CENTRE FOR DISTANCE AND ONLINE EDUCATION

BACHELOR OF BUSINESS ADMINISTRATION (BBA)

ONLINE LEARNING MODE

PROGRAMME PROJECT REPORT (PPR)

2026-2027

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1. PREFACE

The Bachelor of Business Administration (BBA) Online Programme of **REVA University** is designed to provide learners with a strong foundation in business and management principles while offering the flexibility of digital learning. The course integrates contemporary business practices with theoretical concepts across key functional areas, including marketing, finance, human resources, and Business Analytics. Through a learner-centric and industry-oriented curriculum, the Programme aims to develop managerial competence, analytical thinking, ethical awareness, and effective communication skills. The BBA Online course prepares students to meet the evolving demands of the global business environment and pursue diverse career pathways or higher education opportunities with confidence.

Programme Overview

The BBA Online Programme provides a comprehensive understanding of core business and management concepts through a flexible online learning mode, equipping learners with practical skills and industry-oriented knowledge for diverse career opportunities.

The Programme is designed to:

- Provide flexible, high-quality management education.
- Integrate digital learning, analytics, sustainability, and governance.
- Enable career acceleration without disrupting employment.

Particulars	**Description**	
Programme Name	Bachelor of Business Administration	
Duration	3 years (6 semesters)	
Total Credits	120	
Mode of Delivery	Online and Digital learning	
Evaluation Scheme	**Component**	**Weightage**
	Internal Assessment (Objective)	30%
	External End Semester Proctored Exam (Objective & Subjective)	70%
	Total	100

Target Learners	• Students who have completed 10+2 (PUC/Equivalent) and wish to pursue a career in IT • Working Professionals seeking a foundational degree in Business Administration • Entrepreneurs and start-up aspirants in the digital domain.
Award	• Degree Awarded: Bachelor of Business Administration • Mode mentioned on the certificate: Online Mode

2. RUKMINI EDUCATIONAL CHARITABLE TRUST

It was the dream of late Smt. Rukmini Shyama Raju to impart education to millions of underprivileged children, as she knew the importance of education in contemporary society. The dream of Smt. Rukmini Shyama Raju came true with the establishment of the Rukmini Educational Charitable Trust (RECT) in 2002. Rukmini Educational Charitable Trust (RECT) is a Public Charitable Trust established in 2002 to promote, establish, and conduct academic activities in the fields of Arts, Architecture, Commerce, Education, Engineering, Environmental Science, Legal Studies, Management, and Science & Technology, among others. In furtherance of these objectives, the Trust has set up the REVA Group of Educational Institutions comprising REVA Institute of Technology & Management (RITM), REVA Institute of Science and Management (RISM), REVA Institute of Management Studies (RIMS), REVA Institute of Education (RIE), REVA First Grade College (RFGC), REVA Independent PU College at Kattigenahalli, Ganganagar, and Sanjaynagar, and now REVA University. Through these institutions, the Trust seeks to fulfill its vision of providing world-class education and create abundant opportunities for the youth of this nation to excel in the areas of Arts, Architecture, Commerce, Education, Engineering, Environmental Science, Legal Studies, Management, and Science & Technology.

Every great human enterprise is powered by the vision of one or more extraordinary individuals and sustained by the people who are motivated by the founders. The Chairman of the Trust is Dr. P. Shyama Raju, a developer and builder of repute, a captain of the industry in his own right, and the Chairman and Managing Director of the DivyaSree Group of companies. The idea of creating these top-notch educational institutions was born of the philanthropic instincts of Dr. P. Shyama Raju to do public good, quite in keeping with his support for other socially relevant charities, such as maintaining the Richmond Road park, building and donating a police station, gifting assets to organizations providing accident and trauma care, to name a few.

The Rukmini Educational Charitable Trust operates with the primary aim of helping students pursue quality education for life. REVA is today a family of 10 institutions providing education from PU to Postgraduate and Research Programmes leading to PhD degrees. REVA has well-qualified, experienced teaching faculty, the majority of whom hold doctorates. The faculty is supported by committed administrative and technical staff. Over 13,000 students study various courses across REVA's three campuses, which are equipped with exemplary state-of-the-art infrastructure and a conducive environment for the knowledge-driven community.

3. REVA UNIVERSITY OVERVIEW AND ACADEMIC LANDSCAPE

REVA University has been established under the REVA University Act, 2012, of the Government of Karnataka, and notified in the Karnataka State Gazette, No. 80, dated 27th February 2013. UGC empowers the University to award degrees in any branch of knowledge under Sec.22 of the UGC Act. The University is a Member of the Association of Indian Universities, New Delhi. The main objective of the University is to equip students with knowledge, wisdom, and patriotism to face global challenges and become top leaders in the country and around the world across various fields.

REVA University, located between Kempe Gowda International Airport and Bangalore city, has a sprawling 45-acre green campus and is equipped with state-of-the-art infrastructure, providing a conducive environment for higher learning and research. The REVA campus has well-equipped laboratories, custom-built teaching facilities, a fully air-conditioned library and a central computer centre, a well-planned sports facility with a cricket ground, a running track & variety of indoor and outdoor sports activities, and facilities for cultural programmes. The unique feature of the REVA campus is its largest residential facility for students, faculty, and support staff.

The University is currently offering 23 Postgraduate Degree programmes and 20 Degree and PG Degree programmes across various branches of study. It has 12,000+ students studying various branches of knowledge at the graduate and postgraduate levels, and 302 Scholars pursuing research leading to a PhD across 18 disciplines. It has 800+ well-qualified, experienced, and committed faculty members, the majority of whom hold doctorates in their respective fields and most of whom guide students pursuing research leading to a PhD.

The programmes offered by REVA University are well-planned and designed after detailed study, with an emphasis on knowledge assimilation, applications, the global job market, and their social relevance. Highly qualified, experienced faculty and scholars from reputable

universities/institutions, as well as experts from industry and business sectors, have contributed to the preparation of the scheme of instruction and detailed curricula for this programme. Greater emphasis on practice in respective areas and on skill development suited to the respective job environments has been given in the design of the curricula. The Choice-Based Credit System and Continuous Assessment Graded Pattern (CBCS – CAGP) in education has been introduced across all programmes to enable students to opt for subjects of their choice, in addition to the core subjects of the study, and to equip them with the necessary skills. The system also allows students to advance under the fast track for those capable of surpassing others. These programmes are taught by well-experienced, qualified faculty, supported by experts from industry, business sectors, and other organizations. REVA University has also initiated several supportive measures, such as bridge courses, special coaching, and remedial classes, for slow learners to provide them with the necessary input and instill confidence and courage to move forward and succeed in their careers. The University has also entered MOUs with many industries, business firms, and other institutions to seek their help in imparting quality education through practice and internships, and to assist with students' placements.

