Name of College: B.R.C.M. College of Business Administration			
Faculty	Management	**Program**	BBA (Hons.)
Year	Third	**Version**	2.0
Semester	5	**Effective From**	June 2025
Course Code	BMBA21501	**Course Name**	Service Marketing
Course Type	Major		

Teaching Scheme				Examination Scheme		
Credits	Lecture (L)	Tutorial (T)	Practical (P)	Continuous and Comprehensive Evaluation (CCE)	Semester End Examination (SEE)	Total
4	4	0	0	50	50	100

Course Objectives:

- To have an overview on services, its classification, factors and challenges.
- To develop the knowledge on service marketing mix strategies.
- To enhance understanding on extended service marketing mix strategies.
- To learn about service quality and methods of measuring and improving it.
- To equip students with the knowledge and skills to effectively manage customer complaints and implement service recovery strategies.

Course Learning Outcomes:

This course will enable students to:

CLO 1	Analyse and differentiate between service-based and product-based business models, applying service marketing principles to create competitive advantages.
CLO 2	Design and implement effective service product, branding, pricing, promotion, and distribution strategies to enhance market positioning and customer engagement.
CLO 3	Develop and execute an extended marketing mix strategy, incorporating People, Process, and Physical Evidence to enhance customer experiences and operational efficiency.
CLO 4	Assess service quality using various measurement tools, analyse customer feedback, and implement improvement strategies to enhance customer satisfaction, loyalty, and business performance.
CLO 5	Handle customer complaints professionally, design service recovery strategies, implement service guarantees, and manage difficult customer interactions to strengthen customer relationships and build brand loyalty.

Teaching Pedagogy: Lectures and conceptual discussions, case studies and industry examples, experiential learning and role-playing, group projects and presentations, live business problem-solving, assessments and feedback mechanisms.

Sr. No	Module	Description	Hours (Weight)
1	Introduction to Service Management	● Introduction to Service Management ● Why study services? ● What are the Principal Industries of the Service Sector? ● Powerful Forces Transforming Service Markets. ● Business-To-Business Service as a Core Engine of Economic Growth. ● Outsourcing and Offshoring Often Work in Tandem. ● Concept, Meaning & Definition: Services. ● Characteristics of Services ● Classification of Services. ● Challenges faced by Services.	12 (20%)
2	Service Marketing Mix.	● Product: Service Product, Designing the Service Concept, The Flower of Service, Branding Service Product and Experience. (Branding Strategies & Challenges -Overview) ● Pricing: Objectives of Pricing, Pricing Strategy on Three Foundations - Cost (Monetary and Non-Monetary Cost), Competition, Value to Customer, Revenue Management - Reserving Capacity for High Yield Customers, How Does Competitors Pricing Affect Revenue Management, Designing Rate Fences. ● Place: Distribution in Services Context. 1. What is Being Distributed? 2. How Should Services be Distributed? 3. Where and When Services are Delivered? Franchising and Self-Service Technologies. ● Promotion: Role of Marketing Communication, Challenges of Services Communications, Marketing Communications Mix.	18 (30%)
3	Extended Marketing Mix.	● People: Role of Employees, Frontline Work is Difficult and Stressful- Boundary Spanning, Source of Conflict, Emotional Labour, Service Culture and Leadership. ● Process: Flowcharting, Blueprinting, Service Process Redesign. ● Physical Evidence: Purpose of Service Environment, Servicescape Model – An Integrative Framework, Dimensions of Service Environment.	12 (20%)
4	Service Quality and Handling	● Perspectives of Service Quality ● Dimensions of Service Quality ● Gap Model	18

	Customer Complaints & Service Recovery.	• Measuring and Improving Service Quality. • Understanding Complaining Behaviour • Principles of Effective Service Recovery Systems • Service Guarantees • Discouraging Abuse and Opportunistic Customer Behaviour	(30%)

References:

Sr. No.	Title of the Book (Edition)	Author(s)	Publisher
1.	Services Marketing: People, Technology, Strategy. (Eleventh Ed.)	Wirtz, J., & Lovelock, C.	World Scientific Publishing Co Inc (USA)
2.	Services Marketing: Integrating Customer Focus Across the Firm (Eighth Ed.)	Zeithaml, V. A., Bitner, M. J., & Gremler, D. D.	McGraw Hill Education
3.	Services Marketing 3E	Nargundkar, R.	McGraw-Hill Education (India) Pvt Limited

Assessment Pattern:

Continuous and Comprehensive Evaluation (CCE)	Semester End Examination (SEE)
50 Marks	50 Marks

Continuous Assessment:

Mid Semester Examination	15 Marks
Quiz (At the end of each module)	10 Marks
Assignments (Minimum 2 Per course) (Class Assignment / Home Assignment / Seminar / Presentation / Poster presentation)/ or any other component designed by the instructor	10 Marks
Practical Assignment (One per course) Case Study / Role Play/ Statistical Report Analysis/ Portfolio Building / Field Assignment	05 Marks
Attendance	10 Marks
Total Continuous Assessment Theory	**50 Marks**

Name of College: B.R.C.M. College of Business Administration			
Faculty	Management	**Program**	BBA (Hons.)
Year	Third	**Version**	**2.0**
Semester	5	**Effective From**	June 2026
Course Code	BMBA**21502**	**Course Name**	Business Analytics for Decision Making
Course Type	Major		

Teaching Scheme				**Examination Scheme**		
Credits	**Lecture (L)**	**Tutorial (T)**	**Practical (P)**	**Continuous and Comprehensive Evaluation (CCE)**	**Semester End Examination (SEE)**	**Total**
4	4	0	0	50	50	100

Course Objectives:

- To explain the operation Research techniques that determine the best way to use available resources with constraints to get maximum profit or minimum cost.
- To make students learn how to minimize transportation cost of a given commodity from number of sources or origins (Eg. Factory, Production house etc.) to a number of destinations (Eg. Warehouse, stores etc.).
- To explain how to minimize total cost or maximize total profit by assignment of resources to an equal number of activities.
- To explain concept of Parameter and Statistic, Types of Hypotheses, Type of Errors, Critical Region, One Tail Test-Two Tail Test.
- To make students understand different Small Sample test and its use.
- To elucidate how to apply techniques of nonparametric test – (Chi Square Test).
- To clarify concept of ANOVA and its use.

Course Learning Outcomes:

This course will enable students to:

CLO 1	Make decisions about the most efficient use of limited resources like man, machine, material, money, time etc. in variety of Business fields to minimize cost and/or maximize profit.
CLO 2	Apply knowledge of Transportation Problem techniques to minimize transportation cost.
CLO 3	Use understanding of Assignment Problem (To assign a number of jobs to an equal number of machines) method to minimize the total assignment cost (or to minimize the total consumed time for execution of all the jobs.)
CLO 4	Use knowledge of Hypothesis Testing in corporate situations with the help of Small Sample Parametric Test like Student's T-Test, F-test in testing specified value of mean and variance.
CLO 5	Test specified value of variance, goodness of fit, independence of attributes through nonparametric test like Chi Square Test in business analysis.
CLO 6	Apply ANOVA for more than two groups in real life business situations.

