Gyanmanjari Innovative University

Syllabus
Gyanmanjari Institute of Commerce
Semester-1 (B. Com)

Subject: Business Management and Startup – BCO2XX11303

Type of Course: Minor

Prerequisite: Basic understanding of business concepts and organizational functioning, along with foundational communication and problem-solving skills. Prior exposure to entrepreneurship or startup culture is beneficial but not mandatory.

Rationale: This course provides students with a strong foundation in the principles of business management and entrepreneurship. It develops managerial, leadership, and decision-making skills while introducing students to the startup ecosystem, business planning, fundraising, and organizational structures. Through practical learning activities and real-world applications, the course encourages innovation, entrepreneurial thinking, and problem-solving abilities. It prepares students to effectively manage business operations and pursue entrepreneurial opportunities in a dynamic business environment.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks		Total Marks
CI	T	P	C	SEE	CCE	
4	0	0	4	100	100	200

Legends: CI-Class Room Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; LWA - Lab Work Assessment; V – Viva voce; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.

Course Content:

Sr. No	Course Content	Hrs.	% Weightage
1	**Theory Topics** • Introduction to Business Management: Meaning, Definition, Nature & Scope • Management vs. Administration, Importance of Management • Managerial Roles and Functions of Management • Levels of Management **Practical 1: Identifying Managerial Roles**	06 T 06 P	20

Explanation: Students will select a real or known business, identify managers at different levels (top, middle, supervisory), and list the specific managerial roles (interpersonal, informational, decisional) each one performs, relating it to the functions of management.

Practical 2: Management vs. Administration Case Mapping

Explanation: Students will be given a mixed list of organisational decisions and activities, and must classify each correctly as management or administration, justifying their classification with reference to scope and level of authority.

Practical 3: Levels of Management Interview Snapshot

Explanation: Students will identify one person at each of the three levels of management in a chosen organisation (through a short interview, video research, or published interviews), and prepare a comparison chart of their typical responsibilities, decision-making scope, and time horizon.

Practical 4: Scope of Management Mind Map

Explanation: Students will design a visual mind map connecting the meaning and nature of management to its scope across key business functions (production, finance, marketing, HR), demonstrating how management principles apply uniformly across departments.

Examination Style:

Sr. No	Evaluation Methods	SEE	CCE
1	**ALA 1: Group Role-Play** Break into groups of 3–4. Each group receives one of the mini-case prompts, discuss for 10 minutes, then present a 2-minute summary to the room covering: (a) what function(s) the manager needs to apply, (b) what role(s) the manager must take on, and (c) what the manager's first concrete action should be, uploading the document on Moodle/GMIU Web Portal.		10
2	**ALA 2: Best Managers List**		10

		Students will draft a soft copy profile of Best Managers in several fields with appropriate pictures and information, uploaded on Moodle/GMIU Web Portal.				
	3	**The Org Chart** Students will correctly identify managerial roles at each level of their chosen company and clearly explain how each role connects to the functions of management with the help of Canva. uploaded on Moodle/GMIU Web Portal.	10			
	4	**Management vs. Administration Sorting Sprint** Students must correctly sort a set of workplace decisions into management or administration categories, providing logical, well-supported justification for each classification.	10			
		Total	**20**	**20**		
2	**Theory Topics** • Managers: Who are Managers? Skills of an Effective Manager, How to Become a Successful Manager • Motivating and Leading People at Work: Introduction, Features, Importance • Theories of Motivation: Maslow's Hierarchy of Needs • Theories of Motivation: Achievement Motivation Theory and Herzberg's Two-Factor Theory **Practical 1: Self-Assessment of Managerial Skills** **Explanation:** Students will list the core skills of an effective manager of their role model manager, rate themselves honestly against each, and prepare an improvement plan describing how they would develop the skills they currently lack. **Practical 2: Applying Motivation Theories to a Workplace Scenario** **Explanation:** Students will be given a short workplace scenario describing a demotivated employee, identify the most relevant motivation theory, and propose a practical management intervention based on that theory.					06 T 06 P	20

Practical 3: Comparing Motivation Theories Across Jobs

Explanation: Students will select two contrasting jobs (e.g., a factory worker and a sales executive), and analyses what motivates each role-holder using all three motivation theories, identifying which theory best explains each case and why.