REVA University, recognizing that research, development, and innovation are important functions of any university, has established an independent Research and Innovation division headed by a senior professor as Dean of Research and Innovation. This division facilitates all faculty members and research scholars in undertaking innovative research projects in engineering, science & technology, and other areas of study. Interdisciplinary and multidisciplinary research is given the highest priority. The division continuously liaises with various funding agencies, R&D Institutions, Industries, and faculty members of REVA University to facilitate the undertaking of innovative projects. It encourages student research projects by forming different research groups under the guidance of senior faculty members. Some of the core areas of research wherein our young faculty members are working include Data Mining, Cloud Computing, Image Processing, Network Security, VLSI and Embedded Systems, Wireless Censor Networks, Computer Networks, IOT, MEMS, Nano- Electronics, Wireless Communications, Bio-fuels, Nano-technology for coatings, Composites, Vibration Energies, Electric Vehicles, Multilevel Inverter Application, Battery Management System, LED Lightings, Renewable Energy Sources and Active Filter, Innovative Concrete Reinforcement, Electro Chemical Synthesis, Energy Conversion Devices, Nano-structural Materials, Photo-electrochemical Hydrogen generation, Pesticide Residue Analysis, Nano materials, Photonics, Nana Tribology, Fuel Mechanics, Operation Research, Graph theory, Strategic Leadership and Innovative Entrepreneurship, Functional Development Management,

Resource Management and Sustainable Development, Cyber Security, General Studies, Feminism, Computer Assisted Language Teaching, Culture Studies etc.

The REVA University has also placed utmost importance on developing the much-needed skills through a variety of training programmes, industrial practice, case studies, and other activities that instill these skills in all students. A full-fledged Career Development and Placement (CDC) department with world-class infrastructure, headed by a dynamic, experienced Professor & Dean, and supported by well-experienced Trainers, Counselors, and Placement Officers.

The University also has the University-Industry Interaction and Skill Development Centre, headed by a Senior Professor & Director, which facilitates skill-related training for REVA students and other unemployed students. The University has been recognized as a Centre of Skill Development and Training by the NSDC (National Skill Development Corporation) under the Pradhan Mantri Kaushal Vikas Yojana. The Centre conducts several add-on courses in challenging areas of development. It is always active in facilitating a variety of Skill Development Training programmes for students.

The University has collaborations with Industries, universities abroad, research institutions, corporate training organizations, and Government agencies such as Florida International University, Oklahoma State University, Western Connecticut University, University of Alabama, Huntsville, Oracle India Ltd, Texas Instruments, Nokia University Relations, EMC2, VMware, SAP, Apollo etc, to facilitate student exchange and teacher–scholar exchange programmes and conduct training programmes. These collaborations with foreign universities also enable students to study some programmes partly at REVA University and partly at a foreign university, viz., M.S. in Computer Science: one year at REVA University and the next year at the University of Alabama, Huntsville, USA.

The University has also placed greater importance on quality in education, research, administration, and all university activities. Therefore, it has established an independent Internal Quality division headed by a senior professor as Dean of Internal Quality. The division plans, designs, and develops various quality tools, implements them, and monitors their use. It focuses on training the entire faculty to adopt the new tools and use them effectively. The division further works on introducing various examination and administrative reforms.

To motivate the youth and transform them into innovative entrepreneurs, successful leaders of tomorrow, and committed citizens of the country, REVA organizes interactions between students and successful industrialists, entrepreneurs, scientists, and others from time to time. As a part of this exercise great personalities such as Bharat Ratna Prof. C. N. R. Rao, a renowned Scientist, Dr. N R Narayana Murthy, Founder and Chairman and Mentor of Infosys,

Dr. K Kasturirangan, Former Chairman ISRO, Member of Planning Commission, Government of India, Dr. Balaram, Former Director IISc., and noted Scientist, Dr. V S Ramamurthy, Former Secretary, DST, Government of India, Dr. V K Aatre, noted Scientist and former head of the DRDO and Scientific Advisor to the Ministry of Defence Dr. Sathish Reddy, Scientific Advisor, Ministry of Defence, New Delhi and many others have accepted our invitation and blessed our students and faculty members by their inspiring addresses and interaction.

As part of its commitment to motivating and inspiring the youth, REVA University has instituted a range of awards, medals, and prizes to recognise excellence and outstanding contributions in academics, research, innovation, sports, culture, social service, and other fields. The University also honours distinguished personalities who have made significant contributions to society and the nation through the REVA Lifetime Achievement Award. The award recognises eminent personalities who have made a lasting impact in their respective fields and is presented as part of the University's annual Founder's Day Celebration.

The tradition of the REVA Lifetime Achievement Award was initiated in 2015 to recognise eminent personalities who have made significant contributions in their respective fields. The first award was conferred upon Shri A. S. Kiran Kumar, former Chairman, ISRO, in 2015, during the Founder's Day Celebration held on 6 January 2016, followed by Shri Shekhar Gupta, renowned journalist, in 2016, on 6 January 2017. Subsequently, Dr. K. J. Yesudas, renowned playback singer, was honoured in 2017; Dr. Manju Sharma, Dr. K. Viswanath and Dr. Hamsalekha in 2019; Dr. Krishnaswamy Kasturirangan and Shri K. Raghavendra Rao in 2020; and Dr. Chandrashekar Kambar, Dr. Tessy Thomas and Dr. V. Ravichandran in 2022. In 2026, the award was conferred upon Air Chief Marshal Fali H. Major, former Chief of the Air Staff of the Indian Air Force; Ms. Nirupama Menon Rao, former Foreign Secretary and Ambassador of India; and Ms. Jayasudha, a renowned Indian actress. Through this prestigious recognition, REVA University continues to honour distinguished personalities whose achievements and contributions have made a significant and lasting impact on society and the nation.

