| | UNITED | | SECOND MID TERM | | EVEN SE | M 2024-25 | ROLL N | D. | | |
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| U | WEN | /BRA | NCH)- BBA / BBA-IBM | | | | - | | | SEI |
| TH | ME:2H | IRS | SUBJECT- Fundamental of | Business F | Research | | UCBB401T | 7 | | |
| | | | SECTION | -A (ATTEN | APT ALL QUEST | TIONS) | | | 5 | T |
| 1 | AI | Defin | se head count survey? | | | | | | 1 | |
| | | | t distinguishes a ratio scale f | from an in | terval scale | | | | 1 | 4 |
| ľ | - | | ne 'sampling error'. | | | | | | 1 | |
| F | | | is 'enumerator'? | | | | | | 1 | ı |
| 1 | - | | ne 'heterogeneity' in data? | | | | | | 1 | П |
| | - | DC | | (ATTEMP | ANYFIVE QU | ESTIONS) | | | 10 | П |
| 2 | SECTION –B (ATTEMPT ANYFIVE QUESTIONS) 2 A Write 'ethical responsibility' and other features of secondary data. | | | | | | | | | |
| 1 | - | Write the differences between questionnaires and schedule? | | | | | | | | |
| 1 | 0 | Wh | at is the difference between | mualitative | e and quantita | tive data? | | | 2 | |
| 3 | D | Eve | lain the steps to calculate the | e arithmet | ic mean for gr | ouped data? | | | 2 | |
| | E | Hou | w census is different from sar | mpling me | thod? | | | | 2 | |
| | 15 | Eur | plain the features of structure | ed, semi st | ructured and s | tructured qu | estionnair | es | 2 | |
| × | 1 | - | SECTION -C (ATTEM) | PT ANY ON | VE PART FROM | EACH QUES | TION) | | 15 | |
| 3 | A | +05 | hat are the levels of measure | ment? Expl | lain various ty | pes of scaling | g technique | es used by | 5 | 1 |
| | В | 100 | mnam primary data collectio | n methods | : observation | vs. interview | | | 5 | 1 |
| 4 | A | Ex | plain how sampling distributions | ion and the | Central Limit | Theorem are | applied in | | 5 | - |
| ı | В | l ln | the following dataset 25, 34, | 48, 36, 42, | 70, 30, 60, 45, | 50. Comput | e Standard | Deviation. | 5 | K |
| 1 | 5 A | Tw | rite the steps in designing a sa | ampling pla | an for a consur | mer preferen | nce study | | 5 | |
| п | В | 1 Ex | plain frequency table, cross to | tabulation, | and dispersion | in research. | | | 5 | 1 |
| 1 | CO N | MARK | SDISTRIBUTION | CO1- | CO2- | CO3-24 | CO4-23 | COS- | | |
| libr | RIO | DMS | TAXONOMY DISTRIBUTION | K1-5 | K2-27 | K3-15 | K4- | KS- | | |

| | | SECOND MID TERM | EVEN SEM 202 | 4-25 | ROLL NO. | | | |
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| | | | | | | 1 | SEMEST | ER-4 |
| | and the last | | NAGEMENT : | SUBJE | CT CODE -CMUCB8405T | | MM. | 30 |
| | | | | | | 6 | co | TAU Set |
| 1 | A Expl | ain Fight or Flight Response. | | | | 2 | CO2 | K |
| UNIVERSITY COURSE (BRANCH) – BBA & BBA IBM TIME:75 MIN. SUBJECT – TIME & STRESS MANAGEMENT SUBJECT CODE – CMUC SECTION – A (ATTEMPT ALL QUESTIONS) 1 A Explain Fight or Flight Response. B What does distress mean? C What do you mean by emotional stress? SECTION – B (ATTEMPT ANY THREE QUESTIONS) A Differentiate between eustress and distress with examples. B What are some effective stress management techniques, and how do they help? C How does stress impact physical, mental, and social health? D What are the advantages of stress when managed effectively? SECTION – C (ATTEMPT ANY ONE PART FROM EACH QUESTION) | | 2 | CO2 | K | | | | |
| | C Wha | t do you mean by emotional stress | 17 | | | 2 | CO2 | K1 |
| | | SECTION -B (ATTEM | IPT ANY THREE QUESTIC | NS) | | 12 | | |
| 2 | A Diffe | rentiate between eustress and dis- | tress with examples. | | | 4 | CO2 | K2 |
| | | | | ow do | they help? | 4 | CO2 | K1 |
| 1 | C How | does stress impact physical, menta | al, and social health? | | | 4 | CO2 | K3 |
| | D Wha | t are the advantages of stress whe | n managed effectively? | | | 4 | CO2 | K1 |
| | | | | QUEST | ION | 12 | | |
| 3 / | A Wha | are the common causes of work | stress, and how can it b | e man | aged? What are the key | 6 | CO2 | КЗ |
| 1 | diffe | rences between acute stress and cl | hronic stress? | | | | | |
