तुळजाराम चतुरचंद महाविद्यालय,बारामती

Anekant Education Society's

Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati (Autonomous)

BACHLOR OF BUSINESS ADMINISTRATION DEGREE

SYBBA- SEM -IV

Framed as per NEP

SYLLABUS

Applicable with effect from 2024-25

Anekant Education Society,s

Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati

(Autonomous)

Course & Credit Structure for **S.Y.BBA** (2023 pattern as per NEP -2020)

Sr.No.	Paper	Course Code	Theory/Practical	Credit Structure
1	BBA-251-MJM	Management Information System	Theory	02
2	BBA-252-MJM	Production & Operation Management	Theory	02
3	BBA-253-MJM(A)	Industry Relation & Labour Laws	Theory	02
	BBA-253-MJM(B)	Banking & Finance	Theory	
	BBA-253-MJM(C)	Retail Management	Theory	
4	BBA-254-MJM(A)	Strategic Human Resource Management	Theory	02
	BBA-254-MJM(B)	Business Taxation	Theory	
	BBA-254-MJM(C)	Digital Marketing	Theory	
9	BBA-261-MN	Employee Recruitment & HR record Management System	Theory	02
10	BBA-262-MN	Dissertation Report	Practical	02
11	BBA-266-OE	Universal Human Values	Theory	02
12	BBA-276-SEC	International Business	Theory	02

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Major Mandatory

Course Name: Management Information System

Course Code:BBA-251-MJM

No.ofLectures:30

No.ofCredits:2

A) **Course Objectives:**
   1. To understand the concepts of information system.
   2. To study the concepts of system analysis and design.
   3. To understand the issues in MIS.
   4. To learn the concept of system analysis and design.
   5. To Study the role of information system in organization.

B) **Course Outcome :**

   CO1 : Students will be able to understand the fundamental need for Management Information
      Systems in organizations.
   CO2: Students will be able to Understand different decision-making models and their
      applications.
   CO3: Course will help the student to Understand how the quality and relevance of information
      influence managerial decisions.
   CO4 : Student will understand the stages of the Systems Development Life Cycle.
   CO5: Student will be able to study various approaches to system building, including Prototyping,
      Spiral Model, Rapid Development Tools, and CASE Tools.
   CO6: Students will be able to understand the features and benefits of DSS.
   CO7 : After completing the course students will be able to study the the role of EIS in providing
      top executives with critical information for strategic decision-making.

   Unit No. 1: Management Information System

   1.1 Need and Objectives of MIS
   1.2 Contemporary approaches to Management Information System (MIS)
   1.3 Use of information for competitive advantage
   1.4 Challenges in the development of MIS

Unit No. 2: Information, Management and Decision making

2.1 Models of Decision making- Classical, Administrative and Herbert
    Simon's Models
2.2 Attributes of information and its relevance to decision making
2.3 Types of Information.

No. of Lectures- 06

Unit No. 3: Systems Analysis and Design

3.1 System- Meaning, Types of System
3.2 Systems Development Life Cycle
3.3 Alternative System building approaches- Prototyping model, Spiral Model,
     Rapid Development Tools, CASE Tools

No. of Lectures- 05

Unit No. 4: Decision Support Systems

4.1 Group Decision Support Systems
4.2 Executive Information Systems
4.3 Expert systems and Knowledge Based Expert Systems4.4 Artificial Intelligence
4.5 Case studies on Information systems
4.6 Case studies on Decision Support System

No. of Lectures- 05

Unit No. 5: Management issues in MIS

5.1 Information Security and Control
5.2 Quality Assurance
5.3 Intellectual Property Rights as related to IT Services/ Product
5.4 Managing Global Information Systems.

No. of Lectures- 06

EVALUATION: -

Internal Evaluation	External Evaluation
Unit test(10)	Fill in the blanks, True and False (10)
	Short answer question (12)
Mini project /Assignment/Presentation (10)	Long answer questions (8)
20	**30**

Reference Books:
1. Management Information System: Jawadekar W.S, Tata McGraw Hill
2. Management Information System: James A O'Brien, Tata McGraw Hill
3. Management Information System: Davis Olson, Mac Graw Hill
4. Management Information System: GordenDevis, Margareth H. Oison
5. Decision Support and Expert Systems- Efraim Turban
6. Information Systems for Modern Management- Robert Murdick, Joel E. Ross

Choice Based Credit System Syllabus (2022 Pattern)
Mapping of Program Outcomes with Course Outcomes
Class: SYBBA (Sem –IV)   **Subject**: Management Information System
Course: Management Information System   **Course Code**: BBA-251-MJM
Weight age: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)														
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	3	3	2	2	2	2	3	2	2	2					1
CO2	3	3	3	3	3	3	2	2	2	3	1				
CO3	2	2	2	3	3	2	3	3	3	1		2			
CO4	2	2	2	2	2	3	2	2	2	2					
CO5	2	3	3	2	2	3	3	2	2	2			2		
CO6	3	3	2	3	3	2	2	3	3	3					
CO7	2	2	3	2	3	3	3	3	3	1				3	

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: Understanding the fundamental need for Management Information Systems directly contributes to a coherent understanding of their role in organizations.
CO2: This outcome provides moderate support as decision-making models are foundational in understanding management practices, which is part of fundamental knowledge.
CO3: The influence of information quality on decisions is central to understanding Management Information Systems.
CO4: Knowledge of the systems development life cycle provides a moderate basis for understanding the broader aspects of systems in management, linking to fundamental knowledge.
CO5: Awareness of system building approaches supports fundamental knowledge in a moderate way, helping students understand how systems are constructed and managed.

CO6: Understanding DSS features and advantages is critical to recognizing the importance of information systems in decision-making.
CO7: The role of EIS directly pertains to fundamental knowledge of information systems and their strategic utility in management contexts.

PO2: Procedural Knowledge for Skill Enhancement

CO1: Understanding MIS provides procedural knowledge of using information systems effectively, but it focuses more on fundamental concepts rather than enhancing procedural skills.
CO2: This directly relates to procedural knowledge as it involves understanding how to apply specific models in real-world scenarios, enhancing decision-making skills through structured protocols.
CO3: Knowledge of quality and relevance directly impacts procedural knowledge, as it involves implementing systems to critically assess information and make informed decisions.
CO4: Understanding the SDLC is essential procedural knowledge for building and managing systems, directly enhancing skills relevant to information systems and project management.
CO5: This outcome emphasizes practical knowledge and skills in building systems, aligning closely with procedural knowledge enhancement through hands-on approaches.
CO6: While understanding DSS features adds to procedural knowledge, it primarily deals with theoretical aspects, thus offering moderate skill enhancement.
CO7: This outcome relates to the understanding of procedural knowledge in providing support for decision-making processes but doesn't deeply focus on enhancing specific procedural skills.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Understanding the need for MIS requires some critical thinking about organizational needs, but it does not heavily emphasize problem-solving skills.
CO2: This outcome directly involves analyzing and choosing between different decision-making models, which is inherent to critical thinking and problem-solving.
CO3: This emphasizes evaluating information quality and its impact on decision-making, thus strongly engaging critical thinking and problem-solving abilities.
CO4: While understanding the SDLC requires some critical thinking about processes, it is more descriptive and less focused on problem-solving.
CO5: This outcome requires students to critically analyze different system development approaches and solve problems inherent to each method.
CO6: Understanding DSS features involves analytical skills, but it doesn't require extensive problem-solving .
CO7: This requires critical analysis of how information contributes to strategic decisions, engaging higher-order thinking and problem-solving skills.