Teaching Pedagogy: Traditional teaching augmented with new and innovative pedagogical approaches like Practical examples from business world, Lectures, Class room activities, Assignments, Quizzes, Tests, Case Studies, Viva, etc.

Sr. No	Module	Description	Hours (Weight)
1	a) Introduction of Quantitative Approach to Decision Making	1. Features of Operations Research Approach 2. Methods for solving Operations Research Models 3. Advantages of Operations Research Study 4. Application of Operation Research in Business	15 (25%)
	b) Linear Programming Problem	1. Structure of Linear Programming Model and General form of Linear Programming Model 2. Formulation of Linear Programming Problem 3. Graphical Method	
2	a) Transportation Problem	1. Balanced & Unbalanced Transportation Problem 2. Methods of finding Initial Solution a) North West Corner Rule b) Vogle's Approximation Method 3. Test for Optimal Solution: MODI Method	15 (25%)
	b) Assignment Problem	1. Balanced and Unbalanced Assignment Problem 2. Hungarian Method for optimal solution of AP	
3	Parametric Small Sample Test a) For One Sample	1. Introduction to Concept of Hypothesis Testing, One tail-Two tail test, Types of errors, Critical region 2. Student's t-Test (for one sample, dependent samples, one sample correlation)	15 (25%)
	b) For Two Samples	1. Student's t-Test (for independent two samples) 2. Fisher's Z- Test (for two sample variance)	
4	Analysis of Variance	Testing techniques for means of more than two groups 1. One-way ANOVA 2. Two-way ANOVA	15 (25%)
	Non-Parametric Test	1. Chi-square test for fitting of Distribution 2. Chi-square test for categorical data 3. Chi-square test for one sample variance	

References:

Sr. No.	Title of the Book (Edition)	Author(s)	Publisher
1	Operation Research Theory and Applications (Sixth Ed.)	J K Sharma	Trinity Press
2	Quantitative Techniques for Decision Making (Fourth Ed.)	M P Gupta R B Khanna	PHI
3	Quantitative Techniques for Management (First Ed.)	S Jaishankar	Excel Books
4	Operation Research (Fourth Ed.)	S Kalavathy	Vikas
5	Operation Research An Introduction (Eighth Ed.)	Hamdy Taha	Pearson

6	Business Analytics (Fourth Edition)	Jeffrey D. Camm/ James J. Cochran/ Michael J. Fry/ Jeffrey W. Ohlmann	Cengage
7	Quantitative Methods for Business (First Edition)	David R. Anderson/ Dennis J. Sweeney/ Thomas A. Williams/ Jeffrey D. Camm/ James J. Cochran/ Michael J. Fry/ Jeffrey W. Ohlmann	Cengage
8	Statistics for Business and Economics (Fourth Edition)	David R. Anderson/ Dennis J. Sweeney/ Thomas A. Williams/ Jeffrey D. Camm/ James J. Cochran/ Michael J. Fry/ Jeffrey W. Ohlmann	Cengage
10	Mathematics and Statistics (Fourth Ed.)	Ajay Goyal Alka Goyal	Taxmann
11	Business Statistics (Nineteenth Ed.)	S P Gupta M P Gupta	Sultan Chand and Sons
12	Business Statistics (Fifth Ed.)	J K Sharma	Vikas
13	Business Statistics (First Ed.)	Naval Bajpai	Pearson
14	Complete Business Statistics (Seventh Ed.)	Amir D. Aczel	TATA McGraw-Hill
15	Applied Statistics in Business and Economics (Seventh Ed.)	David P. Doane Lori E. Seward	TATA McGraw-Hill
16	Fundamentals of Statistics (Eight Ed.)	S. C. Gupta	Himalaya Publishing House

Assessment Pattern:

Continuous and Comprehensive Evaluation (CCE)	Semester End Examination (SEE)
50 Marks	50 Marks

Continuous Assessment:

Mid Semester Examination	15 Marks
Quiz (At the end of each module)	10 Marks
Assignments (Minimum 2 Per course) (Class Assignment / Home Assignment / Seminar / Presentation / or any other component designed by the instructor)	10 Marks
Practical Assignment (One per course) (Case Study / Practical Assignment)	05 Marks
Attendance	10 Marks
Total Continuous Assessment Theory	**50 Marks**

Name of College: B.R.C.M. College of Business Administration			
Faculty	Management	**Program**	BBA (Hons.)
Year	Third	**Version**	2.0
Semester	5	**Effective From**	June 2025
Course Code	BMBA21503	**Course Name**	Behavioural Finance
Course Type	Major		

Teaching Scheme				**Examination Scheme**		
Credits	**Lecture (L)**	**Tutorial (T)**	**Practical (P)**	**Continuous and Comprehensive Evaluation (CCE)**	**Semester End Examination (SEE)**	**Total**
4	4	0	0	50	50	100

Course Objectives:

- To sensitize the class, that there are Behavioural influences affecting investment decision.
- To help the students understand the importance of individual psychology and its impact on investment.
- To sensitize students with Behavioural models that can have potential impact on financial or investment decisions.

Course Learning Outcomes:

This course will enable students to:

CLO 1	Understand the concept of Behavioural finance and its influence on financial decisions.
CLO 2	Identify the different Behavioural and psychological biases which can influence the investment decision by learning different types of psychological and Behavioural norms affecting investment decision.
CLO 3	Know the relevance between mental accounting and different elements shaping the investment behavior of individuals.
CLO 4	Rectify various emotional and social forces influencing the investment decision.

Teaching Pedagogy: Teachers are expected to impart knowledge along-with traditional teaching through new and innovative pedagogical approaches like Reading, Group Discussions, Lectures, Role plays, Assignments, Quizzes, Tests, Case Studies, Presentations, Participation in academic and extra – curricular activities

Sr. No	Module	Description	Hours (Weight)
1	Introduction To Behavioural Finance	● Overview of Behavioural Finance. ● Behavioural Finance: o Micro vs. Macro. o Standard Finance vs. Behavioural Finance. ● The role of Behavioural Finance. ● Introduction to Efficient Market Hypothesis. ● The challenge of behaviorists.	15 (25%)
2	Heuristics-Biases and Self-Deception	● How the Human Mind Works: o The Two Systems: System 1 and System 2 ● Familiarity and Related Heuristics. ● Representativeness and Related Biases. ● Anchoring, Irrationality and Adaptation. ● Herd behavior. ● Loss Aversion, Hyperbolic Discounting. ● Forms of Overconfidence. ● Causes of Overconfidence. ● Forms of Self-Deception. ● Framing. ● Mental Accounting.	15 (25%)
3	Mental Accounting Investor Behaviour	● Implications of Mental Accounting. ● Behavioural Portfolio Theory. ● Psychographic Models. ● Basic Ingredients of a sound investment policy. ● Guidelines for Overcoming Psychological Biases. ● Portrait of an Individual Investor. ● What the Heuristics and Biases Mean for Financial Decision-Making. ● Implications of Overconfidence for Decision Making. Influence of Emotions	15 (25%)
4	Emotional Factors and Social Forces	● Substance of Emotion. ● Theories of Emotion. ● Evolutionary Perspective on Emotions.	15 (25%)

		• Types and Dimensions of Emotions. • Emotional Style. • Emotions and Investing. • Fairness, Reciprocity, and Trust Conformity. • Social Influence, Social Influence on Investment and Consumption.	

