

Bachelor of Business Administration (BBA) – 4 Year Programme

(Abridged Programme Handbook)

1. Aims of the Programme

The Bachelor of Business Administration (BBA) programme aims to create graduates with high business acumen, with a major focus in the areas of Entrepreneurship, Human Resource Management (HRM), and Marketing. The core focus of the programme is on developing behavioural and managerial aspects as well as fostering an entrepreneurial mindset. The programme will enable students to develop skills such as business planning, resource management, market research, leadership and team management, strategic planning, decision-making and problem-solving. The objective of the programme is to provide a strong foundation in business education, combining theoretical knowledge with practical skills. The programme offers eight major modules for a four-year degree programme, which will enable students to delve deeper into the area of their specialisation, making them highly competitive in the job market. Furthermore, the knowledge and skills gained from the programme will help students to pursue higher studies in the field of business and management.

2. Learning Outcomes of the Programme

Graduates of this programme are expected to acquire not only a grounding within the field of business (subject-specific skills) but will also gain competency in the following skill areas: academic and cognitive skills, professional and career-oriented skills, personal development and life skills, and interpersonal and communication skills. These four skill sets are the foundation of this programme, supported by aligned teaching, learning, and assessment methods.

2.1 Academic and Cognitive Skills

- (a) Analyse complex business challenges and propose innovative solutions.
- (b) Conduct market research to identify customer needs, trends, and opportunities.
- (c) Explain how human resource functions contribute to the overall business strategy.
- (d) Apply data-driven insights to support human resource decision-making and policy development.
- (e) Examine factors influencing motivation, productivity, and team dynamics.
- (f) Develop comprehensive marketing plans aligned with business goals.
- (g) Evaluate the role of emerging technologies, like AI and data analytics, in marketing.

2.2 Professional and Career-oriented Skills

- (a) Design comprehensive business plans, market analysis, financial projections, and operational strategies.
- (b) Apply tools and techniques to source, screen, and select candidates.

- (c) Demonstrate leadership skills to guide teams and drive organisational change.
- (d) Conduct market research to analyse customer needs, preferences, and market trends.
- (e) Write clear and compelling marketing materials to engage target audiences.
- (f) Plan to allocate resources efficiently to maximise ROI.
- (g) Apply creative problem-solving techniques to overcome challenges and generate new ideas.

2.3 Personal Development and Life Skills

- (a) Cultivate a proactive mindset to take charge of opportunities and tasks without external prompts.
- (b) Adjust strategies and business models based on market feedback and evolving conditions.
- (c) Negotiate terms, agreements, and compromises in challenging situations.
- (d) Motivate the employees to foster an engaging and productive work environment.
- (e) Present ideas effectively to persuade audiences and convey marketing messages clearly.
- (f) Generate fresh ideas for marketing campaigns, product promotions, and brand messaging.
- (g) Interpret data to assess marketing performance and make informed decisions for strategy improvement.
- (h) Adapt to changes, setbacks, and failures, and respond proactively to evolving market conditions.

2.4 Interpersonal and Communication Skills

- (a) Present business ideas, products, or services persuasively to investors, clients, and stakeholders.
 - (b) Listen attentively to understand perspectives, concerns, and feedback from customers, team members, and partners.
 - (c) Build relationships with employees at all levels to create a trusting and collaborative environment.
 - (d) Communicate the vision and goals of HR initiatives and changes to align with organisational objectives.
 - (e) Deliver marketing strategies, results, and ideas clearly and persuasively to executives, clients, or stakeholders.
 - (f) Craft engaging narratives around products, services, or brands to connect with audiences and build brand loyalty.
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3. Career-related Opportunities

The BBA programme aims to produce graduates with specialisation in Entrepreneurship, Human Resource Management, and Marketing. Students studying an Entrepreneurship programme have a wide array of career-related opportunities, as the skills acquired are highly transferable across industries. Graduates can pursue careers as founders or co-founders of their own businesses, applying their knowledge of business planning, innovation, and market strategies to launch startups. Alternatively, they may work in business development, identifying growth opportunities and forming strategic partnerships within existing organisations. With their entrepreneurial mindset, these graduates are also well-suited for leadership roles in social enterprises focused on solving societal challenges, or they can take on innovation management positions, fostering creative business solutions in various sectors.