REVA University places strong emphasis on the holistic development of students by providing opportunities to nurture their intellectual, creative, cultural, physical, and social abilities. The University organises a wide range of cultural, literary, artistic, technical and co-curricular activities throughout the academic year. These initiatives enable students to discover and develop their talents, build confidence, demonstrate creativity, develop leadership and teamwork skills, and appreciate India's rich cultural heritage, traditions, ethical values, and social responsibilities.

Cultural activities are conducted at the School and University levels through student clubs, cultural forums, and major institutional events. The University's annual REVAMP continues to provide a platform for students to showcase their talents and participate in cultural, literary, sports, and other co-curricular activities. The University also provides opportunities for students from other institutions to participate in intercollegiate activities, thereby promoting interaction, healthy competition, institutional bonding, and national integration. In addition to REVAMP, various Schools organise cultural events and talent platforms through which students are encouraged to express themselves and participate actively in campus life.

The University has further strengthened its focus on India's cultural heritage through initiatives such as the Cultural Heritage Club, cultural heritage celebrations, and activities conducted by the School of Performing Arts and Indic Studies. Recent programmes have included traditional art activities, storytelling sessions, classical dance workshops, cultural competitions, theatre, music concerts and other performing-arts initiatives. In 2025, the Cultural Heritage Day programme provided students with opportunities to engage with traditional art forms, storytelling and Bharatanatyam, while SANSKRITI 2026 included traditional painting, heritage quizzes, classical and folk dance and classical singing competitions. Such initiatives provide students with experiential exposure to India's diverse cultural traditions while encouraging creativity and cultural awareness.

The School of Performing Arts and Indic Studies also conducts regular cultural and artistic programmes, including theatre productions, music concerts, cultural workshops, international conferences and Kala-Sanje, a monthly cultural event. These activities provide students with opportunities to participate in and learn different forms of Indian and contemporary performing arts while strengthening their appreciation of cultural heritage.

Another important institutional tradition is Shubha Vidaaya – Graduation Day, organised to commemorate the completion of the academic journey of graduating students. The occasion provides an opportunity to felicitate outgoing students and celebrate their achievements while inspiring them to pursue their future careers with integrity, responsibility, and commitment to society. Eminent personalities and distinguished guests address the graduating students, encouraging them to become responsible citizens and to contribute meaningfully to their respective professions and society. Students who have excelled in academics, research, sports, cultural activities and other areas are also recognised through awards, medals and prizes. The tradition of recognising student excellence through Shubha Vidaaya has been an integral part of the University's academic culture.

REVA University also encourages excellence in sports and physical activities by recognising students who achieve distinction at university, state, national and international levels. Medals, prizes and awards are presented to outstanding sports achievers as part of the University's continuing efforts to promote physical fitness, discipline, teamwork, leadership and competitive spirit among students.

The University gives equal importance to health and well-being as components of holistic education. Regular Yoga programmes and wellness activities are organised for the University community, supporting physical fitness, mental well-being, concentration, self-discipline and emotional balance. The University also participates in and organises activities associated with the International Day of Yoga and other wellness initiatives. These programmes complement academic learning by encouraging students and members of the University community to adopt healthy and balanced lifestyles.

REVA University's commitment to cultural enrichment also extends to contemporary student engagement. Freshers' programmes and student-centred cultural activities provide new students with opportunities to showcase their creativity, confidence and individual talents while building friendships and developing a sense of belonging to the University community. Recent initiatives such as IGNITE 2026 and MERAKI 2026 – Freshers' Week have combined cultural, creative, academic and sporting activities to facilitate student participation and engagement.

The University's commitment to excellence has also been recognised through several national and international rankings, awards and institutional recognitions. REVA University has been accredited with NAAC A+ and continues to be recognised in prominent national and international ranking frameworks. In the NIRF 2025, the University was placed in the 151–200 rank band in the University category and the 201–300 rank band in the Engineering category. In the World University Rankings 2026, REVA University was placed in the global 1501+ band, while in the Asia University Rankings 2026, it was placed in the 601–800 band and ranked 7th in Karnataka.

The University's schools and programmes have also received recognition in discipline-specific rankings. The GHRDC Rankings 2026 placed REVA University at Rank 1 in India, Karnataka, and the South Region for MCA, Rank 2 in India, Karnataka, and the South Region for Commerce, and among the leading institutions in BCA, Architecture, BBA, Law, and Engineering. REVA has also received recognition through The Week, QS, The Sustainability Impact Rankings, the Institutional Innovation Council, the Sustainable Institutions of India Green Rankings, and other national and international platforms.

In addition to rankings, REVA University has received recognition for innovation, digital transformation, sustainability, employability, and student project excellence. These include the Digii100 Award for Digital Excellence in Higher Education, the Making India Employable – Excellence in Higher Education Award 2025, recognition as a Best-Performing College under the Karnataka State Council for Science and Technology Student Project Programme, and a 4-Star rating under the Institutional Innovation Council for 2023–24.

Through its ongoing efforts to recognise excellence, promote cultural heritage, encourage sports and wellness, support creativity and innovation, and provide opportunities for meaningful student engagement, REVA University seeks to create an educational environment that goes beyond academic achievement. These initiatives contribute to the development of confident, creative, ethical, socially responsible, and professionally competent graduates who are prepared to contribute positively to society and the nation.

REVA University Vision

To become a technologically advanced, sustainable global university dedicated to the well-being of all.

REVA University Mission

- Provide learner-centric education leveraged with cutting-edge technologies.
- Foster stewardship by nurturing talent, leadership qualities, and entrepreneurial thinking in a safe and secure environment.
- Promote liberal studies and foster the pursuit of performing arts, literature, sports, and other creative and intellectual disciplines.
- Promote a culture of collaboration and cooperation.
- Serve humanity and promote sustainability through higher education based on universal values.

Objectives

- Developing a sense of ethics in the University and community, making it conscious of its obligations to society and the nation.
- Performing all the functions of interest to its major constituents, like faculty, staff, students, and society, to reach a leadership position.
- Smooth transition from teacher-centric focus to learner-centric processes and activities.
- To offer high-quality education competitively.
- Creation, preservation, and dissemination of knowledge and attainment of excellence in different disciplines.