References:

Sr. No.	Title of the Book (Edition)	Author(s)	Publisher
1.	Behavioural Finance	Prasanna Chandra	McGraw Hill – 2e
2.	Behavioural Finance and Investor Types	Michael M. Pompian	Wiley Finance

Assessment Pattern:

Continuous and Comprehensive Evaluation (CCE)	Semester End Examination (SEE)
50 Marks	50 Marks

Continuous Assessment:

Mid Semester Examination	15 Marks
Quiz (At the end of each module)	10 Marks
Assignments (Minimum 2 Per course) (Class Assignment / Home Assignment / Seminar / Presentation / Poster presentation)/ or any other component designed by the instructor	10 Marks
Practical Assignment (One per course) Case Study / Role Play/ Statistical Report Analysis/ Portfolio Building / Field Assignment	05 Marks
Attendance	10 Marks
Total Continuous Assessment Theory	**50 Marks**

Name of College: B.R.C.M. College of Business Administration			
Faculty	Management	**Program**	BBA (Hons.)
Year	Third	**Version**	2.0
Semester	5	**Effective From**	June 2025
Course Code	BMBA21504	**Course Name**	Consumer Behaviour
Course Type	Major		

Teaching Scheme				**Examination Scheme**		
Credits	**Lecture (L)**	**Tutorial (T)**	**Practical (P)**	**Continuous and Comprehensive Evaluation (CCE)**	**Semester End Examination (SEE)**	**Total**
4	4	0	0	50	50	100

Course Objectives:

- Understand the relevance of consumer behaviour in the Indian context, its impact on branding strategies in the digital era, and the dynamics of consumer decision-making.
- Analyse the concepts of perception, value, and learning principles, and their applications in developing and nurturing brand associations and relationships.
- Examine the formation and impact of attitudes on branding strategies, including the role of beliefs, motivational functions, and models like the Elaboration Likelihood Model (ELM).
- Understand the influence of reference groups and cultural dimensions on consumer behaviour, including the power of celebrity endorsements, word-of-mouth, and changing cultural trends in Indian urban markets.

Course Learning Outcomes:

This course will enable students to:

CLO 1	Apply knowledge of consumer behaviour in the digital era to develop effective branding strategies that cater to the Indian market.
CLO 2	Design branding strategies that leverage perception, value, and learning principles to create strong brand associations and relationships with target audiences.
CLO 3	Develop and implement attitude-driven branding strategies that influence consumer behaviour and foster brand loyalty in competitive markets.
CLO 4	Analyse the impact of reference groups and cultural dimensions on consumer behaviour and develop culturally sensitive marketing strategies that resonate with target audiences in the Indian context.

Teaching Pedagogy: Audio-visual lectures, field visit, case studies, assignments and presentations.

Sr. No	**Module**	**Description**	**Hours (Weight)**
1	Consumer Behaviour and Brands	• Relevance of Consumer Behaviour to the Indian Context: An Emerging Market. • The Ethnic Route to Branding • The 'Cultural Divide'	15 (25%)

	in the Digital Era.	• Making Sense of Irrationality (The Power of the Unconscious in Consumer Behaviour) • Consumer Behaviour in a Digital Era • Psychological Aspects of Online Retailing • Behavioural Dimensions, Marketing Mix Elements and the Digital World • Changing Environment, Brands and Consumer Behaviour • Consumer Behaviour, Marketing Mix Elements and Brand Success • The Basic Model of Consumer Decision Making **(Just Overview)** o Types of Consumer Decision Making	

2	Concept of Perception, Value, and Learning Principles.	• Perception and Value: A Prerequisite for Branding.
		  o What is Value?
		  o What are the Important Aspects of Value?
		  o Perception and Value
		  o Applications of Sensation
		  o The Concept of Perception
		  o Perception and Brand Exclusivity
		  o Dynamics of Perception
		• Developing and Nurturing Brand Associations
		• The Concept of Conditioning
		  o Classical Conditioning
		• Brand Associations to Relationships
		• Memory, Learning and Brands
		• Instrumental Conditioning
		  o Gamification and Instrumental Conditioning
		  o Customer Relationship Management and Instrumental Conditioning.
			12
			(20%)

3	Attitudes and Their Impact on Branding Strategies.	• Linkages in Attitude Formation
		• Marketing Implications
		• Multi-components in Attitudes
		• How are Attitudes Formed
		• Role of Beliefs in Attitude Formation
		• Types of Influence on Attitude Formation
		  o Attitude towards Product Categories/Brands
		  o Changing the Basic Motivational Function
		  o Association with Events
		  o Dealing with Conflicting Attitudes
		  o Changing the Relative Evaluation of Attributes
		  o Changing Brand Beliefs
		  o Using a New Attribute Brand
		  o Overall Attitude towards the Brand
		  o Focusing on Competitive Brands
		• The Elaboration Likelihood Model (ELM)
		• Ideal Point Model
			15
			(25%)

4	Concept of Reference Group and Dimensions of Culture.	• The Power of celebrity-brand combination in Consumer Behaviour
		• Kinds of Reference Groups
		• Reference Groups as a Powerful Source of Influence
		    o Normative Influence
		    o Informational Influence
		• Word of Mouth and Reference Groups
		• Consumerist Culture in the Indian Context
		• Characteristics of Culture
		• Consumer Perception and Culture
		• Culture and Emblems
		    o Indian Core Values
		    o Family-orientation
		    o Savings
		    o Festivities
		    o Shopping as a Ritual
		    o Mythology
		    o Food
		• Changing Cultural Trends in Indian Urban Markets
		    o Success through Professional Achievement
		    o Involvement in Work
		    o Material Success
		    o Middle-of-the-road Approach to Tradition
		    o Impulse Gratification
		    o Use of Hi-Tech Products
			18
			
			(30%)

References:

Sr. No.	Title of the Book (Edition)	Author(s)	Publisher
1.	Consumer Behaviour: The Indian Context (Concepts and Cases)	S. Ramesh Kumar.	Pearson Education India

Assessment Pattern:

Continuous and Comprehensive Evaluation (CCE)	Semester End Examination (SEE)
50 Marks	50 Marks

Continuous Assessment:

Mid Semester Examination	15 Marks
Quiz (At the end of each module)	10 Marks
Assignments (Minimum 2 Per course) (Class Assignment / Home Assignment / Seminar / Presentation / Poster presentation)/ or any other component designed by the instructor	10 Marks
Practical Assignment (One per course) Case Study / Role Play/ Statistical Report Analysis/ Portfolio Building / Field Assignment	05 Marks
Attendance	10 Marks
Total Continuous Assessment Theory	**50 Marks**