PO4: Communication Skills

CO1: Understanding the need involves discussing and communicating concepts effectively, but does not primarily focus on communication skills.
CO2: This requires some level of communication for discussing models, but the primary focus is on understanding rather than conveying ideas.
CO3: This outcome heavily relies on effective communication to convey the nuances of information quality and its impact on decisions.

CO4: While communication is important for explaining each stage, it is more about understanding processes than interpersonal skills.

CO5: Discussing and presenting these approaches will require some communication skills, but technical understanding is the main focus.

CO6: Communicating features and benefits effectively is crucial for stakeholder buy-in and understanding the practical applications.

CO7: This outcome emphasizes the need to communicate critical information effectively to executives, necessitating strong communication skills.

PO5: Analytical Reasoning Skills

CO1: Understand the fundamental need for Management Information Systems in organizations. Understanding MIS requires some level of analytical reasoning, as students must analyze data and its impact on organizations.

CO2: Understand different decision-making models and their applications. Strongly aligned as students need analytical skills to evaluate different decision-making frameworks and choose appropriate models.

CO3: the quality and relevance of information influence managerial decisions. High alignment; analyzing the quality and relevance of data directly ties to analytical reasoning skills in decision-making processes.

CO4: Understand the stages of the Systems Development Life Cycle. Moderate relevance; while analytical skills are used, this outcome is more about understanding processes rather than pure analytics.

CO5: Some analytical reasoning is required to evaluate and compare different system building methodologies, though it's not the primary focus.

CO6: Understand the features and benefits of DSS. Directly relevant; analytical reasoning is crucial when assessing and utilizing Decision Support Systems effectively.

CO7: Strong alignment as analyzing the effectiveness of EIS in strategic decision-making directly correlates with analytical reasoning skills.

PO6: Innovation, Employability and Entrepreneurial Skills

CO1: Understanding the need for Management Information Systems (MIS) enhances employability as it equips students with knowledge essential for organizational settings. However, its direct innovation and entrepreneurial impact may be moderate.

CO2: Learning decision-making models directly correlates with innovation and employability, as decisions are core to entrepreneurial success and managing change in organizations.

CO3: The influence of information quality on managerial decisions is crucial for innovation and effective business practices, making it highly relevant for employability and entrepreneurial skills.

CO4: Understanding the Systems Development Life Cycle (SDLC) is important for innovation in project management and contributes to employability, but may not strongly relate to entrepreneurial skills directly.

CO5: Knowledge of different system-building approaches fosters innovation and equips students with practical skills, essential for careers in technology and entrepreneurship.

CO6: Understanding Decision Support Systems (DSS) enhances analytical capabilities that are important for innovative decision-making within organizations, linking moderately to employability.

CO7: Studying the role of Executive Information Systems (EIS) for strategic decision-making is highly relevant for both innovation and employability, particularly for students aspiring for executive roles in businesses.

PO7: Multidisciplinary Competence

CO1 : Understanding the fundamental need for Management Information Systems directly aligns with the goals of preparing students to manage and utilize information effectively.

CO2 : Awareness of decision-making models is relevant but not as foundational to MIS; it supports strategic management but is not the core focus of MIS.

CO3 : This outcome is about the quality and relevance of information, a critical aspect of MIS that informs management decisions.

CO4 : While understanding the Systems Development Life Cycle is essential for managing information systems, it's more technical and not solely focused on management skills.

CO5 : Analysis of system building approaches is crucial for students to gain competency in evaluating and implementing information systems effectively.

CO6: Understanding DSS features and benefits complements decision-making abilities but is less comprehensive than CO5 for management practices.

CO7: The role of EIS in aiding strategic decision-making is critical for top executives, linking information systems directly to business outcomes which aligns strongly with managerial competencies.

PO8: Value Inculcation through Community Engagement

CO1: Management Information Systems (MIS) helps in engaging with community organizations that rely on information systems to manage their operations effectively. Students gain moderate exposure to community needs, especially in organizations that require MIS.

CO2: decision-making models can help students engage with community groups by applying these models to real-world problems faced by those groups. Students learn to apply decision-making frameworks that can benefit community engagement initiatives.

CO3: information quality influences decisions can be vital when working with community organizations to ensure effective outcomes. Strong connection as it directly affects how community issues are addressed through informed decision-making.

CO4: Systems Development Life Cycle (SDLC) can be beneficial while working within community projects that require systematic development approaches.Moderate, as understanding the SDLC provides a foundation for projects that may engage with community stakeholders.

CO5: Exploring various system-building approaches can enhance students' ability to develop solutions for community-based challenges.Connections can be made between system-building tools and their application in community work, but not directly impacting engagement.

CO6: Decision Support Systems (DSS) can help students engage with community organizations, enabling them to make data-driven decisions. Strong, as DSS is crucial for community leaders making informed decisions based on collected data.

CO7: Knowledge of Executive Information Systems (EIS) can inform community leadership structures, enhancing strategic decision-making at community levels. EIS knowledge directly applies to engaging with community executives and improving strategic initiatives.

PO9: Traditional Knowledge into Modern Application

CO1: the role of Management Information Systems (MIS) may involve some traditional knowledge about organizational needs but is more focused on modern technologies.

CO2: Traditional knowledge can inform decision-making models, but the application will largely be modern due to varying decision-making scenarios in contemporary settings.

CO3: The quality and relevance of information derived from traditional knowledge can significantly influence modern managerial decisions.

CO4: the System Development Life Cycle (SDLC) may be informed by traditional approaches, but the focus is mainly on modern methodologies.

CO5: Various system-building approaches can include traditional knowledge, but the emphasis lies on contemporary and innovative methods of development.

CO6: the features and benefits of Decision Support Systems (DSS) can greatly benefit from traditional knowledge on data analysis and interpretation techniques.

CO7: The role of Executive Information Systems (EIS) in strategic decision-making is deeply connected with traditional knowledge in organizational strategy and information management.

PO10: Design and Development of System

CO1: the fundamental need for Management Information Systems in organizations. System Design and Development is deeply rooted in the principles of Management Information Systems. Understanding MIS is foundational for developing systems that meet organizational needs.

CO2: different decision-making models and their applications. systemic design involves elements of decision-making, but this CO focuses more on theoretical models rather than practical design aspects.

CO3: the quality and relevance of information influence managerial decisions. effective system design ensures that accurate and relevant information is provided, directly influencing decisions made by management.

CO4: the stages of the Systems Development Life Cycle. since knowledge of the Systems Development Life Cycle (SDLC) is essential for designing and developing systems efficiently and effectively.

CO5: Study various approaches to system building, including Prototyping, Spiral Model, Rapid Development Tools, and CASE Tools. methodologies and tools are integral to the practical aspects of system design and development, enhancing the learning experience.

CO6: Understand the features and benefits of DSS. while Decision Support Systems (DSS) are a type of system design, this CO emphasizes specific functionalities rather than overall design principles.