4. PROGRAMME VISION, MISSION, AND OBJECTIVES

Programme Vision:

To emerge as a leading Online BBA programme at REVA University, fostering academic excellence, innovation, and global competence through dynamic, flexible, and technology-driven business education.

Programme Mission

- To deliver high-quality management education through REVA University's digital learning ecosystem.
- To equip students with strong conceptual and analytical skills in business and management.
- To integrate industry-relevant curriculum with emerging technologies and real-world applications.
- To develop an entrepreneurial mindset, leadership qualities, and decision-making abilities.
- To promote ethical practices, social responsibility, and sustainable business thinking.
- To provide flexible and inclusive learning opportunities for diverse learners.

Programme Educational Objectives (PEO's)

The aim of the Online BBA programme is to produce graduates with strong foundational knowledge and practical understanding of Business Administration and Management, as well as analytical, problem-solving, decision-making, critical-thinking, communication, and transferable skills. The programme enables students to develop managerial and entrepreneurial capabilities, apply business concepts effectively, and respond confidently to the evolving expectations of the corporate sector, higher education, and entrepreneurial ventures in a dynamic global business environment.

Graduates of the programme will be able to:

PEO1: Pursue and build successful careers in public, private, corporate, and other business organizations by applying foundational knowledge and professional skills.

PEO2: Work effectively in diverse and multicultural teams and demonstrate analytical, problem-solving, and decision-making skills in complex and dynamic business situations.

PEO3: Demonstrate social, ethical, and moral responsibility in professional and personal life while contributing positively to society and the business environment.

Programme Specific Outcomes (PSO's)

After successful completion of the programme, the graduates will be able to:

PSO1: Foundational Business & Commerce Knowledge

Demonstrate understanding of the basic concepts and theoretical knowledge used in the different commerce and business-related areas.

PSO2: Entrepreneurship & Startup Development

Develop ideas for startups through the knowledge and skills developed during the degree.

PSO3: Business Problem-Solving & Managerial Skills

Apply a range of tools and techniques to solve problems in business and management.

Programme Outcomes POs

Upon completion of the Online BBA Programme, graduates will be able to:

PO1: Communicate effectively with various stakeholders.

PO2: Foster Analytical and critical thinking abilities for data – based decision making

PO3: Ability to develop value-based leadership Ability

PO4: Ability to understand, analyze, and communicate global, economic, legal, and ethical aspects of business

PO5: Engage in Research and apply statistical tools and techniques for Problem-solving and decision-making.

PO6: Integrate practical knowledge, ethical values, and sustainability in domain-specific applications.

PO7: Apply interdisciplinary perspectives to promote sustainable and inclusive development.

PO8: Solve business problems using sustainable, ethical, and practice-oriented approaches.

5. RELEVANCE OF THE PROGRAMME WITH HEI'S) MISSION AND GOALS

The Bachelor of Business Administration (BBA) – Online & Digital Learning Mode is strategically designed to advance and operationalize the overall mission, vision, and institutional goals of Higher Education Institutions (HEI).

Alignment with the Core Mission of the Higher Education Institution

Higher Education Institutions aim to:

- Deliver quality education

- Ensure inclusivity and accessibility
- Strengthen industry and societal engagement
- Enhance employability
- Promote research and innovation
- Foster ethical and socially responsible leadership

The BBA Online programme contributes to these objectives in the following ways:

1. Contribution to Academic Excellence and Quality Education

HEI Mission Component: The Programme provides high-quality, outcome-based education through the following:

- Structured 120-credit curriculum designed as per UGC Online Regulations.
- Outcome-Based Education (OBE) framework with PEO–PO–PSO alignment.
- Continuous Internal Assessment and Proctored External Examination.
- Industry-integrated case studies and applied projects.
- Specialization continuity ensuring academic depth.

Thus, the programme strengthens REVA University's commitment to academic rigor and regulatory compliance in online higher education.

2. Contribution to Access, Equity, and Inclusivity

HEI Mission Component: The Programme expands access to higher education across socio-economic groups through the following:

- Removes geographical barriers through digital delivery.
- Enables working professionals to pursue higher education without career interruption.
- Provides access to learners from rural and semi-urban regions.
- Supports women returnees and career-transition professionals.
- Flexible internship model accommodating employed learners.

This directly supports the HEI's responsibility to democratize higher education and widen participation.

3. Contribution to Industry Integration and Employability

HEI Mission Component:

The Programme promotes **industry relevance, employability, professional skills, and practical application of knowledge** through the following:

✓ **Case-Based Learning and Industry Exposure (Semester I)** – Connects foundational business concepts with practical business situations through case studies, real-world examples, and application-oriented activities.

✓ **Virtual Industry Interaction and Exposure (Semester III)** – Provides opportunities for interaction with industry professionals through expert sessions, webinars, industry talks, and contemporary business discussions.

✓ **Industry-Oriented Capstone Project (Semester IV)** – Enables learners to apply academic and specialization-based knowledge to practical business problems through research, analysis, and solution development.

- **Professional and Analytical Skills** – Develops communication, leadership, negotiation, quantitative, research, problem-solving, and decision-making skills through relevant courses.
- **Specialization-Based Competency** – Provides focused knowledge in Banking and Finance, including areas such as corporate banking, investment banking, risk management, portfolio management, and international finance.
- **Technology and Entrepreneurial Orientation** – Promotes awareness of technology-enabled business practices and entrepreneurial skills through relevant courses and learning activities.
- **Career Readiness** – Integrates domain knowledge, professional competencies, analytical skills, and practical learning to enhance learners' preparedness for **employment, entrepreneurship, higher education, and continuous professional development**.

Overall, the Programme bridges academic learning and professional practice by equipping graduates with relevant knowledge, practical capabilities, industry-oriented skills, and adaptability to a changing business environment.

4. Contribution to Research, Innovation, and Knowledge Creation

HEI Mission Component: The Programme promotes research orientation and innovation culture through the following:

- Business Research Methods course.
- Analytics and AI integration across semesters.
- Major Industry-Based Project (dissertation format).
- Entrepreneurship and innovation courses.

- Design Thinking and Business Model Innovation modules.

This enhances research capacity and innovation culture within the HEI's academic ecosystem.