Students studying the Human Resource Management (HRM) programme have diverse career opportunities in various industries, as HR plays a vital role in organisational success. Graduates can pursue roles as HR assistants, recruitment specialists, or talent acquisition managers, where they help organisations attract, select, and onboard top talent. They may also work as training and development coordinators, designing and implementing employee training programmes to enhance skills and improve performance. With a strong foundation in HR principles, graduates are well-positioned to pursue leadership roles in HR departments or advance to senior HR positions as they gain experience.

Students studying the Marketing programme have a wide range of career-related opportunities across various industries, as marketing is crucial for business growth and brand success. Graduates can pursue roles such as marketing coordinators, brand managers, or marketing assistants, helping companies develop and execute marketing strategies that enhance product visibility and foster customer engagement. Graduates can also explore roles in advertising, sales management, or event marketing, where they create promotional campaigns and manage customer relations. With their marketing expertise, they are well-equipped to take on leadership roles in marketing departments or agencies, or even pursue entrepreneurial ventures, offering marketing consultancy services.

4. Programme Structure

Year	Semester	Module 1	Module 2	Module 3	Module 4	Module 5
1	I	ACT101 Principles of Financial Accounting	MGT101 Principles of Management	BMS101 Business Mathematics	EAP 101 Intermediate English for Academic Purposes	BIM101 Introduction to Computer and Business Applications
	II	BMS102 Introductory Business Statistics	BLT101 Legal Framework in Business	HRM101 Foundations of Human Resource Management	DZG101 ཕྱོད་ཁ་བད་ཕྱོད་ཕྱོད་ལེན། Dzongkha Communication	EAP102 Upper- Intermediate English for Academic Purposes
2	I	ECN101 Microeconomics	MKT201 Principles of Marketing	FIN201 Fundamentals of Corporate Finance	EDP101 Entrepreneurship	GSE101 Analytical
	II	ECN202 Macroeconomic s	BIM202 Management Information System	MGT202 Production and Operations Management	HRM202 Organisational Behaviour	1st Major Module
3	I	Taxation Law & Practice	HRM304 Business Negotiation	IBS301 International Business	Elective 1	2nd Major Module
	II	RES301 Research Methods in Business	MGT303 Strategy and Business Decision	Elective 2	3rd Major Module	4th Major Module
4	I	RES302 Research Project	BMS404 Operation Research	Elective 3	5th Major Module	6th Major Module
	II	BRP 401 Business Project	MGT404 Governance, Ethics, and Sustainabilit y	Elective 4	7th Major Module	8th Major Module

Major Modules

Year	Semester	Major Modules	Entrepreneurship	Human Resource Management	Marketing
2	II	1st Major Module	EDP202 Developing Entrepreneurial Mindset	HRM203 Recruitment and Retention	MKT202 Consumer Behaviour
3	I	2nd Major Module	EDP303 Building Social Entrepreneurship with GNH Values	HRM305 Industrial Relations	MKT303 Sales Management
	II	3rd Major Module	EDP304 Lean Startup Methodology	HRM306 Human Capital Management	MKT304 Advertising and Branding
	II	4th Major Module	EDP305 Design Thinking and Innovation Management	HRM307 Performance Management	MKT305 Channel and Logistics Management
4	I	5th Major Module	EDP406 Digital and Scale-up strategies	HRM408 Compensation Management	MKT406 Digital and Social Media marketing
	I	6th Major Module	EDP407 Digital Entrepreneurship	HRM409 Organisational Development and Change	MKT407 Retail and Franchise Management
4	II	7th Major Module	EDP408 Entrepreneurial Finance	HRM410 International Human Resource Management	MKT408 Services Management
	II	8th Major Module	EDP409 International Business Law & IPR Management	HRM411 Human Resource Information Systems	MKT409 International Marketing

List of Elective Modules

Year	Semester	Electives	Module option 1	Module option 2	Module option 3
3	I	Elective I	ACT202 Advanced Financial Accounting	PST102 Government and Politics in Bhutan	LAN204 Introduction to Creative Writing
	II	Elective II	FIN303 Working Capital Management	PAD307 Introduction to Public Policy Processes	GPD203 Foreign Policy
4	I	Elective III	PAD204 GNH: A Holistic Approach to Development	RIG101 ཕན་ནམ་དཔེ།	DOE202 Poverty and Development
	II	Elective IV	TRP201 Introduction to Translation	GPD305 Contemporary World Politics	RIG104 ཐོན་ཁ་བདུན་ལྟོ།

5. Learning and Teaching Approach

To support student-centred learning and the development of essential academic, cognitive, professional, personal, and communication skills, the curriculum integrates diverse and innovative assessment methods that promote self-directed learning and active classroom engagement. A key feature of the revised programme is the

emphasis on formative, continuous assessment, supported by timely and constructive feedback.