CO7: Study the role of EIS in providing top executives with critical information for strategic decision-making. the course can include aspects of Executive Information Systems (EIS), which is relevant but may not be the primary focus of system development methodologies.

PO11: Ethical and Social Responsibility

CO2: This outcome provides moderate support as decision-making models are foundational in understanding management practices, which is part of fundamental knowledge.

PO12: Research-Related skills

CO3: This emphasizes evaluating information quality and its impact on decision-making, thus strongly engaging critical thinking and problem-solving abilities.

PO13: Teamwork

CO5: Some analytical reasoning is required to evaluate and compare different system building methodologies, though it's not the primary focus.

PO14: Area Specific Expertise

CO7: Knowledge of Executive Information Systems (EIS) can inform community leadership structures, enhancing strategic decision-making at community levels. EIS knowledge directly applies to engaging with community executives and improving strategic initiatives.

PO15: Environmental Awareness

CO1 : Understanding the fundamental need for Management Information Systems directly aligns with the goals of preparing students to manage and utilize information effectively.

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Major

Course Name: Production and Operations management.

Course Code: BBA-252-MJM

No. of Lectures:30

No. of Credits:2

A) Course Objectives:

a. To focus on basic terms related to production and operations management.
b. To analyses product design concepts, Production layouts and Plant locations.
c. To elaborate the concepts of production planning, productivity and ergonomics.
d. To study the concepts of quality management.
e. To study the role of technology in current production process.

A) Course Outcome:

CO1: The course will help the students to understand the all concepts related to production functions in industry.

CO2: Students will be able to understand the detailed concepts related to Production process, productivity and quality management concepts.

CO3: After completing the course students will study the different types of plant layouts.

CO4: Students will be able to identify all concepts related to production planning.

CO5: Course will help the students to study the concept of ergonomics.

CO6: Different quality management techniques will be studied by the students after completing the course.

CO7: All the details related to role of technology in production process will be studied by the students after completing the course.

Unit No1: Introduction

a) Nature, Meaning, Scope of production management.
b) Objectives and functions of production management.
c) Qualities, responsibilities of production manager.
d) Plant location: Importance and factors responsible for Plant location decision.
e) Classification of production system.
f) Plant Layout: Definition, Objectives, types and factors affecting plant layout.
g) Challenges before production management
a. Impact of globalization.
b. Workforce diversity.
c. Business process outsourcing.
d. Global competition.

No of Lectures 6

Unit No 2: Product Design and product Development

a) Definition of product design, Factors affecting product design.
b) Product development:
    a. Meaning of product design.
    b. Product development stages.
    c. Techniques or tools of product development.
    d. Factors responsible for product development.
    e. Business process reengineering.
    f. Cycle time reduction.
    g. Use of technology in product designing.

No of Lectures 6

Unit No 3: Production planning and control:

a) Meaning, Nature, Objectives, Functions, Importance and problems of production planning and control.
b) Production procedure, factors determining production planning and control.
c) Techniques and tools of production planning and control.
d) New Concepts in production planning andc ontrol:
    i. Supply chain management.
    ii. Worker's involvement.
    iii. Green manufacturing.

No of Lectures 6

Unit No 4: Productivity and Ergonomics
    a) Productivity:
        a. Concept and definition.
        b. Importance of productivity.
        c. Measurement of productivity.
        d. Techniques to improve productivity.
        e. Factors affecting productivity.
    b) Ergonomics:
        a. Introduction and definition.

b. Objectives of ergonomics.

c. Components of ergonomics.

Unit No 5: Quality Management:

a) Six sigma: Introduction, steps in implementation of six sigma.

b) Kaizen: Introduction, Principles, Procedure for implementation, Benefits.

c) Just–In– Time: Introduction, objectives, benefits, methodology in implementation.

d) Quality Circles: Introduction, organization of quality circle, Reasons of failure.

e) Total Quality Management: Introduction, major ingredients in TQM,

f) ISO9000: Introduction, ISO Standards for quality system, factors for selecting ISO model, Essentials steps in implementation of an ISO.

No of Lectures 6

EVALUATION: -

Internal Evaluation	External Evaluation
Unit Test (20)	Fill in the blanks, One Sentence Answer (12)
Mini Project / Assignment / Presentation (20)	Short Notes (12)
	Short Answer Que (24)
	Long Answer Que (12)
40	60

References:

1. Plant Layout and Material Handling James Apple &John Wileysons

2. Work Study ZO Publication

3. Production &Operations Management R S Goel

4. A Key to Production Management Kalyani Publicaion, Ludhiyana

5. Production & Operation Management S.N.Chavy, TMH Delhi

6. Modern Production and Operation Management El woods Butta

Mapping Program Outcomes with Course Outcomes

Class: SYBBA(Sem–IV) **Course Title: Production** and Operation Management

Course: Production and Operation Management **Course Code**: BBA-252-MJM

Weightage:1=weakorlowrelation,2=moderateorpartialrelation,3=strongordirectrelation

Course Outcomes	Programme Outcomes (POs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	3		2		2		2	2		2	1				1
CO2	3		1	2				3		2	2	2	2	1	1
CO3									2	1					1
CO4											2	1	2	2	2
CO5	3		2								1		2	2	
CO6	2		2								3	2			
CO7	1										2		2	3	2

Justification for the Mapping

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: This course outcome focuses on the practical application of operations management principles in both the manufacturing and service sectors. By gaining knowledge in this area, students will be better equipped to make effective decisions related to production and service processes in real-world business situation

CO2: This course outcome emphasizes the ability to effectively plan production schedules and allocate necessary resources for production. These skills are essential in business practices as they ensure the efficient utilization of resources, facilitating an optimal production process and meeting customer demands.

CO5: This course outcome highlights the importance of measuring performance in relation to productivity. Businesses need to evaluate and monitor their productivity levels to identify areas for improvement and optimize resource allocation. By conducting industrial engineering studies on men and machines, students can gain hands-on experience in analyzing and improving productivity in a business setting.

CO6: Six Sigma is a widely recognized methodology for improving quality and efficiency in business processes. This course outcome emphasizes the importance of understanding and applying the basic analytical tools of Six Sigma in a business context. By doing so, students can contribute to improving overall quality and efficiency of business practices, leading to customer satisfaction and competitive advantage.

CO7: Product design and development involve various aspects of business, including marketing, management, and potentially economic and financial considerations.

PO3: Critical Thinking and Problem-Solving Skills

CO1: In order to apply the concepts of operations management in the manufacturing and service sectors, students need to critically analyze and understand the specific needs and strategies of each sector and develop appropriate plans and decisions.

CO2: Planning production schedules and allocating resources requires critical thinking to assess the available resources, estimate demands, and make decisions that optimize efficiency and meet customer needs.

CO5: Measuring performance related to productivity and conducting industrial engineering studies require critical thinking to analyses data, identify areas for improvement, develop metrics, and make decisions that increase efficiency and effectiveness.

CO6: Understanding the importance of six sigma quality and applying basic analytical tools of six sigma quality involves critical thinking to identify and analyze process variations, collect and analyze data, identify root causes of problems, and make decisions that improve quality and reduce defects.

PO4: Communication Skills

CO2: Communication and planning production schedules and allocating resources ethically involves considering factors such as fair distribution of workload, avoiding overworking employees, and minimizing waste and environmental impact.