| | Stress environment that reproduce for his profe of his profe. Ravi's him to the confusion of the profe encrose confus standards. The profession of the prof | is is an unavoidable aspect of comments. It represents a psycholog al, emotional, or physical effort. W motivates individuals to perform he ctivity, mental health, and physic assional grappling with workplace of is stress and the importance of sistens and unable primary issues stem from an overva- fuel bursed under tasks and unable management, as procrastination le of sistens. Furthermore, Ravi strug- tucking on percentage sistens and managers adds another ion. Ravi's perfectionist tendencia crids and hesitates to delegate, furt visical toll of stress manifests in sy ing. Ravi's focus and productive invated, which strains workplace in | modern life, particu- jical and physiological re- while stress can have po- titer, it often manifesta s- all well-being. This case- thallenges, highlighting t- effective management whelming workload with- e to prioritize effectively- teds to rushed, substan- tigles to maintain work- mexhausted and dissatis layer of stress, as amb as exacurbate his stress, ther increasing his workl mptoms like headaches tty. Emotionally, he fi- eationships and haves | larly spons sitive s distri- study the soci strate unrea Com, dard w life ba fied. I iguity es he oad. | in high-pressure work at challenges requiring effects, such as eustress sess, negatively affecting examines Ravi, a young arces and consequences gies for personal and listic deadlines, causing councing this is his poor rook that perpetuates a lance, with long hours wiscommunication with in instructions creates sets unattainably high personal muscle tension, trained, irritable, and | 6 | COS | кз |
| | inadeq fear of his pro Ravi's of Identify bounds Building healthy | uate support system, with collear career stagnation and self-doubt fessional growth and capabilities. experience underscores the critical ring stressors and addressing root ries, fostering open communical gresilience through stress managhabits, is vital for personal and to | sleep. Additionally, Rig gues preoccupied and In- further heightens his stu- al need for proactive sto causes, such as improvin- tion, and seeking sup- gement techniques, like prefessional well-bases. | ess mang time | the isolated due to an inager unavailable. The ausing him to question anagement strategies. In management, setting can alleviate distress. (fulness, exercise, and | | | |

| | | | | | | | | _ | _ | | |
|----|---|---|---|--|--|--|---|---|-----|--|--|
| Г | | demonstrates that effective | stress mana | gement not | only impre | oves produ | ctivity but also | | | | |
| 4 | A | What are the common physics | and mental is | of stress, an | d how can t | they impac | t daily life? How | 6 | COZ | | |
| 4 | В | can time management techniques help in reducing episodic acute stress? Review the case study and identify any five key problems, along with their appropriate | | | | | | | | | |
| | 0 | solutions. | | | | | | | | | |
| | - | John, a sales manager at a n However, his professional life deadlines, criticism from his b stress have negatively impacte reduced his productivity. This identifies problems, and highland life. | has become it loss, and frusted his mental | ncreasingly s tration with and physical valures John | in his team. well-being, 's struzzle | The repeateroded his with epison | ted episodes of confidence, and dic acute stress, | | | | |
| | | Episodic acute stress arises fro poor time management. John' dynamics and personal habits faced include poor time m overcommitted to responsib workload. His unrealistic expe leading to frustration when go | s case exemp i, can lead to anagement, ilities, result ectations of h | lifies how the frequent street where he street ing in misse imself and h | ese factors, ess episodo underestim ed deadline | combined is. The key ated task is and an | problems John durations and overwhelming | | | | |