Name of College: B.R.C.M. College of Business Administration			
Faculty	Management	**Program**	BBA (Hons.)
Year	Third	**Version**	2.0
Semester	5	**Effective From**	June 2025
Course Code	BMBA21505	**Course Name**	Human Resource Development
Course Type	Major		

Teaching Scheme				**Examination Scheme**		
Credits	**Lecture (L)**	**Tutorial (T)**	**Practical (P)**	**Continuous and Comprehensive Evaluation (CCE)**	**Semester End Examination (SEE)**	**Total**
4	4	0	0	50	50	100

Course Objectives:

- To describe the key concepts of developing human resources in organisation
- To impart techniques of improving performance through coaching
- To learn the importance of employee orientation and socialisation
- To understand importance of employee counselling and wellness initiatives
- To explain the concepts of management development

Course Learning Outcomes:

This course will enable students to:

CLO 1	Examine the principles and types of employee training programs
CLO 2	Determine coaching interventions to improve employee performance
CLO 3	Design orientation programs enabling effective integration of new employee
CLO 4	Assess the need of counselling and wellness programs for improving employee well-being
CLO 5	Relate contents and outcomes of organisational socialisation programs
CLO 6	Identify key components of successful management development programs
CLO 7	Ascertain significance of HRD initiatives promoting diversity and inclusivity in the workplace

Teaching Pedagogy: Traditional teaching augmented with new and innovative pedagogical approaches like Reading, Lectures, Class room activities, Assignments, Quizzes, Tests, Case Studies, Presentations, etc.

Sr. No	**Module**	**Description**	**Hours (Weight)**
1	**Training and Development**	• Concept of Human Resource Development (HRD) and Strategic Human Resource Development (SHRD) • Concept of Training and Development • Benefits of Training and Development • Organisational context of Training and Development	15 (25%)

Sr. No	Module	Description	Hours (Weight)
		• Workplace learning and its outcomes • Different types of training programs • What is technology-based training? • Types of technology-based training	
2	**Coaching and Performance Management** **Employee Orientation**	• Definition of Coaching • The need for coaching • Coaching: a positive approach to managing performance • Coaching and performance management • Concept of Potential Appraisal • Coaching to improve poor performance • Conducting Coaching Analysis • The coaching discussion • Concept of Employee Orientation • Contents of Employee Orientation Programs • Examples of effective employee orientation programs	15 (25%)
3	**Employee Counselling and Wellness Service** **Organisational Socialisation**	• Employee counselling as an HRD activity • The link between employee counselling and coaching • Components of employee counselling program • Operationalising employee counselling program • Characteristics of effective employee counselling program • Employee Assistance Program – mental, health, stress management, employee wellness and health promotion • Issues in employee counselling • Concept of Organisational Socialisation • Content of Socialisation • Outcomes of socialisation	15 (25%)
4	**Management Development** **HRD and Diversity**	• Concept of Management Development • Methods of Management Development • Management Education Programs • Management Training Programs • on-the-job Management Development • Multilevel systems model of organisational learning • Changing role of learning – competency model • Making Training and Development Programs effective • Managing Diversity • Cross-cultural Education and Training Programs • HRD programs for culturally diverse employees • Mentoring to promote Diversity	15 (25%)

References:

Sr. No.	Title of the Book (Edition)	Author(s)	Publisher
1.	Managing Performance through Training and Development (8th Edition)	Saks, Alan M. and Haccoun, Robert R.	Cengage
2.	Human Resource Development (6th Edition)	DeSimone, Randy L. and Werner, John M.	Cengage South Western
3.	Employee Training and Development	Noe, Raymond A	McGraw Hill
4.	Human Resource Development: Theory and Practice	McGuire, David and Mølbjerg Jørgensen, Kenneth	Sage Publication

Assessment Pattern:

Continuous and Comprehensive Evaluation (CCE)	Semester End Examination (SEE)
50 Marks	50 Marks

Continuous and Comprehensive Evaluation:

Mid Semester Examination	15 Marks
Quiz (At the end of each module)	10 Marks
Assignments (Minimum 2 Per course) (Class Assignment / Home Assignment / Seminar / Presentation / Poster presentation)/ or any other component designed by the instructor	10 Marks
Practical Assignment (One per course) Case Study / Role Play/ Statistical Report Analysis/ Portfolio Building / Field Assignment	05 Marks
Attendance	10 Marks
Total Continuous Assessment Theory	**50 Marks**

Name of College: B.R.C.M. College of Business Administration			
Faculty	Management	**Program**	BBA (Hons.)
Year	Third	**Version**	2.0
Semester	5	**Effective From**	June 2025
Course Code	BMBA22506	**Course Name**	Financial Markets and Services
Course Type	Minor		

Teaching Scheme				**Examination Scheme**		
Credits	**Lecture (L)**	**Tutorial (T)**	**Practical (P)**	**Continuous and Comprehensive Evaluation (CCE)**	**Semester End Examination (SEE)**	**Total**
4	4	0	0	50	50	100

Course Objectives:

- To be aware about structure and functioning of financial markets in India.
- To learn about various financial services that support market activities.
- To be aware about the emerging trends and technological innovations shaping the future of financial markets and services.

Course Learning Outcomes:

This course will enable students to:

CLO 1	Understand various components of financial markets
CLO 2	Learn about importance of regulatory bodies and their roles.
CLO 3	Be aware about various financial services offered in India,
CLO 4	Be aware about financial reforms and market liberalization,

Teaching Pedagogy: Teachers are expected to impart knowledge along-with traditional teaching through new and innovative pedagogical approaches like Reading, Lectures, Classroom activities, Assignments, Quizzes, Tests, Case Studies, Presentations, etc.

Sr. No	**Module**	**Description**	**Hours (Weight)**
1	Overview of Financial Markets and Services in India	• Introduction to Financial Markets • Structure of Indian Financial Markets. • Functions of Financial Markets • Network of financial institutions in India • Key Players in Financial Market • Regulatory Framework • Financial Services: Meaning, Features and Importance of Financial Services. • Scope of Financial Services	12-15 (20-25%)
2	Capital Market in India	• Primary Market: Initial Public Offerings (IPO), methods of raising capital: preferential issue, QIP - QIBs. Offer for sale, role of merchant bankers, Book Building, foreign capital issuance : ADR, GDR. Underwriting	15-18 (25-30%)