Practical 4: Personal Leadership Style Reflection

Explanation: Students will complete a short self-survey on leadership tendencies (task-oriented vs. people-oriented), reflect on past group situations where they led others, and write a short note on how they would adapt their style when motivating different types of team members.

Examination Style:

Sr. No	Evaluation Methods	SEE	CCE
1	**ALA 3: Entrepreneurial Documentaries** Faculty will assign students to listen to podcasts or watch documentaries related to ventures and startups, and submit a brief report. Upload the PDF on the GMIU Web Portal.		10
2	**ALA 4: Managers daily action plan** Students have to analyze and research about the daily schedule of the manager of large companies as per their choice, and make a report on it, then upload the PDF on the GMIU Web Portal.		10
3	**The Motivation Diagnosis Game** Students must correctly apply the most relevant motivation theory to a given workplace scenario and propose a feasible, theory-backed management intervention.	10	
4	**Leadership Pitch: Why I'd Follow This Manager** Students will deliver a confident, structured pitch linking a chosen manager's style clearly to the motivation and leadership concepts taught, within the given time.	10	
	Total	**20**	**20**

3	**Theory Topics** • Meaning, characteristics, and types of Startups • Idea generation and opportunity identification/screening • Sources of funding for startups (bootstrapping, angel investment, venture capital, government schemes) • Legal formalities, licenses, and taxation for a new venture	06 T 06 P	20

- Government of India startup initiatives (Startup India, MUDRA, Stand-Up India)

Practical 1: Startup Idea Generation and Opportunity Screening

Activity: Generate and screen startup ideas using an idea-generation technique of your choice.

Explanation: Students will apply a structured idea-generation technique (e.g., brainstorming, problem-solution fit, SCAMPER) to generate three startup ideas, then screen them against opportunity-identification criteria to select the strongest one.

Practical 2: Fundraising and Legal Requirement Mapping

Activity: Prepare a fundraising and compliance checklist for your shortlisted startup idea.

Explanation: Students will identify suitable fundraising sources (bootstrapping, angel investment, government schemes, etc.) for their chosen idea, draft basic financial assumptions and resource requirements, and list the legal approvals and taxes/duties applicable to the new venture.

Practical 3: Myth-Busting Entrepreneur Interview

Activity: Interview a real or known entrepreneur to identify which common startup myths their experience disproves.

Explanation: Students will conduct a short interview (in person, by call, or via published interviews/articles) with an entrepreneur, list common myths about entrepreneurs discussed in class, and document which of those myths the entrepreneur's real experience confirms or disproves.

Practical 4: Government Scheme Matching Exercise

Activity: Match different types of startups to the most relevant Indian government initiative or scheme.

Explanation: Students will research at least three Government of India entrepreneurship initiatives (e.g., Startup India, MUDRA, Stand-Up India), and prepare a matching chart showing which scheme is most suitable for different types of startups (manufacturing, women-led, technology, rural) with reasons.

Examination Style:

Sr. No	Evaluation Methods	SEE	CCE
1	**ALA 5: Business Plan Competition (Poster Making)** Faculty will organize a business plan competition where students develop a comprehensive business plan poster for a startup idea. Upload the PDF on the GMIU Web Portal.		10
2	**ALA 6: Group Problem-Solving Circle** small groups take turns sharing a real (anonymized) employee challenge; the group asks clarifying questions first, then offers suggestions — a structured peer-coaching format.		10
3	**New Venture Feasibility Check** Students must identify realistic fundraising sources and reasonable financial assumptions for their idea, and correctly list applicable approvals, taxes, and duties for the new venture.	10	
4	**Startup India Quiz Challenge** Students must correctly identify key Indian government startup initiatives and explain which scheme(s) would be most relevant to their own startup idea and why.	10	
	Total	**20**	**20**

4	**Theory Topics** • Startup Survival and Growth: Challenges in Initial Stages, Stages of Growth, Reasons for New Venture Failure • E-Cell: Meaning, Concept, Advantages of Joining, Significance and Activities • Planning for Harvest and Exit: Definition, Significance, Common Reasons • Business Harvesting Strategies and Exit Strategies **Practical 1: Startup Failure Post-Mortem Analysis**	06 T 06 P	20

Explanation: Students will research a startup that failed, identify which growth stage it failed at, and list the specific reasons for failure, comparing these against common new-venture survival challenges discussed in class.