PO5: Analytical Reasoning Skills

CO1: By applying the concept of operations management in both manufacturing and service sectors, students develop a critical attitude towards understanding and improving processes. They learn to analyse current operations and make informed decisions to optimize production and service-related activities.

PO7: Multidisciplinary Competence

CO1: By applying the concept of operations management in both manufacturing and service sectors, studentsdevelop a critical attitude towards understanding and improving processes. They learn to analyse current operations and make informed decisions to optimize production and service-related activities.

PO8: Value Inculcation through Community Engagement

CO1: It helps students develop their skills in operations management, which is crucial for effectively managing and optimizing production processes in both manufacturing and service sectors.

CO2: The ability to plan production schedules and allocate resources effectively is crucial for managing costs, meeting customer demands, and maximizing efficiency. These skills directly impact the overall profitability and success of a business.

PO9: Traditional Knowledge into Modern Application

CO3: It is relevant as it emphasizes the importance of designing maintenance schedules, identifying and proposing material handling equipment, and implementing industrial safety rules. These actions promote the well-being and safety of employees and contribute to a responsible and ethical business environment.

PO10: Design and Development of System

CO5: Measuring performance related to productivity is also important for entrepreneurs as it allows them to track their progress and identify areas for improvement. By conducting basic industrial engineering studies, entrepreneurs can identify bottlenecks, inefficiencies, and areas for optimization in their operations.

CO6: The application of six sigma quality tools is crucial for entrepreneurs to ensure that they are delivering high quality products or services. By implementing these tools, entrepreneurs can minimize defects, reduce variation, and improve overall customer satisfaction.

PO11: Ethical and Social Responsibility

CO1: Understanding production functions in industry enables students to evaluate processes ethically, ensuring efficient resource use while minimizing environmental impact, thus aligning with social responsibility.

CO2: Learning about productivity and quality management fosters ethical production practices that prioritize customer satisfaction and corporate responsibility towards sustainable and socially responsible outcomes.

CO3: Studying plant layouts helps students to design production setups that optimize efficiency while adhering to ethical standards like worker safety, promoting social responsibility through responsible facility management.

CO4: Understanding production planning equips students to make ethical decisions about resource allocation and production timelines, ensuring responsible and fair treatment of employees and stakeholders.

CO5: Studying ergonomics fosters ethical responsibility in designing work environments that prioritize the health, safety, and well-being of employees, demonstrating care for human factors.

CO6: Mastering quality management techniques enables students to ensure that production processes meet ethical standards of quality, safety, and sustainability, directly supporting social responsibility.

CO7: Understanding the role of technology in production processes prepares students to responsibly integrate technological advancements, ensuring ethical use and reducing adverse social and environmental impacts.

PO12: Research-Related Skills

CO2: Learning about the production process, productivity, and quality management enhances students' ability to conduct research on optimizing workflows and improving output quality, while applying various research techniques to assess and implement best practices.

CO4: Understanding production planning enables students to apply research methods in forecasting demand, analyzing resource allocation, and developing production schedules, enhancing their problem-solving abilities through data analysis.

CO6: Mastering quality management techniques fosters research-oriented thinking, as students learn to design experiments, collect data, and analyze results to ensure continuous quality improvement in production processes.

PO13: Teamwork

CO2: Learning about productivity and quality management requires students to work in teams to implement these concepts in practice, fostering a collaborative environment focused on improving overall production quality through shared efforts.

CO4: Understanding production planning requires students to work closely with team members to develop production schedules, allocate resources, and coordinate efforts to ensure smooth and efficient operations.

CO5: Learning about ergonomics helps students work together to create work environments that promote health and safety, fostering teamwork in assessing workstations, sharing findings, and implementing ergonomic solutions.

CO7: Understanding the role of technology in production processes promotes teamwork as students collaborate to research, integrate, and implement new technologies, enhancing overall production efficiency through shared technical knowledge and collective decision-making.

PO14: Area-Specific Expertise

CO2: Mastery of the production process, productivity, and quality management equips students with detailed knowledge necessary to specialize in improving production efficiency, ensuring that they can develop strategies tailored to their industry's specific quality and productivity needs.

CO4: Knowledge of production planning enables students to specialize in developing strategic production schedules, resource management plans, and logistical frameworks that are crucial for ensuring smooth and efficient operations in their field.

CO5: Expertise in ergonomics allows students to specialize in designing work environments that prioritize employee safety and well-being, making them valuable in roles that focus on optimizing human factors in production settings.

CO7: Learning about the role of technology in production processes helps students to specialize in integrating modern technological advancements into production systems, enabling them to improve efficiency, reduce costs, and stay competitive in technology-driven industries.

PO15: Environmental Awareness**

CO1: Understanding production functions enables students to evaluate how industrial processes affect resource consumption and waste generation, promoting the adoption of environmentally responsible production practices.

CO2: Mastering productivity and quality management encourages students to implement production processes that minimize environmental impacts, such as reducing waste and energy consumption while maintaining high product quality.

CO3: Studying plant layouts helps students design facilities that optimize resource use, reduce energy consumption, and limit environmental damage by incorporating sustainable principles into the layout planning.

CO4: Understanding production planning enables students to make environmentally conscious decisions regarding resource allocation and process scheduling, reducing the ecological footprint of manufacturing operations.

CO7: Understanding the role of technology in production processes helps students integrate eco-friendly technologies, such as renewable energy sources and sustainable materials, reducing the environmental impact of manufacturing systems

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Major Mandatory

Course Name: Industry Relation & Labour Law

Course Code: BBA-253-MJM (A)

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives:

1. To understand the concept and importance of industrial relations, including trade unions, labor management, and conflict resolution.
2. To analyze the causes and types of industrial disputes, and the role of statutory and non-statutory conflict resolution mechanisms.
3. To comprehend the concept and benefits of workers' participation in management, including forms, levels, and roles.
4. To understand the provisions and implications of the Industrial Dispute Act, 1946, including definitions, authorities, powers, duties, strikes, lockouts, layoffs, retrenchment, and grievance redressal machinery.
5. To recognize the significance of labor welfare and industrial hygiene in maintaining a peaceful and healthy work environment.
6. To apply knowledge of labor laws and regulations to real-world scenarios, including the Factories Act, 1948.
7. To develop critical thinking and problem-solving skills to address industrial relations and labor management issues.

B) Course Outcome:

CO1. Students will be able to define industrial relations, explain its importance, and describe its scope in the context of modern industry.
CO2. Students will be able to analyze the growth, objectives, functions, and role of trade unions in globalized content.
CO3. Students will be able to identify the role of personnel and industrial relations managers in promoting peaceful industrial relations.
CO4. Students will be able to differentiate between statutory and non-statutory conflict resolution mechanisms and explain their applicability in real-world scenarios.
CO5. Students will be able to explain the concept and benefits of workers' participation in management, including forms, levels, and roles.
CO6. Students will be able to apply knowledge of the Industrial Dispute Act, 1946, to case studies or real-world scenarios, including strike, lockout, layoffs, retrenchment, and grievance redressal machinery
CO7. Students will be able to analyze the provisions and implications of the Factories Act, 1948, on workplace safety, health, welfare, leave with wages, and working hours of adults.