5. Contribution to Responsible and Sustainable Development

HEI Mission Component: The programme promotes ethical values, sustainability, and governance through the following:

- Responsible Business Practices & Sustainability Foundations.
- Corporate Governance & ESG Frameworks.
- Sustainable Operations and ethical leadership modules.
- Programme Outcome (PO6 to PO8) explicitly embed sustainability.

This ensures alignment with national priorities (NEP 2020, SDGs) and the University's societal responsibilities.

6. Contribution to Digital Transformation of the Institution

HEI Mission Component:

The programme promotes technology-enabled education and digital excellence through the following:

- **LMS-Driven Academic Delivery:**
- The programme is delivered through a fully integrated Learning Management System (LMS), enabling access to learning resources, assessments, and interactive sessions.
- Online Assessment and Evaluation:
    - The programme utilizes online assessment mechanisms, including proctored examinations and continuous evaluation methods.
- **Digital Learning Resources and Support:**
    - E-study materials, self-assessment tools, and digital student support systems enhance the overall learning experience.
- **Flexible and Scalable Online Education Model:**
    - The programme supports flexible, remote learning and contributes to the institution's digital education initiatives.

This programme strengthens REVA University's strategic expansion in digital and online education.

6. NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS

The programme caters to:

- Working professionals seeking managerial growth.
- Entrepreneurs and startup founders.
- Family business successors.
- Graduates seeking specialization-based career roles.
- Learners in geographically remote areas.
- Professionals seeking analytics and digital upskilling.

The flexible online design ensures accessibility, affordability, and career continuity.

7. APPROPRIATENESS OF ONLINE MODE FOR SKILL ACQUISITION

The BBA curriculum is highly suitable for Online Mode because:

- Conceptual knowledge is deliverable through structured LMS modules.
- Case discussions, analytics tools, simulations, and projects are digitally deliverable.
- Industry immersion can be conducted virtually.
- Assessment integrity can be maintained through proctored systems.

The programme develops:

- Functional expertise
- Strategic integration capability
- Digital and analytics competence
- Leadership and communication skills
- Ethical and sustainability orientation

8. PROGRAMME INSTRUCTIONAL DESIGN

Curriculum Architecture – Semester-Wise Progression

Program Code: MAOL

Specialization Codes: Banking-BN, Finance-FN

FIRST SEMESTER							
Sl. No	**Course Code**	**Course Title**	**Course Type**	**Credit Pattern**			**Credits**
				L	**T**	**P**	
1	B26MAOL0101	Business Organisation and Environment	DSC	3	1	0	4
2	B26MAOL0102	Introduction to Management	DSC	3	1	0	4
3	B26MAOL0103	Financial Accounting for Executives	DSC	3	1	0	4
4	B26MAOL0104	Microeconomics	DSC	3	1	0	4
5	B26MAOL0105	Business Communication	AEC	3	1	0	4
6	B26MAOL0106	Negotiation and Leadership Skills	SEC	2	1	0	3
Total Credits							**23**

SECOND SEMESTER							
Sl. No	**Course Code**	**Course Title**	**Course Type**	**Credit Pattern**			**Credits**
				L	**T**	**P**	
1	B26MAOL0201	Financial Management	DSC	3	1	0	4
2	B26MAOL0202	Marketing Management	DSC	3	1	0	4
3	B26MAOL0203	Human Resource Management	DSC	3	1	0	4
4	B26MAOL0204	Business Statistics	DSC	3	1	0	4
5	B26MAOL0205	Business Law	DSC	3	1	0	4
Total Credits							**20**

THIRD SEMESTER		
Sl No	Course Title	**Credits**
1	Macro Economics	4
2	Cost Accounting for Executives	4
3	Income Tax	4
4	Indian Knowledge System	2
5	Specialization-1 Course-1	3
6	Specialization-2 Course-1	3
Total Credits		**20**

Sl. No.	Course Code	Course Title	Type	Credit Pattern			Total Credits
				L	T	P	
Common Courses							
1	B26MAOL0301	Macro Economics	DSC	3	1	0	4
2	B26MAOL0302	Cost Accounting for Executives	DSC	3	1	0	4
3	B26MAOL0303	Income Tax	DSC	3	1	0	4
4	B26MAOL0304	Indian Knowledge System	VAC	2	0	0	2
Specializations Courses							
	Banking						
1	B26MAOLBN31	Management of Banks and Financial Institutions	DSE	3	0	0	3
	Finance						
1	B26MAOLFN31	Financial Market and Services	DSE	3	0	0	3

FOURTH SEMESTER		
Sl No	**Course Title**	**Credits**
1	Global Business Management	4
2	Management Accounting	4
3	Goods and Service Tax	4
4	Capstone Project – I	2

5	Specialization-1 Course-2	3
6	Specialization-2 Course-2	3
Total Credits		**20**

Sl. No.	Course Code	Course Title	Type	Credit Pattern			Total Credits
				L	T	P	
Common Courses							
1	B26MAOL0401	Global Business Management	DSC	3	1	0	4
2	B26MAOL0402	Management Accounting	DSC	3	1	0	4
3	B26MAOL0403	Goods and Service Tax	DSC	3	1	0	4
4	B26MAOL0404	Capstone Project – I (Specialization-Based)	SEC	0	0	2	2
Specializations Courses							
	Banking						
1	B26MAOLBN41	Corporate Banking	DSE	3	0	0	3
	Finance						
1	B26MAOLFN41	Personal and Behavioural Finance	DSE	3	0	0	3

FIFTH SEMESTER		
Sl No	**Course Title**	**Credits**
1	Business Research Methods	4
2	Entrepreneurship and Startup Development	4
3	Specialization-1 Course-3	3
4	Specialization-1 Course-4	3
5	Specialization-2 Course-3	3
6	Specialization-2 Course-4	3
Total Credits		**20**

Sl. No.	Course Code	Course Title	Type	Credit Pattern			Total Credits
				L	T	P	
Common Courses							
1	B26MAOL0501	Business Research Methods	DSC	3	1	0	4
2	B26MAOL0502	Entrepreneurship and Startup Development	DSC	3	1	0	4
Specializations Courses							
	Banking						
1	B26MAOLBN51	Investment Banking	DSE	3	0	0	3
2	B26MAOLBN52	Banking Technology and Operations	DSE	3	0	0	3
	Finance						
1	B26MAOLFN51	Security Analysis and Portfolio Management	DSE	3	0	0	3
2	B26MAOLFN52	International Finance Management	DSE	3	0	0	3