Practical 2: Exit Strategy Design for a Startup

Explanation: Students will select a startup (their own idea or a real company), evaluate its current stage of growth, and recommend the most appropriate exit or harvesting strategy (IPO, acquisition, management buyout, etc.) with justification.

Practical 3: E-Cell Visit or Virtual Exploration Report

Explanation: Students will explore the E-Cell of their own or another institution (through a visit, website, or social media presence), document the activities it conducts, and explain how joining an E-Cell could benefit a student interested in entrepreneurship.

Practical 4: Survival Toolkit for a New Venture

Explanation: Students will choose a startup idea (their own or a classmate's), identify the top survival challenges it is likely to face in its first two years, and prepare a one-page toolkit listing each risk alongside a specific mitigation action or early warning sign to monitor.

Examination Style:

Sr. No	Evaluation Methods	SEE	CCE
1	**ALA 7: The Startup Lifeline** groups pick a real startup and plot it across the classic growth stages (Existence → Survival → Success → Take-off → Resource Maturity), naming a real challenge at each stage, then discuss which failure reason or turning point applied.		10
2	**Assignment 1: E-Cell Proposal Report** A proposal pitching a new/improved E-Cell to the institution definition, significance, student advantages, a		10

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<tr><td></td><td>year's activity calendar, and a success metric. Includes an optional bonus extension if their institution already has an E-Cell.</td><td></td><td></td></tr>
<tr><td>3</td><td>Startup Failure Case Analysis
(Startup Survival & Growth): Students research a real failed startup, identify which growth stage it reached, its key challenges, the primary failure reason(s), and one takeaway lesson.</td><td>10</td><td></td></tr>
<tr><td>4</td><td>The Exit Boardroom Simulation
Students must select an appropriate exit/harvesting strategy with sound business justification and present and defend the chosen strategy confidently against questions.</td><td>10</td><td></td></tr>
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Theory Topics

Organization: Meaning, Definition and Process of Organizing
Principles of Organization
Formal and Informal Organization, Span of Control
Types of Organization: Line Organization, Line and Staff Organization, Divisional Organization, Matrix Organization

Practical 1: Organizational Structure Mapping Exercise
Explanation: Students will select a real or known organization, draw its organizational chart, and identify whether it follows a line, line and staff, divisional, or matrix structure, justifying their classification with reference to the principles of organization discussed in class.
Practical 2: Formal vs. Informal Organization Case Study
Explanation: Students will observe or research a chosen workplace, identify examples of formal reporting relationships as well as informal groups or networks operating within it, and explain how each influences communication, coordination, and decision-making.
Practical 3: Span of Control Analysis
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Explanation: Students will study the reporting structure of a chosen organization or department, calculate the span of control at different levels of management, and evaluate whether it is narrow or wide, giving reasons based on the nature of work and level of supervision required.

Practical 4: Designing an Organization Structure for a New Venture

Explanation: Students will design an appropriate organizational structure (line, line and staff, divisional, or matrix) for a hypothetical or real startup, applying the principles of organization discussed in class, and justify why the chosen structure best suits the venture's size and operations.

Examination Style:

Sr. No	Evaluation Methods	SEE	CCE
1	**Assignment 2: Define organization and Process of Organizing** Define "Organization" as a concept in management. Discuss how it differs from "Organizing" as a process. Support your answer with definitions given by at least two management thinkers (e.g., Chester Barnard, Louis Allen), uploading the document on Moodle/GMIU Web Portal.		10
2	**Assignment 3: Controlling Technique Case Analysis** Students will participate in PAHEL 2.0, Tech Manjari, or any approved university event and prepare a 2–3-page analytical report evaluating the controlling process applied during the event, including event objectives, monitoring mechanisms, comparison of planned versus actual performance, corrective actions taken, and the controlling techniques used. Students must submit the report along with the event participation certificate on the GMIU Web Portal.		10
3	**The Structure Design Challenge**	10	