Unit No 1: Introduction Industry Relation & Industry Dispute.

1.1. Industrial Relation-Definition, Importance & Scope

1.2. Trade Union-Growth, Objective, Function & Role in globalize Content.

1.3. Labours Management – Role of Personnel & Industrial Relations Manager in Promoting & Establishing peaceful industrial relations.

1.4. Industrial Dispute-Nature of Industrial Dispute.

1.5. Causes of Industrial Dispute.

1.6. Types of conflict Resolution – Statutory & Non-Statutory.

No of Lectures10

Unit No2: Workers Participation in Management

2.1. Concept & Pre-requisites.

2.2. Forms & Levels of Participation

2.3. Benefit of workers participation in management

2.4 . Role of workers participation in Labour welfare & Industrial hygiene Causes of Industrial

Dispute

No of Lectures 10

Unit 3 Industrial Dispute Act, 1946.

3.1. Definitions.

3.2. Authorities under the Act, Power & Duties of Authorities

3.3 Strike & lockout, Lay-off and retrenchment.

3.4 Grievance Redressal Machinery.

No of Lectures 7

Unit 4 Factories Act 1948.

4.1 Provisions regarding Safety

4.2 Provisions regarding Health

4.3 Provisions regarding Welfare

4.4 Provisions regarding Leave with Wages

4.5 Working hours of adults

No of Lectures 5

Evaluation

Internal Evaluation	External Evaluation
Unit test(10)	Fill in the blanks, True and False (10) Short answer question (12) Long answer questions (8)
Mini project /Assignment/Presentation (10)	
20	**30**

Reference Books:

1. Industrial law - P.L.Malir
2. Industrial & labour laws -S.P.Jain
3. Taxmann's Labour Laws 4. Industrial Relations -Arun Monappa
5. Industrial Relations -Mamoria
6. Collective Bargaining -Kochan T.A. & Katz Henry 2 nd a. Ed.Homewood Illinois, b. Richard D.Irish 1988.
7. Labour Unionism,Myth & reality-New, Oxford University press 1982.
8. Personnel Management & Industrial Relations-P.C.Shejwalkar,S.B.Malegaonkar.

Choice Based Credit System Syllabus (NEP2020)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.BBA (Sem–IV) **Subject**: Industry Relation & Labour Law

Course**:** BBA **Course Code:** BBA-253-MJM (A)

Weight age: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)														
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-
CO7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding:

CO1: A fundamental knowledge of industrial relations and its importance is essential to understand the scope and context of modern industry.

CO2: Analyzing the growth, objectives, functions, and role of trade unions in globalized content requires a coherent understanding of the subject.

PO2: Procedural Knowledge for Skill Enhancement:

CO3: Procedural knowledge of personnel and industrial relations managers is necessary to promote peaceful industrial relations. This skill can be enhanced through training and experience.

PO3: Critical Thinking and Problem-Solving Skills:

CO4: Critical thinking and problem-solving skills are required to differentiate between statutory and

non-statutory conflict resolution mechanisms and explain their applicability in real-world scenarios.

PO4: Communication Skills:

CO5: Communication skills are essential to explain the concept and benefits of workers' participation in management, including forms, levels, and roles.

PO5: Analytical Reasoning Skills

CO6: Analytical reasoning skills are required to apply knowledge of the Industrial Dispute Act, 1946, to case studies or real-world scenarios, including strike, lockout, layoffs, retrenchment, and grievance redressal machinery.

Name of the Programme: B.B.A.
Program Code: BBA
Class: S.Y.B.B.A
Semester: IV
Course Type: Major
Course Name: Banking and Finance
Course Code: BBA-253-MJM (B)
No. of Lectures: 30
No. of Credits: 2

(A)COURSE OBJECTIVES:

1. To understand the origin, meaning, and definition of banks.

2. To explore the evolution of banking in India.

3. To learn about the structure of the banking system in India.

4. To examine the primary and secondary functions of banks.

5. To study the role and functions of the Reserve Bank of India (RBI).

6. To analyze the objectives and functions of regulatory authorities like IRDA and SEBI.

7. To assess the need and importance of technology in banking and its applications.

(B)COURSE OUTCOMES: -

CO1: Understand the basic concept and definition of banking.

CO2: Gain insights into the evolution of the banking system in India.

CO3: Identify the structure and functioning of the Indian banking system.

CO4: Differentiate between the primary and secondary functions of banks.

CO5: Understand the regulatory framework of RBI, IRDA, and SEBI.

CO6: Gain knowledge about various credit control measures and regulatory powers.

CO7: Appreciate the importance of technology in banking and its application to modern banking services.

UNIT 1. INTRODUCTION

1.1.Introduction- Origin, meaning and definition of bank,

1.2.Evolution of banking in India

1.3.Structure of banking system in India

UNIT 2. FUNCTIONS OF BANKS

2.1. Primary functions- Accepting deposits and granting loans

2.2. Secondary functions- Public utility services andagency services.

UNIT 3. REGULATORY AUTHORITIES IN INDIA

3.1. Reserve Bank of India (RBI) – Role and functions ofRBI, Credit control measures, Qualitative and quantitative credit control

3.2. Insurance Development Authority (IRDA)- Objectives, Powers and functions of IRDA

3.3. SEBI- Objectives, power and functions of SEBI.

UNIT 4. TECHNOLOGY IN BANKING

4.1. Need And Importance of Technology in Banking.

4.2. ATM, Debit card, Credit card, Tele banking, Net banking, mobile banking, RTGS, NEFT,Swift (Society for worldwide interbank financial telecommunication) cyber security in E- banking

EVALUATION: -

Internal Evaluation	External Evaluation
Unit test (10)	Fill in the blanks, One Sentence Questions (10) Short answer question (12)
Mini project /Assignment/Presentation (10)	Long answer questions (8)
20	30

REFERENCES: -

Sr. No.	Title of the Book	Author/s	Publication	Place
1	Principles and Practices of Banking	Srinivasan D.and others	Macmillan India Pvt Ltd	Delhi
2	Banking and Insurance	O.P. Agarwal	Himalaya	Delhi
3	The Indian Financial System	Vasant Desai	Himalaya	Delhi
4	Financial services and Markets	Dr. S. Gurusamy	Thomas	Delhi
5	Banking Law and Practice in India	Maheshwari	Kalyani publisher	Delhi

Choice Based Credit System Syllabus (2023 Pattern)
Mapping of Program Outcomes with Course Outcomes
Class: SYBBA (Sem –IV)   **Subject**: Banking and Finance
Course: Banking and Finance   **Course Code**: BBA-253-MJM (B)
Weight age: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	3	-	2	2	-	-	1	-	-	-	-	-	-	-	1
CO2	3	2	1	2	1	-	-	-	-	-	2	2	2	1	1
CO3	3	2	3	-	-	2	-	1	2	-	1	-	-	-	1
CO4	-	-	3	2	2		1	2	-	2	-	1	2	2	2
CO5	3	-	1	-	-	2	1	2	2	3	1	-	2	2	-
CO6	-	2	3	2	3	-	2	1	2	-	3	2	-	-	-
CO7	3	3	1	2	-	-	3	2	-	3	2	-	2	3	2

Justification for Mapping

PO1: A Fundamental Knowledge and Coherent Understanding.