		• Secondary Market: Stock exchanges in India, listing of securities, trading mechanism, settlement, and clearing processes. Introduction to Derivative Market and Commodity market • Stock Market Indices: Sensex, Nifty, sectoral indices, and their importance. • Concept of Market Capitalisation and Free Float Capitalisation • Structure of Stock Market • FII and DII • Regulation of the Capital Market: Power and functions of the SEBI • Regulations and Guidelines Issued by the SEBI	
3	Money Market, Debt Market and Discounting Services	• Money Market: Features, participants, instruments (Treasury bills, Commercial papers, Certificates of Deposit). • Debt Market: Government and corporate bonds, yield curves, and bond pricing. • Role of RBI in Money Market: Monetary policy tools, repo rates, reverse repo rates, and their impact on liquidity. • Discounting, Factoring and Forfaiting: Introduction to discounting and factoring, meaning, definition, Terms and conditions, Types of Factoring, Cost of Factoring.	9-12 (15-20%)
4	Financial Service in India	• Merchant Banking and Investment Banking: Introduction, definition and services of merchant banking, Problems of Merchant Bankers. Investment Banking • Venture capital: Concept of venture capital, features of Venture Capital, Scope of venture capital, Importance of venture capital, Origin of Venture Capital • Hire Purchase: Introduction and features of Hire purchase agreement, Difference between hire purchase and credit sale, difference between leasing and hire purchase, Advantages and Disadvantages of Hire Purchase. Leasing: Concept of leasing, Steps involved in leasing, Types of Lease, advantages and disadvantages of leasing. • Depository Services: NSDL & CDSL • Credit rating: Meaning of Credit Rating, functions of credit ratings, Benefits of Credit rating, Benefits to rated companies, Credit rating agencies in India, new credit rating symbols	15-18 (25-30%)

References:

Sr. No.	Title of the Book (Edition)	Author(s)	Publisher
1	Financial Markets and Services	E. Gordon and K. Natarajan	Himalaya Publishing House
2	Indian Financial System: Markets, Institutions and Services,	Bharati Pathak	Pearson education (Singapore), New Delhi, Second edition,2008
3	Financial institutions and Markets: Structure, Growth and Innovations	L M Bhole	Mc GrawHill, New Delhi, Fourth edition,2008.
4	Management of Banking and Financial Services	Padmalatha Suresh and Justin Paul	Pearson

Assessment Pattern:

Continuous and Comprehensive Evaluation (CCE)	Semester End Examination (SEE)
50 Marks	50 Marks

Continuous Assessment:

Mid Semester Examination	15 Marks
Quiz (At the end of each module)	10 Marks
Assignments (Minimum 2 Per course) (Class Assignment / Home Assignment / Seminar / Presentation / Poster presentation)/ or any other component designed by the instructor	10 Marks
Practical Assignment (One per course) Case Study / Role Play/ Statistical Report Analysis/ Portfolio Building / Field Assignment	05 Marks
Attendance	10 Marks
Total Continuous Assessment Theory	**50 Marks**

Name of College: B.R.C.M. College of Business Administration			
Faculty	Management	**Program**	BBA (Hons.)
Year	Third	**Version**	2.0
Semester	5	**Effective From**	June 2025
Course Code	BMBA22507	**Course Name**	Product Development
Course Type	Minor		

Teaching Scheme				**Examination Scheme**		
Credits	**Lecture (L)**	**Tutorial (T)**	**Practical (P)**	**Continuous and Comprehensive Evaluation (CCE)**	**Semester End Examination (SEE)**	**Total**
4	4	0	0	50	50	100

Course Objectives:

- To develop orientation amongst students towards Product Development discipline.
- To make students understand the concept of New Product Development, Idea Generation, and Idea Screening.
- To make students understand the concept of Concept Development and Testing, Business Analysis and Product Testing.
- To make students understand the concept of Commercialization stage, PLC and Management of Growth and Maturity stage of PLC.

Course Learning Outcomes:

This course will enable students to:

CLO 1	demonstrate strong conceptual knowledge in the area of Product Development
CLO 2	exhibit profound knowledge in the domains of New Product Development, Idea Generation, and Idea Screening
CLO 3	showcase deep expertise in Concept Development and Testing, Business Analysis, and Product Testing
CLO 4	exhibit deep understanding of the Commercialization stage, Product Life Cycle (PLC), and the management of Growth and Maturity stages of PLC

Teaching Pedagogy: Traditional teaching is enhanced with innovative pedagogical approaches such as classroom activities, field assignments, quizzes, case studies, viva, and more.

Sr. No	**Module**	**Description**	**Hours (Weight)**
1	Introduction to Product Strategy and Management	• Introduction to product strategy. • What is a Product? Are services different? • Managing competition: Product strategy is central Product strategy and management. • The process of innovation, The adoption and diffusion of new products, Researching the market for major innovations.	15 (25%)

		• Case Discussion	
2	New Product Development Idea Management for New Product Development Screening New Product Ideas	• Meaning of New Product, New Product Development Models, Overview of the stages of the New Product Development Process. • Factors affecting Success and Failure of New Product Development. • The Need for Product Innovation Strategy, The Components of New Product Strategy – Technologies and market. • Meaning and Objective of Idea Generation, Sources of Information for New Product Ideas, Techniques for activating Sources of Information, Managing Creativity. • Meaning and Importance of Screening, Types of Screening, Screening Process and Criteria.	15 (25%)
3	Concept Development and Testing Business Analysis Product Testing	• Meaning and Purposes of Concept Testing, What is a New Product Concept? The process of Concept Testing, Research Methods for Concept Testing, Specific Techniques for Concept Development and Testing • Meaning, What goes into a Business Analysis? Basic Financial Concepts, Financial Techniques for New Product Development • Meaning and Purpose of Product Testing, The overriding concerns of Product Testing, Major Decisions in constructing a Product Test, Product Testing in Industrial Markets	15 (25%)
4	Commercialization: Test Marketing and Launching PLC and Management of PLC Managing the Growth	• New Product • Meaning of Test marketing, Time to market, Breaking into the market • The seven stages of the product life cycle (The Extended PLC), Managerial Application of PLC. • Introduction, Resistance to change, leveraging new product growth, sustaining differentiation • Introduction, maturity – its nature and cause, offensive strategies, extending the PLC, Managing	15 (25%)

	Managing the Mature Product	the relationship, Customer Relationship Management	

References:

Sr. No.	Title of the Book (Edition)	Author(s)	Publisher
1.	Product Strategy and Management:	Michael Baker & Susan Hart,	Pearson

Assessment Pattern:

Continuous and Comprehensive Evaluation (CCE)	Semester End Examination (SEE)
50 Marks	50 Marks

Continuous Assessment:

Mid Semester Examination	15 Marks
Quiz (At the end of each module)	10 Marks
Assignments (Minimum 2 Per course) (Class Assignment / Home Assignment / Seminar / Presentation / Poster presentation)/ or any other component designed by the instructor	10 Marks
Practical Assignment (One per course) Case Study / Role Play/ Statistical Report Analysis/ Portfolio Building / Field Assignment	05 Marks
Attendance	10 Marks
Total Continuous Assessment Theory	**50 Marks**

Name of College: B.R.C.M. College of Business Administration			
Faculty	Management	**Program**	BBA (Hons.)
Year	Third	**Version**	2.0
Semester	5	**Effective From**	June 2025
Course Code	BMBA22508	**Course Name**	Team Dynamics
Course Type	Minor		

Teaching Scheme				Examination Scheme		
Credits	Lecture (L)	Tutorial (T)	Practical (P)	Continuous and Comprehensive Evaluation (CCE)	Semester End Examination (SEE)	Total
4	4	0	0	50	50	100

Course Objectives:

- To explain principles of effective team dynamics for organisational success
- To foster trust and build cohesive team environments for managing team effectively
- To design and structure teams for optimal performance and productivity
- To provide insights into the dynamics of virtual and hybrid teamwork in the modern context

Course Learning Outcomes:

This course will enable students to:

CLO 1	Comprehend characteristics and types of effective teams for organisational success
CLO 2	Identify key elements of effective team design and composition
CLO 3	Develop strategies to build trust and promote cohesion among team members.
CLO 4	Explore techniques to boost team performance and maintain productivity
CLO 5	Understand the challenges and opportunities unique to remote and hybrid teams

Teaching Pedagogy: Traditional teaching augmented with new and innovative pedagogical approaches like Reading, Lectures, Class room activities, Assignments, Quizzes, Tests, Case Studies, Presentations, etc.