		Students must correctly design and justify an appropriate organizational structure for a given business scenario, applying the relevant principles of organization.				
	4	**Types of Organization** Prepare a comparative study of Line, Line and Staff, Divisional, and Matrix organizations on the basis of authority flow, communication, flexibility, and suitability. Recommend which structure would best suit: (a) A small manufacturing unit (b) A multinational company with diverse product lines (c) A software/IT project-based company	10			
		Total	**20**	**20**		

Suggested Specification Table:

(Revised Bloom's Taxonomy – Distribution of Marks)

Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage %	10%	20%	20%	30%	20%	-

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcome:

After learning the course, the students should be able to:

CO1	Understand the fundamentals of business management, including managerial roles, functions, and levels of management.
CO2	Realize the vital role of motivational and leadership theories in business management.
CO3	Recognize the framework of entrepreneurship and startups, and develop skills in its practical application, including idea generation and fundraising.
CO4	Identify the role of E-Cell in business growth, and evaluate startup survival, growth, and exit strategies.

CO5	Understand the meaning, process, and principles of organizing, and analyze formal and informal organizational structures, including line, line and staff, divisional, and matrix organizations.

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students.

A minimum of 20–30% of the course content shall be suggested to deliver through Flipped Learning, where students study digital learning resources before the classroom session. Classroom time shall be utilized for discussion, problem-solving, practical applications, and higher-order learning activities.

Students shall be encouraged to use AI-powered learning platforms, simulation software, virtual laboratories, digital libraries, research databases, online certification courses, NPTEL, SWAYAM, MOOCs, and other technology-enabled learning resources to strengthen conceptual understanding and practical competence.

Continuous assessment shall be conducted through Active Learning Assignments (ALAs), quizzes, skill demonstrations, presentations, practical exercises, projects, case studies, innovation activities, peer assessment, reflective learning, and industry-oriented tasks instead of relying primarily on conventional written assignments.

Reference Books:

[1] Kotler, P., & Keller, K. L. Marketing Management (15th ed.). Pearson Education India.

[2] Pillai, R. S. N. Marketing Management. S. Chand & Company Private Ltd.

Suggested Guidelines:

SEE	Part	Criteria	Marks	Description
1	A	**The Org Chart**	10	Examine and presents a clear, well-structured chart that effectively communicates key data insights, demonstrating accuracy, visual clarity, and logical interpretation..
	B	**Management vs. Administration Sorting Sprint**	10	Correctly differentiates management and administration concepts by accurately classifying roles, functions, and responsibilities with appropriate justification.

2	A	**The Motivation Diagnosis Game**	10	Analyzes workplace scenarios to identify motivational issues and applies appropriate motivation theories and strategies to improve employee performance.
	B	**Leadership Pitch: Why I'd Follow This Manager**	10	Evaluates leadership qualities and justifies why a selected manager demonstrates effective leadership through clear reasoning and relevant examples.
3	A	**New Venture Feasibility Check**	10	Correctly identifies target market, assesses demand potential, and evaluates competition using appropriate market research tools and data.
	B	**Startup India Quiz Challenge**	10	Demonstrates knowledge of the Startup India initiative by correctly answering questions related to its objectives, benefits, policies, and entrepreneurial support programs.
4	A	**Startup Failure Case Analysis**	10	Accurately identifies the key internal and external factors (e.g., poor planning, cash flow issues, lack of product-market fit) that led to the startup's failure, supported with evidence from the case.
	B	**The Exit Boardroom Simulation**	10	Selects and justifies an appropriate startup exit strategy through a boardroom-style simulation, demonstrating decision-making skills, strategic thinking, and consideration of business risks and stakeholder interests.
5	A	**The Structure Design Challenge**	10	Designs and justifies an appropriate organizational structure for a given business scenario, correctly applying relevant principles of organization and demonstrating clear reasoning.
	B	**Types of Organization**	10	Correctly identifies and classifies organizational structures (Line, Line and Staff, Divisional, Matrix) based on authority flow, departmentation, and reporting relationships.

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