CO1: Its emphasis on understanding the basic concepts and definitions of banking aligns seamlessly with aim for a fundamental knowledge and coherent understanding. It ensures that students acquire the essential knowledge required to navigate and succeed in the banking industry, both academically and professionally.

CO2: A fundamental knowledge and coherent understanding are critical for developing the essential skills outlined. This relationship is vital for fostering informed analysis, structured approaches, and innovative thinking. Educational programs that prioritize building a strong foundational knowledge and encouraging interconnected understanding will not only enhance critical thinking and problem-solving capabilities but also equip learners to thrive in an increasingly complex and dynamic world. By integrating these elements, we can cultivate adaptable, informed individuals who can effectively address the challenges they encounter.

 CO3: It emphasizes the necessity of acquiring a fundamental knowledge base and a coherent understanding of key concepts in a specific domain, which focuses on identifying the structure and functioning of the Indian banking system, this fundamental knowledge is crucial. Understanding the intricate components of the banking system—including financial institutions, regulatory frameworks, and various banking products—enables students to comprehend how these elements interconnect to facilitate economic stability and growth.

CO5: The ability to understand the regulatory framework established by the Reserve Bank of India (RBI), Insurance Regulatory and Development Authority (IRDA), and Securities and Exchange Board of India (SEBI) is crucial for developing a fundamental knowledge and coherent understanding of the financial sector. This knowledge allows students to grasp the critical roles these regulatory bodies play in ensuring the stability, transparency, and integrity of financial markets. By comprehending the regulations set forth by these institutions, students can better analyze their impact on financial operations, risk management, and investor protection, thus equipping them with a holistic view of the economic landscape.

PO2: Procedural Knowledge for Skill Enhancement

CO1: Understanding the basic concept and definition of banking is essential for procedural knowledge, as it lays the groundwork for all banking operations and enhances decision-making skills.

CO3: Identifying the structure and functioning of the Indian banking system equips learners with the necessary skills to navigate and implement effective banking procedures within various institutions.

CO4: Differentiating between the primary and secondary functions of banks enhances the ability to apply specific procedural knowledge relevant to distinct banking operations effectively.

CO6: Gaining knowledge about various credit control measures and regulatory powers empowers learners to apply these controls effectively in practical scenarios, enhancing risk management skills.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Understanding the basic concept and definition of banking equips students with the foundational knowledge necessary for critically analyzing banking operations, thereby enhancing problem-solving skills in practical financial scenarios.

CO2: Gaining insights into the evolution of the banking system in India promotes critical thinking by encouraging students to evaluate historical contexts and their impacts on current banking practices, fostering a deeper analytical approach.

CO3: Identifying the structure and functioning of the Indian banking system helps develop critical thinking by allowing students to dissect complex systems and understand how various components interact to solve banking-related problems.

CO4: Differentiating between the primary and secondary functions of banks enhances problem-solving skills by enabling students to assess the roles banks play and how these functions can be optimized in varying economic situations.

CO5: Understanding the regulatory framework of RBI, IRDA, and SEBI cultivates critical thinking as students analyze regulatory impacts on banking and finance, equipping them to identify and address compliance-related issues effectively.

CO6: Gaining knowledge about various credit control measures and regulatory powers sharpens problem-solving skills by enabling students to assess financial stability and devise strategies to navigate regulatory challenges in banking.

CO7: Appreciating the importance of technology in banking encourages critical thinking as students analyze modern banking innovations, equipping them with the skills to solve contemporary banking challenges through technological solutions.

PO4: Communication Skills.

CO1: Effectively communicating the basic concepts of banking enhances understanding, enabling students to convey essential information clearly and accurately.

CO2: Articulating the evolution of the banking system in India fosters informed discussions about historical contexts

and current trends, enhancing engagement with the material.

CO3: Being able to describe the structure and functioning of the Indian banking system equips students to express complex ideas succinctly, facilitating better comprehension among peers.

CO4: Differentiating between primary and secondary functions of banks enhances analytical communication, allowing students to explain banking roles and responsibilities more effectively.

CO5: Understanding and communicating the regulatory frameworks of RBI, IRDA, and SEBI enables students to participate knowledgeably in financial discussions and debates.

CO6: Explaining various credit control measures and regulatory powers sharpens critical communication skills, enabling students to convey important financial concepts with clarity.

CO7: Appreciating the role of technology in banking promotes the ability to discuss innovations and their practical applications, making communication more relevant and relatable in modern contexts.

PO5: Analytical Reasoning Skills

CO2: Understanding the evolution of the banking system in India fosters analytical skills to evaluate past trends and predict future developments in the financial sector.

CO4: Differentiating between primary and secondary functions of banks enhances analytical reasoning by allowing students to scrutinize the diverse roles banks play in economic ecosystems.

CO6: Understanding credit control measures and regulatory powers deepens analytical skills necessary to evaluate the effectiveness and implications of monetary policy on the economy.

PO6: Innovation, Employability, and Entrepreneurial Skills

CO3: Identifying the structure and functioning of the Indian banking system prepares students for strategic roles, enabling them to leverage their knowledge in innovative ways to improve operational efficiency and service delivery.

CO5: Understanding the regulatory framework of RBI, IRDA, and SEBI instills a strong sense of compliance, which is crucial for entrepreneurial ventures within the banking sector and fostering trust with stakeholders.

PO7: Multidisciplinary Competence

CO1: By understanding the basic concept and definition of banking, students develop foundational knowledge essential for linking banking with other disciplines, such as finance, economics, and business management.

CO4: Differentiating between primary and secondary functions of banks equips students with an understanding of various banking services and their role in economic systems, allowing for the application of knowledge across financial and operational sectors.

CO5: Understanding the regulatory framework of RBI, IRDA, and SEBI builds competence in legal and regulatory

aspects of banking, enhancing their ability to analyze policies from a multidisciplinary standpoint.

CO6: Knowledge of credit control measures and regulatory powers supports multidisciplinary competence by linking banking operations with economics and government regulations, enabling students to assess the impact of policy changes on banking practices.

CO7: Appreciating the role of technology in banking fosters an understanding of how innovations in IT and communication transform banking services, enabling students to bridge the gap between finance and technology.

PO8: Value Inculcation through Community Engagement

CO3: Identifying the structure and functioning of the Indian banking system enables students to share knowledge on accessible banking services, enhancing community engagement in financial planning and management.

CO4: Differentiating between the primary and secondary functions of banks allows students to educate communities on various banking services, helping them choose the right options for their financial needs.

CO5: Understanding the regulatory framework of RBI, IRDA, and SEBI provides students with the ability to guide communities in adhering to financial regulations, ensuring they benefit from safe and legal banking practices.

CO6: Gaining knowledge about credit control measures and regulatory powers empowers students to assist communities in managing credit responsibly, promoting financial stability and responsible borrowing.

CO7: Appreciating the importance of technology in banking encourages students to engage with communities in adopting digital banking solutions, enhancing their access to modern, efficient financial services.

PO9: Traditional Knowledge into Modern Application

CO3: Identifying the structure and functioning of the Indian banking system bridges traditional hierarchical models with contemporary operational methods, ensuring that time-honored practices remain effective in modern banking environments.