Sr. No	Module	Description	Hours (Weight)
1	**Working Together in Teams**	• Meaning and Definition of Team • When to work in teams • Varieties of teams • A Systems Model of Teams • Teams vs. Groups • Why should organisations have teams? • Task focus • Types of team autonomy • Observations about team and team work • Developing your team-building skills	15 (25%)

2	**Designing teams**	● Define the goal ● Selecting team members – Member Initiated Team Selection, Optimal Team Size, Skills, Talents and Abilities, Roles and Responsibilities, Diversity and Team Performance, Building a diverse team ● Team Processes – Task vs. Outcome Interdependence, Transition and Action Processes, Structure, Norms, Development and Enforcement, Norm Violation, Changing Norms, Team Coaching	15 (25%)
3	**Team cohesion and trust**	● Team Identity ● Team Member Exchange ● Group Potency and Collective Efficacy ● Group Mood and Emotion ● Group Cohesion ● Group Trust ● Group Socialisation and Turnover ● Team Skills – Trust and Collaboration, Listening as a Team Skill	15 (25%)
4	**Performance and productivity** **Virtual Teamwork**	● An Integrated Model of Teamwork – Team Context, Essential conditions for successful team performance, Performance Criteria ● Team performance equation ● Place-Time model of Social Interaction ● IT and Social Behaviour ● Virtual, Hybrid and Traditional Teams ● Enhancing Virtual Teamwork	15 (25%)

References:

Sr. No.	Title of the Book (Edition)	Author(s)	Publisher
1.	Making the team: Guide for managers	Leigh L. Thompson	Pearson
2.	Group Dynamics	Donelson R. Forsyth	Cengage Publication
3.	UGC's Jeevan Kaushal 2.0 Curriculum for Life Skills		UGC
4.	Group Dynamics	R. K. Sahu	Excel Books

Assessment Pattern:

Continuous and Comprehensive Evaluation (CCE)	Semester End Examination (SEE)
50 Marks	50 Marks

Continuous and Comprehensive Evaluation:

Mid Semester Examination	15 Marks
Quiz (At the end of each module)	10 Marks
Assignments (Minimum 2 Per course) (Class Assignment / Home Assignment / Seminar / Presentation / Poster presentation)/ or any other component designed by the instructor	10 Marks
Practical Assignment (One per course) Case Study / Role Play/ Statistical Report Analysis/ Portfolio Building / Field Assignment	05 Marks
Attendance	10 Marks
Total Continuous Assessment Theory	**50 Marks**

Name of College: B.R.C.M. College of Business Administration			
Faculty	Management	**Program**	BBA (Hons.)
Year	Third	**Version**	2.0
Semester	5	**Effective From**	June 2025
Course Code	BMBA22509	**Course Name**	Banking System and Services in India
Course Type	Minor		

Teaching Scheme				**Examination Scheme**		
Credits	**Lecture (L)**	**Tutorial (T)**	**Practical (P)**	**Continuous and Comprehensive Evaluation (CCE)**	**Semester End Examination (SEE)**	**Total**
4	4	0	0	50	50	100

Course Objectives:

- The course aims to introduce the fundamental aspects of banking system including structure, functions and services offered by banks.
- To make students understand about the role of technology in the operations and delivery of banking service.
- To sensitize students about regulations and financial performance evaluation of banks.

Course Learning Outcomes:

This course will enable students to:

CLO 1	Understand the structure and significance of the banking system.
CLO 2	Use functions and services offered by banks.
CLO 3	Comprehend and apply digital banking.
CLO 4	Evaluate the performance mechanism of banks.

Teaching Pedagogy: Teachers are expected to impart knowledge along-with traditional teaching through new and innovative pedagogical approaches like Reading, Group Discussions, Lectures, Assignments, Quizzes, Tests, Case Studies, Presentations, Participation in academic and extra – curricular activities.

Sr. No	Module	Description	Hours (Weight)
1	**The Indian Banking System-An Overview**	● The financial institutional structure in India. ● Structure of Commercial Banking System. ● Ownership of commercial banks in India. ● Meaning and functions of: o Public and private sector banks. o small finance banks. o payment banks, foreign banks. o Indian banks operating overseas. o regional rural banks. o NBFI, NBFC and HFC o Co-operative credit institutions. ● Banking models in India. ● Bank's Role as financial intermediaries. ● Types of Lending. ● Features of bank credit and Credit Process.	15 (25%)
2	**Banking Functions, Retail Banking and Credit Delivery**	● Negotiable Instruments. ● Types of Deposits. ● NRI accounts. ● Mandates and Power of Attorney. ● Retail Banking: o Nature and Scope. o Emerging issues in Handling Retail Banking. o SWOT Analysis of Retail Banking. o Strategies for success in Retail Banking. ● Modes of Credit Delivery: o Cash credit. o Loan system for delivery of Bank Credit-The Working Capital Demand Loan. o Overdrafts. o Bills Finance. o Loans- Secured and Unsecured.	15 (25%)
3	**High Tech Banking: E-Payment Systems and Electronic Banking**	● Need of technology in Banking, ● benefits of E- Banking, E-Payment: ● The Importance of Payments and Settlement Systems, Payment and Settlement Systems in India, ● Retail Payment System: ● Paper based instruments in retail payment system Electronic Retail Payment Systems	15 (25%)

		● Security Issues in E-banking. ● New Domestic Payment Vehicles and Platforms: ○ RuPay and RuPay Secure ○ RuPaye PaySecure ○ National Automated Clearing House (NACH) ○ Aadhaar Payment Bridge System (APBS) ○ Aadhaar enabled Payment System ○ Unified Payments Interface (UPI)based Payments ○ Bhart Interface for Money (BHIM) ○ Cheque Truncation System (CTS) ○ National Financial Switch (NFS) ○ Real-Time Gross Settlement (RTGS) System ○ National Electronic Funds Transfer (NEFT) ○ National Electronic Toll Collection (NETC)	
4	**Regulation And Financial Performance Analysis of Banks**	● Central Banks- Definition, ● Functions, RBI as the Central Bank, ● BASEL Norms- ○ BASEL I, ○ BASEL II ○ BASEL III ● The banking regulation Act 1949 and The Banking Laws (Amendment) Bill, 2024., ● Prudential Norms for Asset Classification, ● Income Recognition and provisioning ● Application of Capital Adequacy to banks in India.	15 (25%)