Assessment tools, such as project work, case studies, role-plays, panel discussions, reflective writing, class participation, and presentations, are strategically embedded within modules to build both intellectual and career-oriented competencies.

This multidimensional approach enhances critical thinking, practical knowledge application, and collaborative learning. While continuous assessment plays a central role in creating a dynamic and experiential learning environment, students are also required to independently complete and pass semester-end examinations, which remain a distinct and essential part of the overall assessment structure.

Aligned with the cognitive framework outlined in Bloom's Taxonomy, the programme prioritises the cultivation of higher-order thinking skills in conjunction with academic, professional, and transferable skill development. The teaching-learning and assessment strategies have been intentionally structured to support these objectives.

5.1 Outcome-Based Teaching and Learning

All course delivery is aligned with clearly articulated learning outcomes to ensure coherence between instructional content, classroom activities, and assessment. This outcome-oriented approach transitions the classroom dynamic from teacher-led instruction to active, student-centred engagement. As a result, students are encouraged to engage in analysis, synthesis, and application of knowledge, promoting deeper conceptual understanding.

5.2. Continuous Formative Assessment with Feedback

The programme adopts a robust formative assessment strategy that facilitates continuous monitoring of student progress. Assessment tools, such as presentations, reflective writing, class discussions, and role plays, are used to capture diverse forms of learning. Constructive feedback is systematically provided to reinforce strengths and address areas requiring improvement, thereby supporting iterative learning throughout the semester.

5.3. Integration of Technology-Enhanced Learning

To improve accessibility, flexibility, and engagement, the programme employs technology-enhanced learning platforms. Blended learning is supported through digital submissions, multimedia content, and online discussions, contributing to the development of students' digital literacy and independent learning capabilities. These platforms also support continuous formative assessment and asynchronous engagement with course materials.

5.4. Promotion of Self-Directed and Independent Learning

Students are encouraged to assume greater responsibility for their own learning through independent research tasks, guided reading, and reflective exercises. This promotes intellectual autonomy, critical thinking, and the development of habits associated with lifelong learning, which are essential for success in both academic and professional domains.

5.5. Experiential and Project-Based Learning

The curriculum incorporates experiential learning components through projects, case studies, and fieldwork. These elements provide students with opportunities to apply theoretical knowledge in practical contexts. Emphasis is placed on planning, execution, and post-task reflection, enhancing both academic relevance and the development of professional competencies.

5.6. Field visits and Guest Lectures

Field visits and guest lectures form an integral part of the BBA programme, providing students with practical exposure to real-world business environments and contemporary industry practices. Field visits to manufacturing units, retail chains, logistics hubs, and start-up incubators help students understand operational workflows, supply chain mechanisms, marketing strategies, customer behaviour, entrepreneurial challenges and many more. These visits are strategically aligned with the curriculum to enhance experiential learning and are often followed by student reflection reports or presentations to reinforce academic concepts.

Guest lectures by industry professionals and subject-matter experts offer students insights into various domains such as entrepreneurship, digital marketing, financial planning, corporate governance, HR trends, etc. These sessions bridge the gap between theory and practice, offering students a platform to engage with current business issues, emerging technologies, and soft skill development. Both field visits and guest sessions are coordinated through the programme office and are regularly reviewed for relevance and impact, ensuring that they contribute meaningfully to learning outcomes and overall student development.

5.7. Structured Group Work and Moderation Mechanisms

Group work is a core feature of many modules, designed to promote collaborative learning and interpersonal skill development. To address common challenges such as uneven contribution and group dynamics, the assessment framework includes a dual-component approach comprising both group and individual evaluation criteria.