CO5: Understanding the regulatory framework of RBI, IRDA, and SEBI reflects the development of regulatory practices over time. Students can apply traditional regulatory knowledge to modern financial oversight, ensuring stability in today's complex banking sector.

CO6: Gaining knowledge about credit control measures and regulatory powers connects traditional economic policies with modern applications, allowing students to apply historical credit control strategies to contemporary banking challenges, such as managing liquidity and inflation.

PO10: Design and Development of Systems

CO1: Understanding the basic concept and definition of banking provides the foundational knowledge necessary to design systems that streamline core banking functions like deposits, withdrawals, and loans, ensuring efficient operations.

CO4: Differentiating between the primary and secondary functions of banks helps students develop specialized banking systems that can handle various functions, from basic transactions to complex financial services like investments and insurance.

CO5: Understanding the regulatory framework of RBI, IRDA, and SEBI is crucial for designing systems that ensure compliance with legal and regulatory standards, integrating these requirements into the design for secure and legally sound operations.

CO7: Appreciating the importance of technology in banking empowers students to incorporate modern digital tools into their designs, creating systems that improve the accessibility, security, and efficiency of banking services in the digital era.

PO11: Ethical and Social Responsibility

CO2: Gaining insights into the evolution of the banking system in India highlights the social role of banks in economic development, helping students appreciate how ethical practices have shaped trust and societal growth over time.

CO3: Identifying the structure and functioning of the Indian banking system allows students to understand the ethical obligations of different banking sectors, ensuring they operate in a manner that prioritizes customer welfare and social equity.

CO5: Understanding the regulatory framework of RBI, IRDA, and SEBI equips students with the knowledge to ensure ethical compliance with financial laws and regulations, promoting responsible banking practices that safeguard the public interest.

CO6: Gaining knowledge about credit control measures and regulatory powers emphasizes the ethical responsibility banks have in maintaining financial stability, preventing reckless lending, and protecting consumers from economic risks.

CO7: Appreciating the importance of technology in banking underscores the ethical duty of ensuring that technological advancements enhance security, privacy, and accessibility, while preventing exploitation or exclusion in the digital banking space.

PO12: Research-Related Skills

CO2: Gaining insights into the evolution of the Indian banking system encourages students to investigate historical trends and their impact on modern banking, enhancing their research into socio-economic factors and policy developments.

CO4: Differentiating between the primary and secondary functions of banks requires students to research how these functions have evolved and what innovations are being made, promoting investigative thinking in banking services and operations.

CO6: Gaining knowledge about credit control measures and regulatory powers supports research skills by enabling students to study the impact of these measures on economic stability, lending practices, and financial markets, while also identifying gaps or challenges in current systems.

PO13: Teamwork

CO2: Gaining insights into the evolution of the Indian banking system encourages teamwork by enabling students to collectively analyze historical trends, share diverse perspectives, and develop a broader understanding of the system's growth.

CO4: Differentiating between the primary and secondary functions of banks fosters teamwork by encouraging students to work in groups to categorize banking services, share insights, and solve practical problems related to banking operations.

CO5: Understanding the regulatory framework of RBI, IRDA, and SEBI enables students to engage in group discussions about complex regulations and their impact, fostering collaborative efforts to analyze policies and develop compliance strategies.

CO7: Appreciating the importance of technology in banking encourages students to collaborate on projects that explore modern banking technologies, share knowledge about new innovations, and develop team-based solutions to enhance banking services using technological tools.

PO14: Area Specific Expertise

CO2: Gaining insights into the evolution of the Indian banking system allows students to specialize in historical analysis, financial policy, and the strategic development of banking practices, enhancing expertise in economic and financial history.

CO4: Differentiating between the primary and secondary functions of banks helps students develop expertise in niche areas such as credit management, wealth management, and investment services, enhancing their ability to advise on specialized banking functions.

CO5: Understanding the regulatory framework of RBI, IRDA, and SEBI allows students to specialize in financial compliance, legal aspects of banking, and regulatory analysis, positioning them as experts in maintaining regulatory standards and ethical practices.

CO7: Appreciating the importance of technology in banking equips students to specialize in fintech, digital banking innovations, and cybersecurity, making them proficient in implementing technology-driven solutions for modern banking challenges.

PO15: Environmental Awareness

CO1: Understanding the basic concept and definition of banking helps students recognize the role of banks in promoting green financing and sustainable banking practices, ensuring that financial activities contribute to environmental sustainability.

CO2: Gaining insights into the evolution of the Indian banking system encourages students to explore how historical banking practices have affected environmental policies, promoting awareness of the need for eco-friendly developments in the financial sector.

CO3: Identifying the structure and functioning of the Indian banking system allows students to focus on how banks can adopt sustainable operational practices, such as reducing energy consumption in branches and promoting

environmentally responsible investments.

CO4: Differentiating between the primary and secondary functions of banks highlights how banks can integrate green banking products and services, such as eco-friendly loans or green bonds, encouraging sustainable financial decisions.

CO7: Appreciating the importance of technology in banking highlights the role of digital banking in reducing paper use, travel, and energy consumption, fostering environmentally conscious technological innovations that contribute to a greener banking system.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.B.A

(w. e. from June 2024)

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Major Mandatory

Course Name: Retail Management

Course Code: BBA-253-MJM (C)

No. of Lectures: 30

No. of Credits:2

A) Course Objectives:

1. To understand the structure of the retail industry, including types of retailers, market segments, and channels.
2. To identify and analyse market trends and the retail life cycle.
3. To develop an understanding of retailing strategies, including identifying and understanding customers, customer segmentation, and target market selection.
   To apply retail marketing principles to establish and maintain a retail image and create in-store dynamics.
4. To learn how to manage a retail business, including implementing a retail marketing plan, developing product and branding strategies, and developing merchandise plans.
5. To explore the future of retailing, including recent trends and technological advancements in retailing.
6. To develop critical thinking and problem-solving skills to address challenges in the retail industry.

B) Course Outcome:

CO1: Students will be able to describe the structure of the retail industry, including types of retailers, market segments, and channels.

CO2: Students will be able to analyse market trends and the retail life cycle to inform business decisions.

CO3: Students will be able to identify and segment customer groups and develop strategies to target specific markets.

CO4: Students will be able to develop a retail marketing plan that incorporates product, promotion, place, and pricing strategies.

CO5: Students will be able to evaluate the role of human resources in a retail business and develop effective staffing plans.

CO6: Students will be able to analyse the impact of technological advancements on retailing and develop strategies to incorporate new technologies into their business.

CO7: Students will be able to apply critical thinking and problem-solving skills to address challenges in the retail industry, including adapting to changing market trends and consumer behaviour.

1. **Introduction to Retailing**

    1.1 Structure of retail industry,
     1.2 Types of retailers,
    1.3 Market segments and channels,
    1.4 Market trends,
    1.5 Retail life cycle.