<u>**References**</u>:

Sr. No.	Title of the Book (Edition)	Author(s)	Publisher
1.	Management of Banking and Financial Services	Padmalatha Suresh and Justin Paul	Pearson, 4e
2.	Digital Banking		Taxmann

Assessment Pattern:

Continuous and Comprehensive Evaluation (CCE)	Semester End Examination (SEE)
50 Marks	50 Marks

Continuous Assessment:

Mid Semester Examination	15 Marks
Quiz (At the end of each module)	10 Marks
Assignments (Minimum 2 Per course) (Class Assignment / Home Assignment / Seminar / Presentation / Poster presentation)/ or any other component designed by the instructor	10 Marks
Practical Assignment (One per course) Case Study / Role Play/ Statistical Report Analysis/ Portfolio Building / Field Assignment	05 Marks
Attendance	10 Marks
Total Continuous Assessment Theory	**50 Marks**

Name of College: B.R.C.M. College of Business Administration			
Faculty	Management	**Program**	BBA (Hons.)
Year	Third	**Version**	2.0
Semester	5	**Effective From**	June 2025
Course Code	BMBA22510	**Course Name**	Sales and Distribution Management
Course Type	Minor		

Teaching Scheme				**Examination Scheme**		
Credits	**Lecture (L)**	**Tutorial (T)**	**Practical (P)**	**Continuous and Comprehensive Evaluation (CCE)**	**Semester End Examination (SEE)**	**Total**
4	4	0	0	50	50	100

Course Objectives:

- To develop orientation amongst students towards Sales Management discipline.
- To make students understand the concept of Sales force recruitment, Sales force selection, Sales force training and Sales force motivation.
- To make students understand the concept of Sales force control, Sales quota and Sales territory, Sales contest.
- To make students understand the concept of Distribution channel, logistics and international sales and distribution system.

Course Learning Outcomes:

This course will enable students to:

CLO 1	demonstrate strong conceptual knowledge in the area of Sales Management
CLO 2	design Recruitment, Selection, Training, Motivation and Compensation strategies for the Sales force.
CLO 3	design controlling strategies, sales target (quotas), sales territory and sales contest for the sales force
CLO 4	design distribution and Logistics strategies for the Sales Organization.

Teaching Pedagogy: Traditional teaching is enhanced with innovative pedagogical approaches such as classroom activities, field assignments, quizzes, case studies, viva, and more.

Sr. No	**Module**	**Description**	**Hours (Weight)**
1	Introduction to Sales Management	• Evolution of Sales Department, Sales Management, Objectives of Sales Management. • Meaning of Personal Selling, Personal Selling Objectives, Diversity of Personal Selling situations, Personal Selling Process – (Prospecting, Pre-Approach, Approach, Sales Presentation and Demonstration, Objection Handling, Closing Sales. • Theories of Selling, Relationship selling.	15 (25%)

		• Meaning of Sales Potential and Sales Forecasting, Sales forecasting methods. • Case Discussion.	
2	Sales Force Management	• Recruitment: Pre recruiting Reservoir, Sources of Recruitment. • Selection: Meaning and Process of Selection. • Sales Training: Meaning of Sales Training, Building Training Programs (Defining Training Objective, Deciding Training Content, Selecting Training Method, Executing the Training Program, Evaluating the training Program). • Motivating Sales force: Meaning, Motivational help from Management, Need Gratification and Motivation. • Compensation: Meaning, Requirement of a good Sales Compensation Plan, Devising Sales Compensation Plan, Types of Compensation Plan, Use of Bonuses and Fringe Benefits as a part of Compensation Plan. • Case Discussion	15 (25%)
3	Controlling Sales Efforts	• Controlling Sales Personnel: Standards for Performance, Recording Actual performance, Comparing Actual Performance with Standard, Taking Corrective Action. • Sales Targets: Meaning, Objectives, Types, Administering the Target System, Reasons for not using Targets. • Sales Territories: Meaning, Reasons for establishing or revising Territories, Process for Setting up or Revising Territories. • Sales Contests: Specific objectives of Sales Contests, Contest Formats, Contest Prizes, How many prizes and how they be awarded? Contest Duration, Contest Promotion, Managerial Evaluations of Contests, Objections to Sales Contest. • Case Discussion	15 (25%)
4	Distribution Management	• Marketing Channels: The Consumer oriented Marketing Channel, Channel Members, Channel Functions, Designing Marketing Channels, Selecting Channel Partners, Channel Intensity, Channel Management for Rural Market. • Channel Information System: Advantages, Stages and Elements of Channel Information System, Evaluation of Channel Performance. • Logistic and Supply Chain Management: Understanding Logistics, Elements of Logistics Management, Supply Chain Management, Marketing and Logistics.	15 (25%)

		• International Sales and Channel Management: International Marketing, Selecting an International Market, The Mode of Entry, Selection of International Partners, Profile of International Sales person. • Case Discussion	

References:

Sr. No.	Title of the Book (Edition)	Author(s)	Publisher
1.	Sales and Distribution Management: Decisions, Strategies and Cases:	Still, Cundiff, Govoni, Puri,	Pearson
2.	Sales Force Management	Johnston Marshal	Tata McGrow Hill

Assessment Pattern:

Continuous and Comprehensive Evaluation (CCE)	Semester End Examination (SEE)
50 Marks	50 Marks

Continuous Assessment:

Mid Semester Examination	15 Marks
Quiz (At the end of each module)	10 Marks
Assignments (Minimum 2 Per course) (Class Assignment / Home Assignment / Seminar / Presentation / Poster presentation)/ or any other component designed by the instructor	10 Marks
Practical Assignment (One per course) Case Study / Role Play/ Statistical Report Analysis/ Portfolio Building / Field Assignment	05 Marks
Attendance	10 Marks
Total Continuous Assessment Theory	**50 Marks**

Name of College: B.R.C.M. College of Business Administration			
Faculty	Management	**Program**	BBA (Hons.)
Year	Third	**Version**	2.0
Semester	5	**Effective From**	June 2025
Course Code	BMBA22511	**Course Name**	Effective Leadership
Course Type	Minor		

Teaching Scheme				**Examination Scheme**		
Credits	**Lecture (L)**	**Tutorial (T)**	**Practical (P)**	**Continuous and Comprehensive Evaluation (CCE)**	**Semester End Examination (SEE)**	**Total**
4	4	0	0	50	50	100

Course Objectives:

- To provide a framework of effective Leadership in organizations.
- To deliver a theoretical understanding of leadership practices in organizations.
- To impart basic leadership behaviours, attitude and styles for developing effective leadership
- To inculcate the importance of ethical, International and culturally diverse leadership in the organisation.