SIXTH SEMESTER		
Sl No	**Course Title**	**Credits**
1	Capstone Project – II	5
2	Specialization-1 Course-5	3
3	Specialization-1 Course-6	3
4	Specialization-2 Course-5	3
5	Specialization-2 Course-6	3
Total Credits		**17**

Sl. No.	Course Code	Course Title	Type	Credit Pattern			Total Credits
				L	T	P	
Common Courses							
1	B26MAOL0601	Capstone Project – II	SEC	0	0	5	5

		(Specialization-Based)					
Specializations Courses							
	Banking						
1	B26MAOLBN61	Banking Regulation and Risk Management	DSE	3	0	0	3
2	B26MAOLBN62	International Banking Operations	DSE	3	0	0	3
	Finance						
1	B26MAOLFN61	Project Finance	DSE	3	0	0	3
2	B26MAOLFN62	Financial Derivatives	DSE	3	0	0	3

CREDIT SUMMARY

Semesters	**No. of Credits**
First	23
Second	20
Third	20
Fourth	20
Fifth	20
Sixth	17
TOTAL	**120**

CURRICULUM STRUCTURES

Type of Course	**No. of Courses**	**Offered in Semester**	**Credits**	**Total Credits**
DSC	16	1, 2, 3, 4, 5	64	120
DSE	12	3, 4, 5, 6	36	
SEC	4	1, 4, 6	14	
AEC	1	1	04	
VAC	1	3	02	
Project	2	4, 6	07	

LEGENDS	
Type	**Brief**
DSC	Discipline Specific Course (DSC): A course that forms an essential par of the core discipline of study and provides fundamental knowledge and competencies in the concerned discipline. These courses are compulsory for students enrolled in the programme.
DSE	Discipline Specific Elective (DSE): An elective course offered within the main discipline or subject of study, providing students with an opportunity to gain specialized knowledge and skills in selected areas of the discipline.
SEC	Skill Enhancement Course (SEC): A course designed to develop practical, technical, professional, or transferable skills. These courses focus on hands-on learning, competency development, and the practica application of knowledge.
AEC	Ability Enhancement Course (AEC): A course designed to enhance students' communication abilities, language proficiency, foundational knowledge, and other essential academic and life skills required for their overall development.
VAC	Value Added Course (VAC): A course designed to provide additional knowledge, values, awareness, and competencies beyond the core curriculum, contributing to the holistic development of students.
Project	Project: A structured project undertaken by students to apply the knowledge and skills acquired during the programme to a specific practical, technical, or real-world problem. The project involves planning, implementation, analysis, documentation, and presentation of the outcomes.

9. FACULTY AND SUPPORT STAFF REQUIREMENT

1. Programme Coordinator (One per Programme): A full-time faculty member in the subject area of the concerned Programme shall be the Programme Coordinator for an online programme. The Program Coordinator shall be responsible for the overall coordination of the development, delivery, and assessment of learners in an Online Program.
2. Course Coordinator (One per Course): An Online Programme may have more than one Course. In such a case, one full-time, dedicated Faculty member in the subject area of the concerned Course shall serve as the Course Coordinator for each Course in an Online Programme. The Course Coordinator shall coordinate the development, delivery, and assessment of learners in the Course.
3. Course Mentor (One per batch of 250 learners): Course Mentor shall assist the Programme/Course Coordinator in providing academic support to learners and in managing virtual teacher-learner interaction groups.
4. Examiners: For the assessment of the online learners in a Course from among the qualified faculty from within the Institution or from other Institutions.
5. Student Support Services: Students would have access to connect with the SRO for support services offered by the Centre for Distance & Online Education (CDOE), REVA University, in case of any queries related to administration and general technical queries. A ticketing system integrated with the LMS would help the learner connect with the CDOE and the REVA University technical team for support services, which the appropriate authority shall duly resolve. A notification will also be sent to the Deputy Registrar to ensure queries are resolved within 24 hours or sooner. For academic course-related queries, the student will submit a query via an open discussion form, which will be forwarded directly to the Course Coordinator, Programme Coordinator, and Deputy Director. The query should be resolved within 48 hours of being raised; otherwise, the Programme Coordinator should manage and resolve it. The Deputy Director should ensure the same.

10.PROCEDURE FOR ADMISSIONS AND CURRICULUM TRANSACTION

i. Appropriateness of Online BBA Programme and Prospective Target Group of Learners

The Online BBA Programme at REVA University is designed to provide flexible, industry-oriented management education through a digital learning format. The programme aims to develop strategic thinking, leadership capability, analytical skills, digital competence, and responsible business practices among learners.

The programme is suitable for:

- Working professionals seeking career growth or promotion
- Entrepreneurs and start-up aspirants
- Family business successors
- Students aspiring for managerial roles
- Individuals who could not pursue a regular BBA due to limited intake or other constraints
- Learners who discontinued education due to social, financial, or personal reasons
- Learners residing in remote areas with limited access to higher education institutions
- Individuals of any age who require flexible learning schedules

ii. Procedure for Admission

Candidates seeking admission to the Online BBA Programme offered by the Centre for Distance & Online Education (CDOE), REVA University, must apply through www.online.reva.edu.in

Minimum Eligibility Criteria for Admission

As per UGC guidelines:

- 10+2 / PUC / equivalent from a recognized Board / Council.
- Minimum 50% marks in qualifying examination (45% for reserved categories as per Government norms).
- The qualifying examination must be from a recognized Board/Council approved by the competent regulatory authorities.

Admission will be canceled if proof of eligibility is not submitted within the stipulated time.

Candidates must carefully read all instructions mentioned in the Programme Prospectus before applying.

b. Online BBA Admission Process

The admission process is fully online and involves the following steps:

Step	Process	Particulars
Step 1	**Counselling**	Prospective students would be counseled for the chosen programme by designated and authorized counselors.
Step 2	**Registration on the admission portal to access My Account.**	Prospective students register by paying a ₹1450 registration fee. Fill in all the details in the application form and upload all the mandatory documents.
Step 3	**Details of Document upload for the Online BBA programme**	Student Uploads document as follows- **Personal Documents:** i. Passport-size Photograph with Student's Signature ii. Aadhar Card (Back & Front) iii. Passport (For International Student) **Academic Documents:** i. 10th Marksheet ii. 12th Marksheet iii. Other Certificates **(A detailed list of documents is provided in the table below.)**
Step 4	**Scholarship Details**	Student will be eligible for the following categories- i. Merit-Based ii. REVA Alumni iii. Extra-Curricular Excellence iv. REVA Employees As per the Notice by Deputy Registrar | Department of Administration, of REVA University
Step 5	**Verification of documents by the Deputy Registrar**	The Deputy Registrar, Department of Administration, verifies all documents uploaded by the prospective student on the admission portal and approves or denies eligibility for the chosen programme within 48 hours.
Step 6	**Undertaking**	The student will sign the Undertaking after approval of the Application.

