**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

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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


UNIT-2 Talent Management Planning


UNIT-3 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:

III. Reference Text Books:

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.

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

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:


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

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:
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

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


UNIT – II Planning performance:

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:


III. Reference Text Books:


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

Course 20-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 Framework.

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


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 company's Human Capital Investments, American Management Association

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:

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


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:


UNIT-V HR Audit as Intervention:


III. Reference Text Books:

7. HUMAN RESOURCE ACCOUNTING: D. PrabakaraRoa. Inter India Publication.
8. HUMAN RESOURCE ACCOUNTING: M. Saeed, D. K. Kulshestha, 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
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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I. Learning Outcomes:
1. Understand the nuances of product and product concepts, and understand key principles of branding
2. Explain branding concepts and ideas in their own words
3. Understand and conduct the measurement of brand equity and brand performance
4. Formulate effective brand strategies for consumer and business goods and services.
5. Demonstrate the ability to conduct a critical brand audit, including recommendations for changes and improvement in brand management.

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

UNIT-I Introduction:

UNIT – II Brand Management:

UNIT-III Branding Strategies:

UNIT-IV Designing & Implementing Branding Strategies:
UNIT-V Brand Rejuvenation and Re-launch strategies.


III. References

1. Kevin Lane Keller, Strategic brand Management, Person Education, New Delhi.
3. Paul Temporal, Branding in Asia, John Wiley & sons (P) Ltd., New York,
4. S.Ramesh Kumar, Managing Indian Brands, Vikas publishing House (P) Ltd., New Delhi.

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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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.)

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
2. Youtility by Jay Baer, Published by Gilda MedialL C Portfolio 2013,
5. Social Media Marketing All-in-one Dummies by Jan Zimmerman, Deborah Ng, 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, Training 10, Others 05 including IE etc.)

UNIT-I Introduction to Retailing:


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:


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 vs 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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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
4. Dr. Shaila Bootwala Dr. M. D. Lawrence and Sanjay R. Mali - Advertising and Sales Promotion - Nirali Prakashan

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 one commerce activities

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

UNIT-I


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


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:

4. TN Chhabra, E Commerce, Dhanapat Rai & Co
5. Dave Chaffey, E Business and E Commerce Management, Pearson Publication
6. Dr. Pratik Kumar 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 websites designers and studying various procedures adopted by the merchants and individuals and their experiences. Each student has to record and submit his/her observations in a handwritten Fieldwork/Project work Report not exceeding 10 pages to teacher in the given format.

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 e-commerce
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

*****
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.
4) R Exchange Risk and corporate International Financial, Aliber
5) International Financial Management, Bhalla VK, Himalya Publishers
6) WH Trading in Currency Options, Sultan 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

Semester-wise revised syllabus under CBCS, 2020-2021

DOMAIN SUBJECT: BBA

Course 17-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:

UNIT-IV:

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:


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 (5x5 Marks)

SECTION - B (Total 50 marks)
Answer any FIVE Questions (5x10 Marks)
OUT OF EIGHT COVERING ALL UNITS

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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.
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


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:

5. Vinod K. Singhania, Taxman’s Direct Taxes Planning and Management.
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

<table>
<thead>
<tr>
<th>SECTION - A (Total 25 marks)</th>
<th>SECTION - B (Total 50 marks)</th>
</tr>
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<tbody>
<tr>
<td>Answer any FIVE Questions (5×5 Marks)</td>
<td>Answer any FIVE Questions (5×10 Marks)</td>
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</table>

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


III: Reference Text Books:

1. Ahuja, Girish, Gupta Ravi, GST & Customs Law.
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

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

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

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:
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:

<table>
<thead>
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<th>Max. Marks</th>
<th>Time: 3 hrs</th>
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<td>75</td>
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**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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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


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-Various 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:

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 Charted 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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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)

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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-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
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-u action.


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:
2. Selling & Sales Management 6th Edition by David Jobber (Author), Geoff Lancaster (Author)
4. Sales force Management by Still, Cundiff & Govoni

Activities
- Written Assignments
- Oral Presentation
- Quiz Programme
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.


References:
1. Services Marketing by - Valarie A. Zeithaml and May Jo Btner Pub: Tata Mc Grow HIL
4. Service Marketing by : Hellen wood Ruffe, Macmillan India Ltd.

Activities
- Written Assignments
- Oral Presentation
- Quiz Programme
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 the modern Malls like, Reliance, Best Price, More, Lifestyle and prepare a Report.

References:
3. Dravid Gilbert, Retail Marketing Management, Pearson Education.

Activities
- Written Assignments
- Oral Presentation
- Quiz Programme
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-V: Advertising – problems of measurements – Opinion ratings – Concurrent methods – Recall test – Recognition test – Audience evolution for various media – Advertising code

Reference books:

2. James R Adams, Media Planning - Business books 1977

Activities:

- Written Assignments
- Oral Presentations
- Case Study
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 listnership 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:

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
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 lover 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-

Capstone Project

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
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-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:
2. Wordpress for Writers- Create an Awesome Author Website that Helps You Sell Books By Rachel McCollin • 2019 published by Catawampus Press

Activities:
- Written Assignments
- Oral Presentations
- Case Study
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 JavaScript, 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-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


References:
1. Search Engine Optimization: Your Visual Blueprint for Effective
2. Internet Marketing, 3rd Edition (MISL-Wiley) - Kristopher B. Jones

Activities
• Written Assignments
• Oral Presentation
• Quiz Programme
Course Objectives: Web analytics course covers the basics 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, AdSense
- 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
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

UNIT-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-Effective Online Reputation Management:Reasons To Monitor Mentions-How to Track SEO in Multiple Cities with Semrush-How To Improve Your Local SEO


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
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-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

Activities

- Written Assignments
- Oral Presentation
- Quiz Programme
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-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.

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:
- WrittenAssignments
- OralPresentation
- QuizProgramm
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 Disadvantages 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-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
**Subject: BBA – Digital Marketing**

**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 Fluorescents, 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
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 modeand macro lenses, On-camera flash photography


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 particles
- Event Photography of any function
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


References

Activities
- Written Assignments
- Oral Presentation
- Quiz Programme
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

Activities
- Written Assignments
- Oral Presentation
- Quiz Programme