| | | Despite having a capable tean aspect of projects personally, work-life balance, characteris little time to recharge, leadin articulate challenges or seek si His perfectionist tendencies ca- efficiency and heightening stre | which contri ed by long ho ig to burnout upport, result used delays a | buted to his urs and cons . Ineffective ed in misuno | unmanage: tant work o communic terstanding | able workle engagement ation, inclusions and unment | ead. His lack of t, left him with ding failure to t expectations | | | | |
| | | mindfulness or relaxation pract A disorganized workplace envir files, added unnecessary stress | lly, John resisted constructive feedback, which perpetuated his challenges by g actionable improvements. He lacked stress management techniques like as or relaxation practices, leaving him without coping mechanisms for his pressures, sized workplace environment, including a cluttered desk and poorly organized digital dunacessary stress to his routine. Lastly, John's deep-seated fear of failure drove ormitment, perfectionism, and reluctance to delegate, creating a self-perpetuating ress. | | | | | | | | |
| | | To overcome these challenges time management skills, creats prioritizing work-life balance as and regular exercise, he impreorganized his workspace, as changes helped John regals oproductivity and reducing stress | nd adopting st roved his ov | ress manage erall well-be | ment techning. John | egate tasks iques such also embra | effectively. By as mindfulness aced feedback | | | | |
| | | RKS DISTRIBUTION | CO1-00 | CO2-46 | C03-00 | C04-00 | | | | | |
| BL | | S TAXONOMY DISTRIBUTION | K1-04 | W9 00 | | CO4-00 | CO5-00 | | | | |

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| | | and the same and | CH)-BBA (Core+ | TRM | - | - | | | | SE | MESTE | R-4" |
| | | E:2HRS | SUBJECT-Entre Development | preneurial | | SUBJEC CMUCE | | E - | | | MM. 30 | |
| Н | | | SECTION - | (ATTEMPT | FALLQ | UESTIO | NS) | | | 5 | CO | EGOMS TAXOSOM TAXOSOM |
| 1 | A | How can | the use of latera | | | | | business i | deas? | 1 | CO3 | К3 |
| | B | | one internal bloc | | | | | | | 1 | CO3 | K3 |
| | C | Apply th | e investment lin | mit criteria | to class | sify a sr | nall m | anufactus | ng unit | .1 | CO3 | К3 |
| | D | under MSME. Name one statutory board that supports entrepreneurship in India. | | | | | | | | | C04 | K4 |
| | _ | Name on | e statutory board | a man suppo | (1) CEIL | epreness | and a | | | 1 | CO4 | K4 |
| | E | What is r | meant by an indu | istrial estate | | | | | | 10 | - | |
| | | | CTION-B (AT | | | | | | | | - | К3 |
| 2 | FA | Analyze | how poor marke | t research o | an lead | to the fi | illure o | fa busing | ess plan. | 2 | CO3 | |
| | В | Compase | any two charact | teristics of N | 4SMEs | that dis | tinguis | h them fro | em large | 2 | C03 | K3 |
| < | | antarreio | 00 | | | | | | | 2 | CO3 | К3 |
| 0 | | | the role of MS | | | | | | | | 1 | 1 |
| | D | State an | y two incenti | ves provid | led by | the g | overnn | nent to | promote | 2 | CO3 | K3 |
| - | | enfrenter | seurshin | | | | | | | 2 | CO4 | K4 |
| < | E | What is t | he role of busin | ess incubato | as in si | upportin | g starti | aps / | _ | 2 | C04 | K4 |
| | F | Explain a | iny two phases o | of an Entrep | neneur | ial Deve | lopme | nt Program | nme. | | 1 | 16.4 |
| J | SE | CTION - | C (ATTEMPT | ANY ONE | PART | FROM | EAC | H QUES | 110N) | 15 | C04 | K4 |
| 3 | | constluce | the role of ind | | | | | | | | | |
| - | | A startup in the service sector is unable to generate innovative ideas due to creative blocks. Evaluate the use of two creative thinking techniques to overcome these blocks. | | | | | | | | | C03 | К3 |
| 4 | Λ | Explain | the different ty | pes of incontroller | entives s in Ind | and su | bsidie | s provide | d by the | 5 | C04 | K4 |
| | В | government to support entrepreneurs in India. Critically assess the reasons behind the failure of many business plans i | | | | | | | | | C03 | К3 |
| 5 | A | India Propose a framework for designing a successful business plan. A Assess the contribution of MSMEs in the economic development of developing countries, with examples. Justify your answer with recent trends or government reports. | | | | | | | 3 | CO3 | К3 | |