Course Learning Outcomes:

This course will enable students to:

CLO 1	Understand fundamentals of effective leadership in the organisation
CLO 2	Determine essential traits, motives and characteristics of effective leadership
CLO 3	Acquire understanding of charismatic and Transformational Leadership
CLO 4	Examine importance of situational and contingency leadership
CLO 5	Analyse the proper behaviors, attitudes, and styles of effective leadership
CLO 6	Apply ethical and inclusive leadership practices to foster a positive organizational culture

Teaching Pedagogy: Traditional teaching augmented with new and innovative pedagogical approaches like Reading, Lectures, Class room activities, Assignments, Quizzes, Tests, Case Studies, Presentations, etc.

Sr. No	**Module**	**Description**	**Hours (Weight)**
1	**Nature and Importance of Leadership**	• The Meaning of Leadership • The Impact of Leadership on Organizational Performance • Leadership Roles • The Satisfactions and Frustrations of Being a Leader • A Framework for Understanding Leadership • Followership: Being an Effective Group Member	15 (25%)

<table>
<tr><td></td><td>Traits, Motives, and Characteristics of Leaders</td><td>● Personality Traits of Effective Leaders
● Leadership Motives
● Cognitive Factors and Leadership
● The Influence of Heredity and Environment on Leadership
● The Strengths and Limitations of the Trait Approach</td><td></td></tr>
<tr><td>2</td><td>Charismatic and Transformational Leadership

Contingency and Situational Leadership</td><td>● The Meanings of Charisma
● Three Types of Charismatic Leaders
● Characteristics of Charismatic Leaders
● The Communication Style of Charismatic Leaders
● The Development of Charisma
● Transformational Leadership
● Concerns About Charismatic and Transformational Leadership

● Situational Influences on Effective Leadership Behaviour
● Leadership During a Crisis
● Evidence-Based Leadership for the Contingency and Situational Approach</td><td>15
(25%)</td></tr>
<tr><td>3</td><td>Leadership Behaviours, Attitudes, and Styles

Ethical Leadership</td><td>● The Classic Dimensions of Consideration and Initiating Structure
● Task-Related Attitudes and Behaviours
● Relationship-Oriented Attitudes and Behaviours
● Leadership Styles
● 360-Degree Feedback for Fine-Tuning a Leadership Approach

● Principles and Practices of Ethical and Moral
● Leadership: A Sampling of Unethical Leadership Behaviours
● Guidelines for Evaluating the Ethics of a Decision</td><td>15
(25%)</td></tr>
<tr><td>4</td><td>International and culturally diverse aspects of leadership</td><td>● The Advantages of Managing for Diversity
● Cultural Factors Influencing Leadership Practice
● Cultural Sensitivity and Cultural Intelligence
● Global Leadership Skills
● Leadership Initiatives for Achieving Cultural Diversity</td><td>15
(25%)</td></tr>
</table>

References:

Sr. No.	Title of the Book (Edition)	Author(s)	Publisher
1.	Leadership: Research Findings, Practice, and Skills	Andrew J. Dubrin	Cengage Learning
2.	The Leadership Experience	Richard L. Daft	Cengage Learning
3.	Leadership in Organizations	Gary Yukl	Pearson

Assessment Pattern:

Continuous and Comprehensive Evaluation (CCE)	Semester End Examination (SEE)
50 Marks	50 Marks

Continuous and Comprehensive Evaluation:

Mid Semester Examination	15 Marks
Quiz (At the end of each module)	10 Marks
Assignments (Minimum 2 Per course) (Class Assignment / Home Assignment / Seminar / Presentation / Poster presentation)/ or any other component designed by the instructor	10 Marks
Practical Assignment (One per course) Case Study / Role Play/ Statistical Report Analysis/ Portfolio Building / Field Assignment	05 Marks
Attendance	10 Marks
Total Continuous Assessment Theory	**50 Marks**

Name of College: B.R.C.M. College of Business Administration			
Faculty	Management	**Program**	BBA (Hons.)
Year	Third	**Version**	2.0
Semester	5	**Effective From**	June 2025
Course Code	BMBA25512	**Course Name**	Career Management
Course Type	Skill Enhancement Course		

Teaching Scheme				Examination Scheme		
Credits	Lecture (L)	Tutorial (T)	Practical (P)	Continuous and Comprehensive Evaluation (CCE)	Semester End Examination (SEE)	Total
2	2	0	0	25	25	50

Course Objectives:

- To equip students with the strategies and techniques of career management across various career stages
- To harness the networking and negotiating skills among young management professionals
- To enhance the ability to manage their career effectively and meaningfully

Course Learning Outcomes:

This course will enable students to:

CLO 1	Comprehend nature and challenges of various career stages
CLO 2	Conduct job search and appear interviews
CLO 3	Develop effective professional resumes and profiles for professional networking
CLO 4	Network and negotiating effectively for successful career

Teaching Pedagogy: Teachers are expected to impart knowledge along-with traditional teaching through new and innovative pedagogical approaches like Reading, Lectures, Role plays, Assignments, Quizzes, Tests, Case Studies, Games, Exercises, Participation in academic and extra – curricular activities

Sr. No	Module	Description	Hours
1	**Concepts related to Career**	• Career, Career Planning and Career Management • Four Stages of Career • Strategies of career management in different career stages • Career Exploration • Environmental Exploration • Defining career success	10

		● Career and Life Goals ● Career Paths	
2	**Building Career Toolkit**	● Career Anchors ● The job search cycle ● Creating powerful career portfolio ● Writing Job applications and covering letters ● Building and customizing resumes and profiles ● Acing the Interview ● Formal Dressing etiquette	10
3	**Career Skills**	● Negotiating and evaluating job offers ● Dealing with disappointment ● Job change ● Networking skills ● Avoid career in-decision and hypervigilance ● Handling Career in-decision ● Taking charge of your career	10

References:

Sr. No.	Title of the Book (Edition)	Author(s)	Publisher
1.	Career Management for Life	Greenhaus, Jeffrey H.; Callanan, Gerard A. and Godshalk, Veronica M.	Routledge
2.	Your Career: How to Make It Happen	Harwood, Lauri	South Western Cengage learning
3.	Professionalism: Skills for Workplace Success	Anderson, Lydia E.; Bolt, Sandra B.	Pearson Education
4.	UGC's handbook for life skill (Jeevan Kaushal) 2.0		UGC

Assessment Pattern:

Continuous and Comprehensive Evaluation (CCE)	Semester End Examination (SEE)
25 Marks	25 Marks

Continuous and Comprehensive Evaluation:

Mid Semester Examination	8 Marks
Quiz (At the end of each module)	5 Marks
Assignments (Minimum 2 Per course) (Class Assignment / Home Assignment / Seminar / Presentation / Poster presentation)/ or any other component designed by the instructor	4 Marks
Live/ Practical Assignment /Case Study / Role Play/ Statistical Report Analysis/ Portfolio Building / Field Assignment	3 Marks
Attendance	5 Marks
Total Continuous Evaluation	**25 Marks**