Step 7	**Payment of fees**	All eligible students, duly approved by the Deputy Registrar, will receive a fee payment notification link. The Fee is payable through any of the following means: i. IIIIIUPI ii. Credit/Debit Card iii. Net-banking Note: Cash, bank demand draft, and Cheques are not accepted
Step 8	**Enrolment**	After payment of the programme fee, the eligible student will receive an Enrolment number and access to the LMS.
Step 9	**Access to Learning Management System (LMS)**	

Admission Documents	**Format (JPEG/PNG/PDF)**	**Documents Size**
Duly filled out the online application form with the student's signature	Digital signature/Student signature JPEG/PNG	20 KB
Color scan copy of all year/semester mark sheet/grade cards (for PG programmes only) or consolidated mark sheet/grade cards also accepted.	PDF/JPEG	500 KB
Color scan copy of 10th std. Mark sheet/grade card	PDF/JPEG	
Color scan copy of 12th std./ Three-Year Polytechnic Diploma Mark sheet/grade card	PDF/JPEG	
Color scan copy of passport-size photograph	JPEG or PNG Format	50 KB
Color scan copy of the Govt. Photo ID proof and an Aadhaar card are mandatory. (Other options: Voter's ID, Driving License, Passport, etc.)	PDF/JPEG	100 KB
In case of a name change, Gazette notification documents for name changes	PDF	500 KB
For married women, a marriage certificate would be accepted – provided the previous maiden name is clearly mentioned therein.		

In case of a deferred father's name or mother's name, without a Gazette notification document.		
If an international student: color scan copy of passport	PDF/JPEG	500 KB
Fees submission transaction details or receipt as per the University policy for respective online programmes	PDF/JPEG	500 KB
Digitally signed undertaking as per the process	PDF	500 KB

c. General Instructions:

1. All students should carefully read and understand the eligibility conditions given in the student handbook document and mentioned on the university website before applying for the online programmes.
2. The prospective learner must ensure that their education/qualifying degree has been issued by a recognized university/board only. For learners from an Indian higher education institution, it should be recognized by the regulatory authority of the Government of India, for the recognized Board of Education to check www.cobse.org.in/. In contrast, for Polytechnic Diploma, check the respective State Board of Technical Education. To verify degrees from www.ugc.ac.in for recognized universities. Prospective foreign learners may verify their institutions at www.aiu.ac.in.
3. Prospective learners should check their eligibility on the date of admission and should have passed the qualifying exams before the start of the admission batch.
4. Registration fees of ₹ 1450 are non-refundable.
5. Students after enrolment must be registered with ABC (Academic Bank of Credits), a central scheme for depositing credits formulated by the Ministry of Education, Govt. of India. Creation of an Academic Bank of Credits (ABC) ID is mandatory for all students.

d. Academic Bank of Credit ID Creation Process

All students must be registered with ABC (Academic Bank of Credits), a central scheme for depositing credits formulated by the Ministry of Education, Govt. of India. ABC ID creation is mandatory for all enrolled students, especially those of Indian nationality. The ABC ID can be created by students themselves using DigiLocker, the UMANG application, the ABC portal, or the Academic Institution Portal—the process for which is provided below.

Process	• Students can register by logging in at www.abc.digilocker.gov.in • Click on My Account → Login as Student • Click on "Sign up with DigiLocker" → Enter a valid mobile number → An OTP is sent to the phone number via SMS → Enter the OTP and click on the "Continue" button → Enter the Security PIN set created during Sign Up and click the "Submit" Button • You will be prompted with the ABC student account creation window
Documents and proofs required	• Aadhaar Card is mandatory for ABC ID creation • Learner's Name • Date of Birth • Gender • Enrolment Number • Requirements by Academic Institution • Mobile Number

*The University will provide necessary support for ABC ID creation.

iii. Curriculum Transaction:

The programme fee will be displayed on www.online.reva.edu.in from time to time. NBFC financing options will be made available to students. The details will be available at www.online.reva.edu.in.

11.PROGRAMME DELIVERY MECHANISM

REVA University has a fully dedicated team of faculty members and staff who are well versed in delivering online lectures under the Center for Distance & Online Education (CDOE), REVA University. Academic calendar will be provided to students at the beginning of each session through LMS. Self-learning material, audio and video content will be shared with the students through LMS through following four Quadrants approach.

- Quadrant-I: This includes number of weeks required based on the credits. Ex: for 4 credits – 12 weeks
- Quadrant- II: This involves a combination of live classes or use a discussion forum. Students can participate in these interactive live classes or use a discussion forum to clarify doubts with subject matter experts and share views associated with Lectures and tutorials
- Quadrant-III: This involves the combination of e-content and e-tutorial. The e-content provides self-instructional material like e-books, illustrations, ppt/pdf, case studies, presentations, and web resources for self-study. The e-tutorial supports recorded lectures, open-source contents/audio/videos etc associated with practical or self-study time.

- Quadrant-IV (Self-Assessment): This includes assignments, seminars, tests, and quizzes to help students evaluate their progress.

Distribution of hours per credit based on the Online programmes requirements:

Credit	No. of Weeks I	No. of Interactive Sessions (hrs) - II		No. of Study hours – III		Self-Assessment IV	Total hours
		Live Sessions	Discussion forums	e-content	e-tutorial		
2	6	6	12	10	10	22	60
3	9	9	18	15	15	33	90
4	12	12	24	20	20	44	120
5	13	13	26	25	25	55	150
6	14	14	28	30	30	66	180
8	16	16	32	40	40	88	240

The delivery model through the Learning Management System (LMS) includes:

- e-Books (SLM) for each module of a course
- Study Guide (PPT) for each module of a course
- Recorded / Tutorials Videos for each module of a course
- Live Interactive Online Sessions for each module of a course
- Frequently Asked Questions (FAQ) and Misconceptions for each module of a course
- Digital Library Access
- Web Resources for Research Purpose for each module of a course
- Practice Assignments for each module of a course
- Quiz based assessments
- Online Discussion Forums for each course
- Case studies

The framework ensures 24/7 access to academic resources, structured learner support, moderated discussion forums, and proctored online examinations, thereby maintaining quality, transparency, and academic integrity.