| ı | В | What is a | business incuba | ator? Hew d | loes it l | help star | tups gr | ow durin | g the early | 1 3 | 5 CO | 4 K4 |
| | | stages of | business? | CO1-18 | CO | 22-28 | CO3-27 | C04- | C05- | 1 | | - |
| | | MS TAXO | | K1-18 | | | K3-27 | K4- | K5- | 1 | | |
| DI | STE | RIBUTION | | 198 | - | 1 | | | | | | |

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| co | URS | E (BRANCH)- BB | A + BBA [CORE+II | BM] | | | | | SE | MESTER | 40 |
| | TI | ME:2HRS | SUBJECT- BUSIN | ESS LAW | | SUBJ | ECT CODE- C | CMUCBB404T | | MM. 30 | |
| | | | SECTION | N-A (ATTEMP | PT ALL QUESTI | ONS) | | | 5 | co. | S TAX OMF |
| 2 | A | What is Com | nany? | | | | | | 1 | CO3 | K |
| | 8 | The second second second | ypes of Compani | es based on I | Liability. | | | - | 1 | CO3 | K |
| | C | What is Audi | | | | | | | 1 | CO3 | K |
| | D | The second secon | ischarge of Nego | riable Instru | ments. | | | | 1 | CO4 | K |
| | E | Charles Concentrate States | rent Types of Bar | | | | | | 1 | CO4 | K |
| - | | | | | ANY FIVE QUE | STIONS) | | | 10 | | |
| 2 | - | Prolain the c | haracteristics of : | Company | | | | | 2 | C03 | K |
| 5 | A | and the second second | e various stages r | | erre a compan | 4 | | | 2 | CO3 | K |
| 1 | _ | 111111111111111111111111111111111111111 | offerent Kinds of | - | | 1. | | | 2 | CO3 | B |
| 2 | 6 | | ature of Negotial | | | | | | 2 | C04 | P |
| 20 | E | | entment of Negoti | | | | | | 2 | C04 | 1 |
| 6 | E. | | e of Banks which | | | ear 1980. | | | 2 | C04 | 1 |
| - | F | | ECTION -C (ATTEN | | | | TION) | | 15 | | |
| 3 | 6 | Explain the I | different Types of | Companies | according to | Companies | Act, 2013. | | 5 | C03 | P |
| 1 | В | What is Nego | tiable Instrumen struments Act 18 | ts Act 1881? | | | | | 5 | C04 | P |
| 4 | A | Discuss the m | ain clauses of the | e Supreme D | ocument of a | Company. | | | 5 | CO3 | 1 |
| 1 | В | | ing Regulation A | | | | | I over | 5 | C04 | 1 |
| 5 | A | What are Del | bentures? And al | so explain th | e Different ty | pes of Deb | entures. | | 5 | CO3 | 1 |
| 1 | | | e Process for Wi | | | | | | 5 | CO4 | 1 |
| co | | RKS DISTRIBUT | | CO1-00 | CO2- 00 | CO3-24 | CO4-23 | CO5-00 | | | |
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| | UNITED | | SECOND I | MID TERM | EVEN | SEM 2024-20 | 25 ROLL | NO. 1230 | 5 |
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| I | | | COURSE | (BRANCH)- BBA | CORE/IBM | | _ | | - |
| t | TIM | E:2HRS | SUBJECT- BUSINESS I | | | | SUBJECT CO | D€-CMUC88402T | |
| | | | S | SECTION -A (ATT | TEMPT ALL QUI | ESTIONS) | | | 5 |
| 1 | A | Defin | e the term BIFR. | | | | | | 1 |
| - | 8 | Recal | l tax reforms. | | | - | | | 1 |
| | c | What | do you understand | he NNP? | | | | | |
| | D | | | | | | | | 1 |
| - | L | | e the term "NGT A | | al environme | ent. | | | 1 |
| - | E | Descri | be the Cascading of | ffect of tax? | | | | | 1 |
| | | | SECT | TION -B (ATTEM | PT ANY FIVE QU | UESTIONS) | | | 10 |
| 2 | A | Differe | entiate between FE | RA and FEM | A | | | | |
| | By | | | | | | | | 2 |
| Explain the roles of legal aspect of business environment. | | | | | | | | | 2 |
| C. What is Goods and Service Tax. | | | | | | | | 2 | |
| 5 | 0 | | | tives of National Income. | | | | | |
| 5 | E | What is | GDP? How far is | this differ fro | m NDP? | | | | 2 |
| 1 | F | Discuss | the concept of def | flation? | | | - | | 2 |
| 1 | _ | | | TTEMPT ANY ON | OF PART FROM | FACHOUSET | 1780 | | - |
| 3-1- | 4 | 2 | | | | EACH QUEST | (ON) | | 15 |
| L | | | the objectives and | | | | | | 5 |
| | 8 | Explain | the powers and fur | nctions of Info | ormation Co. | mmissions. | | | 5 |
| # | - | Define b | ousiness ethics and | also explain t | the principle | s of busines | ss ethics | | 5 |
| 1 | _ | | Inflation? Discuss | | | | | | |
| 1 | _ | | liscuss the changes | | | | | | 5 |
| 1 | _ | | | | | | | | 5 |
| # | 1 | national | you understand b | y the term n | ational inco | me? How | would you | measure the | 5 |
| | IARK | S DISTRIB | UTION | CO1-00 | CO2-00 | CO3-24 | 1 000 000 | | |
| D M | | | | | - | 603.24 | CO4-23 | CO5-00 | |