)

Empathy in Innovation Process- Empathy Using Design Tools - Individual Differences - Uniqueness Group Discussion - Individual Differences -Cross-cultural Innovation Challenges

UNIT - IV Idea Prototype and Implement

(6 Hours)

Templates of Ideation - Brainstorming - Systems Thinking - Concept of Brainstorming - How to Reach Consensus on Wicked Problems - Customer Experience for Ideation - Methods of Prototyping, Purpose of Rapid Prototyping –Implementation-Digital Product Development

UNIT- V Feedback, Re-Design and Re-Create

(6 Hours)

Feedback loop - focus on User Experience - address ergonomic challenges - user focused design -Final concept testing - Final Presentation - - Creative solution-Global Innovation Competitions and Entrepreneurship Ecosystems

Total Lecture Hours–30

COURSE OUTCOME(S)

The Students will be able to,

1. Understand the fundamental concepts of design thinking and its significance in fostering innovation and customer-centric solutions.
2. Analyze real-world examples of design thinking applied in successful global businesses to identify best practices.

3. Develop empathy and problem definition skills essential for identifying user needs and framing wicked problems.
4. Apply ideation techniques such as brainstorming and prototyping to create innovative solutions.
5. Implement feedback loops and iterative redesign to improve product and service outcomes with a focus on user experience.

TEXT BOOK(S)

1. Brown, Tim. *Change by Design: How Design Thinking Creates New Alternatives for Business and Society*. HarperBusiness, 2020.
2. Kelley, Tom, and David Kelley. *Creative Confidence: Unleashing the Creative Potential Within Us All*. Crown Business, 2020.
3. Liedtka, Jeanne, and Tim Ogilvie. *Designing for Growth: A Design Thinking Tool Kit for Managers*. Columbia Business School Publishing, 2020.
4. Martin, Roger L. *The Design of Business: Why Design Thinking is the Next Competitive Advantage*. Harvard Business Review Press, 2020.
5. Dam, Rikke Friis, and Teo Siang. *This is Design Thinking: The Book*. BIS Publishers, 2020.

REFERENCE BOOK(S)

1. Cross, Nigel. *Design Thinking: Understanding How Designers Think and Work*. Bloomsbury Visual Arts, 2021.
2. Dorst, Kees. *Frame Innovation: Create New Thinking by Design*. MIT Press, 2019.
3. Kolko, Jon. *Creative Clarity: A Practical Guide for Bringing Creative Thinking into Your Company*. Harvard Business Review Press, 2020.
4. Seidel, Victor P., and Richard P. Fixson. *Adopting Design Thinking in Organizations*. MIT Sloan Management Review, 2019. [Journal Article]
5. Brown, Tim. *Design Thinking*. Harvard Business Review, June 2020, pp. 84–92. ISSN 0017-8012.

E-RESOURCES

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3. <https://www.ideo.com/pages/design-thinking>
4. <https://www.coursera.org/learn/uva-darden-design-thinking-innovation>
5. <https://ocw.mit.edu/courses/sloan-school-of-management/15-390-new-enterprises-fall-2013/>

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CO4	2	3	3	1	2	2	1	3	3	1	3	2	3	2	1
CO5	2	3	3	1	2	2	1	3	3	1	3	2	3	2	1

Strong-3 Medium-2 Low -1



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DEPARTMENT OF BUSINESS ADMINISTRATION

BBA

Semester: IV – SEC-V- Corporate Governance

Ins .Hrs./Week:2

Course Credit:2

Course Code:U25SEBB45

UNIT - I Conceptual Frame work of Corporate Governance (6 Hours)

Meaning- Significance - Principles - Management and Corporate Governance - Importance and Objectives of Corporate Governance Principles of Corporate Governance Corporate Governance vs Management Corporate Governance Reforms in India

UNIT – II Theory of Corporate Governance (6 Hours)

Theories of Corporate Governance - Agency Theory - Stewardship Theory- Stakeholders' Theory - One Tier and Two-Tier Boards. Role of Governance in Global Competitiveness and Investor Confidence

UNIT -III Role of Board and Board Composition (6 Hours)

Directors - Non-Executive Directors - Independent Directors - Role of Board - Board Committees - Insider Trading - Shareholder Activism - Class Action Suits - Whistle Blowing Mechanism, CSR - Corporate Governance. Governance Challenges in Family Businesses

UNIT - IV Global Corporate Failure (6 Hours)

Global Corporate Failures - International Codes Maxwell (UK)- Enron (USA)- Sir Adrian Cadbury Committee Report 1992-SOX Act 2002-OECD Principles of Corporate Governance.

UNIT - V Corporate Governance Regulatory Framework in India (6 Hours)

Corporate Governance Regulatory Framework in India - Corporate Failures in India - Kumar Mangalam Birla Committee (1999) - NR Narayana Murthy Committee (2005) - Uday Kotak Committee (2017) - Regulatory framework - Relevant provisions of Companies Act, 2013.

Total Lecture Hours–30

COURSE OUTCOME(S)

The Students will be able to,

1. Understand the fundamental concepts, theories, and principles of corporate governance.
2. Analyze the role and responsibilities of the board of directors and different board structures.
3. Evaluate major global corporate failures and their impact on corporate governance reforms.
4. Examine the regulatory framework governing corporate governance in India, including key committee reports and legal provisions.

5. Assess stock exchange regulations and real-world corporate governance failures to identify governance challenges and solutions.

TEXT BOOK(S)

1. Mallin, Christine A. Corporate Governance. 6th ed., Oxford University Press, 2023.
2. Tricker, Bob. Corporate Governance: Principles, Policies, and Practices. 4th ed., Oxford University Press, 2022.
3. Solomon, Jill. Corporate Governance and Accountability. 5th ed., Wiley, 2022.
4. Shleifer, Andrei, and Robert W. Vishny. A Survey of Corporate Governance. Journal of Finance, 2020.
5. Fernando, A.C. Corporate Governance: Principles, Policies, and Practices. 3rd ed., Pearson, 2023.

REFERENCE BOOK(S)

1. Clarke, Thomas. International Corporate Governance: A Comparative Approach. Routledge, 2021.
2. Mallin, Christine A., editor. The Routledge Companion to Corporate Governance. Routledge, 2022.
3. Mallin, Christine A. Corporate Governance. Oxford University Press, 2023.
4. Mitra, Subrata. Corporate Governance in India: Change and Continuity. Routledge, 2020.
5. Bainbridge, Stephen M. Corporate Governance after the Financial Crisis. Oxford University Press, 2021.

E-RESOURCES

1. <https://nptel.ac.in/courses/110/105/110105079>
2. https://swayam.gov.in/nd2_ugc20_mg18/preview
3. <https://www.coursera.org/learn/corporate-governance>
4. <https://alison.com/course/diploma-in-corporate-governance>
5. <https://www.oecd.org/corporate/corporate-governance/>

Mapping With Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
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CO4	3	2	1	3	2	3	1	2	2	1	2	3	2	3	1
CO5	3	2	1	3	2	3	1	2	2	1	2	3	2	3	1