This blended digital approach enables working professionals and remote learners to experience structured, interactive, and industry-relevant management education without geographical constraints.

Academic Calendar: It includes the following components:

Sr. No.	Activity	Jan Cycle	July Cycle
		Tentative months	
1	Admission Period	November to March	April to October
2	Self-Learning Period	November to March	April to October
3	Live Lectures	April onwards	November onwards
4	Continuous Internal Assessments (CIA)	From the 5th week onwards	From the 5th week onwards
5	Semester End Exams (Proctored)	August / September	March / April
6	Declaration of Results	October	May
7	Re-registrations	October	May

Evaluation Scheme

The Programme adopts a rigorous process for the development of question papers, question/quiz banks, assignments, and their moderation; the conduct of examinations; the analysis of answer scripts by qualified academics; and the declaration of results.

Assessment and Evaluation of each Course shall be for 100 marks. The Internal Assessment (IA) and Semester End Proctored Examination (SEPE) for PG programmes shall carry 30 marks for IA and 70 marks for the SEPE.

The following table provides the scheme of Assessment and Evaluation:

Component	Weightage
Internal Assessment	30%
External Proctored Examination	70%
Total	100%

Continuous Internal Assessment (CIA): Weightage 30%

This component carries the weightage of 30%.

There would be 3 CIAs, each carries 10% weightage.

Semester End Examination (Online proctored examination) Weightage 70%

The Semester End examination will be conducted twice a year, tentatively in March/April and August/September.

Students will be allowed to sit for the examination if they complete the examination registration form. To appear in the Examination, every student must submit an examination form online before the due date.

The CoE of the University shall oversee the examinations and the evaluation system.

12.LABORATORY SUPPORT & LIBRARY RESOURCES

Laboratory Support is provided through the following:

- Programming and Coding Platforms
- Virtual Labs
- Cloud Computing Platforms
- Database Management Tools
- Cybersecurity and Networking Tools
- AI/ML Development Environments

Library Resources

REVA University's Central Library isn't a traditional "online lab," but rather a hub for extensive digital resources, offering **e-journals, e-books, NDL, NPTEL access**, and a **Digital Library Centre** with 210 computers for online learning, complemented by specialised labs like the **AICTE IDEA Lab and Makers Lab** for hands-on innovation and digital fabrication. While the library itself is a digital resource centre, specific departments run dedicated labs (e.g., Computer Science labs, Language Lab) and innovation centres (IDEA Lab, Makers Lab) with online integration for practical skills.

Remote Access to E-Resources

REVA University Central Library provides seamless remote access to e-resources for faculty, staff, research scholars, and students. This service enables users to access the library's extensive digital collections anytime and from any location, ensuring uninterrupted academic and research support beyond the campus. Access the Remote Login portal here: https://reva.knimbus.com/user#/home

13.COST ESTIMATE & PROVISIONS

Sr.	Heading	Cost Estimate
1	Programme Development Cost	20%
2	Delivery Cost	30%
3	Maintenance & Upgradation	45%
4	Postal Expenses	5%

The cost structure ensures sustainability and academic quality.

14.QUALITY ASSURANCE MECHANISM

The quality of a Programme depends on its curriculum, syllabus, and academic delivery, all of which are designed to bridge the gap between industry and academia. To achieve this, the Centre for Internal Quality Assurance (CIQA) and the Academic Council shall duly fulfill their duties.

The Centre for Internal Quality Assurance (CIQA) shall be responsible for:

1. To maintain quality in the services provided to the learners.
2. To undertake self-evaluative and reflective exercises for continual quality improvement in all the systems and processes of the Higher Educational Institution.
3. To contribute to the identification of the key areas in which Higher Educational Institutions should maintain quality.
4. To devise a mechanism to ensure that the quality of Open and Distance Learning programmes and Online programmes matches the quality of relevant programmes in conventional mode.
5. To devise mechanisms for interaction with and obtaining feedback from all stakeholders, namely, learners, teachers, staff, parents, society, employers, and the Government for quality improvement.
6. To suggest measures to the authorities of the Higher Educational Institution for qualitative improvement.
7. To facilitate the implementation of its recommendations through periodic reviews.
8. To organize workshops/ seminars/symposiums on quality-related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institutions.
9. To develop and collate best practices in all areas leading to quality enhancement in services to the learners and disseminate the same to all concerned in Higher Educational Institutions.

10. To collect, collate, and disseminate accurate, complete, and reliable statistics about the quality of the programme (s).
11. To ensure that the Programme Project Report for each programme is in accordance with the norms and guidelines prescribed by the Commission and, wherever necessary, by the appropriate regulatory authority having control over the programme;
12. To put in place a mechanism to ensure the proper implementation of Programme Project Reports.
13. To maintain our cord of Annual Plans and Annual Reports of Higher Educational Institutions, review them periodically and generate actionable reports.
14. To provide inputs to the Higher Educational Institution for restructuring of programmes to make them relevant to the job market.
15. To facilitate system-based research on ways of creating a learner-centric environment and to bring about qualitative change in the entire system.
16. To act as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation, such as NAAC, etc.
17. To adopt measures to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit.
18. To coordinate between Higher Educational Institutions and the Commission for various quality-related initiatives or guidelines. To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
19. To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
20. To record activities undertaken on quality assurance in the form of an annual report of the Centre for Internal Quality Assurance.
21. It will be mandatory for Centre for Internal Quality Assurance to submit Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. A copy of the report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution, shall be submitted annually to the Commission.

The CDOE-REVA will work continuously to improve processes, assessments, teaching methodology, and e-learning materials, as per the four-quadrant approach, and implement them in line with the New Education Policy. The University is committed to delivering the best education across all learning modes, in adherence to NEP, UGC, and other regulatory guidelines, in a truly global sense.