Total No. of Lectures- 06

2. **Retailing Strategies**

    2.1 Identifying and Understanding Customers,
    2.2 Customer segmentation,
    2.3 Selecting Target Market,
    2.4 Identifying Market Segments,
    2.5 Selecting site locations
    2.6 Strategic positioning and execution
    2.7 Establishing and Maintaining Retail Image, Creating In-store Dynamics(Layouts & Plans)

Total No. of Lectures- 08

Unit 3. Managing the Retail Business

    3.1 Implementing Retail Marketing Plan

    3.2 Brief Human Resource Requirements
    3.2 Developing Product and Branding Strategies
    3.3 Developing Merchandise Plans
    3.4 Merchandising Strategy

Total No. of Lectures- 08

Unit 4. Future of Retailing

    4.1 Introduction to recent trends and Technological Advancements in retailing.
    4.2 Omni Channel Retailing,
     4.3 Shopping with AR (Augmented reality),
     4.4 Pop up shops, social shopping, private label brands.

Total No. of Lectures- 08

Evaluation

Internal Evaluation	External Evaluation
Unit test(10)	Fill in the blanks, True and False (10) Short answer question (12) Long answer questions (8)
Mini project /Assignment/Presentation (10)	
20	**30**

Reference Books:

1. Retailing Management: Michael Levy and Barton Weitz, TMGH,5th Edition
2. Retail Management: Swapna Pradhan, TTMGH
3. Retail Management: Gibson Vedamani, Jaico Books
4. Fundamentals of Retailing: K V S Madaan, McGraw Hill
5. Retail Marketing Management: David Gilbert, Pearson Publication
6. Retail Management: Arif Sheikh, Himalaya Publishing

Supplementary Reading Material
1. It happened in India by Kishor Biyani, Rupa and Company
2. Business Today, November 1999, Mall Management,
Websites
1. www.indiaretailing.com
2. www.imageretail.com

Choice Based Credit System Syllabus (NEP2020)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.BBA (Sem–IV)   **Subject**: **Retail Management**

Course: BBA   Course Code: BBA-253-MJM (C)

Weight age: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification for the mapping

Course Outcomes	Programme Outcomes (POs)														
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	3	-	2	2	1	2	2	-	-	-	-	3	-	1	-
CO2	-	2	3	1	2	1	1	-	-	-	-	2	-	-	2
CO3	-	3	1	-	2	3	2	2	-	-	-	-	2	-	-
CO4	-	3	-	2	1	1	1	-	-	2	-	2	-	3	-
CO5	-	1	-	-	2	2	1	-	-	-	-	-	1	-	-
CO6	-	1	-	1	2	1	2	-	3	1	-	1	-	-	1
CO7	-	1	2	-	2	1	2	2	-	2	2	-	1	1	2

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: It requires students to have a fundamental understanding of the retail industry, including its structure and components. Students will be able to describe and explain the different types of retailers, market segments, and channels, demonstrating their knowledge of the industry.

PO2: Procedural Knowledge for Skill Enhancement

CO2: This procedural knowledge is essential for students to recall and apply their knowledge of the retail industry structure to describe the different types of retailers, market segments, and channels.

CO3: This procedural knowledge enables students to analyze market trends and life cycles to inform business decisions, which is a critical skill in the retail industry.

CO4: This procedural knowledge enables students to develop a comprehensive retail marketing plan that incorporates key elements such as product, promotion, place, and pricing strategies.

CO5: This procedural knowledge helps students evaluate the importance of human resources in a retail business and develop effective staffing plans.

CO6: This procedural knowledge enables students to analyze the impact of technological advancements on

retailing and develop strategies to incorporate new technologies into their business.

CO7: This procedural knowledge helps students apply critical thinking and problem-solving skills to address challenges in the retail industry, which is essential for adapting to changing market trends and consumer behavior.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Critical thinking is required to analyze the structure of the retail industry, identify patterns and relationships between different types of retailers, market segments, and channels. This requires students to think critically about the complex retail landscape and identify key elements that contribute to its structure.

CO2: Critical thinking is essential in analyzing market trends and identifying opportunities and challenges in the retail life cycle. Students need to evaluate data, identify patterns, and make informed decisions about how to adapt to changing market conditions.

CO3: Critical thinking is necessary to segment customer groups and develop effective marketing strategies. Students need to analyze customer data, identify patterns and preferences, and develop targeted marketing campaigns that resonate with specific customer groups.

CO7: This is directly related to the above statement, as it requires students to apply critical thinking and problem-solving skills to address real-world challenges in the retail industry. Students need to think critically about complex problems, identify root causes, and develop innovative solutions that adapt to changing market trends and consumer behavior.

PO4: Communication Skills

CO1: Effective communication skills are necessary to convey complex information about the retail industry structure, requiring students to clearly explain and describe the different types of retailers, market segments, and channels.

CO2: Students need to effectively communicate their analysis of market trends and the retail life cycle to inform business decisions, which requires clear and concise communication.

CO4: Communication skills are essential to develop a comprehensive marketing plan, as students need to clearly articulate their strategies and ideas to stakeholders.

CO6: Students must effectively communicate their analysis of technological advancements and their implications for retailing, as well as their proposed strategies for incorporating new technologies into their business.

PO5: Analytical Reasoning Skills

CO1: Analytical reasoning skills are necessary to understand and describe the structure of the retail industry, requiring students to analyze and categorize different types of retailers, market segments, and channels.

CO2: Analytical reasoning skills are essential for analyzing market trends and the retail life cycle, as students

need to identify patterns, make connections, and draw conclusions to inform business decisions.

CO3: Analytical reasoning skills are necessary for identifying and segmenting customer groups, requiring students to analyze customer data and behaviors to develop targeted marketing strategies.

CO4: Analytical reasoning skills are necessary for developing a comprehensive retail marketing plan, as students need to analyze market trends, consumer behavior, and competitive landscapes to create effective strategies.

CO6: Analytical reasoning skills are essential for analyzing the impact of technological advancements on retailing, requiring students to identify potential benefits and challenges, and develop strategies to incorporate new technologies into their business.

CO7: Analytical reasoning skills are necessary for applying critical thinking and problem-solving skills to address challenges in the retail industry, as students need to analyze complex problems, identify key factors, and develop innovative solutions.

PO6: Innovation, Employability and Entrepreneurial Skills

CO1: Describing the structure of the retail industry requires students to think creatively about the different types of retailers, market segments, and channels that exist. This involves developing entrepreneurial skills to identify opportunities and develop strategies to succeed in a competitive market.

CO2: Analyzing market trends and the retail life cycle requires students to think innovatively about how to adapt business strategies to changing market conditions. This involves developing entrepreneurial skills to identify opportunities and develop strategies to stay ahead of the competition.

CO3: Identifying and segmenting customer groups requires students to think innovatively about how to develop targeted marketing strategies that appeal to specific customer groups. This involves developing entrepreneurial skills to identify opportunities and develop strategies to reach new customers.

CO4: Developing a retail marketing plan requires students to think creatively and come up with innovative strategies to promote products and services. This involves applying entrepreneurial skills to develop a unique marketing plan that sets the business apart from competitors.

CO6: Analyzing the impact of technological advancements on retailing requires students to think innovatively about how to incorporate new technologies into their business. This involves developing entrepreneurial skills to identify opportunities and develop strategies to stay ahead of the competition.

CO7: Additionally, applying critical thinking and problem-solving skills to address challenges in the retail industry requires students to think innovatively and come up with creative solutions to complex problems.

PO7: Multidisciplinary Competence

CO1: Describing the structure of the retail industry requires an understanding of various disciplines, including business, economics, sociology, and marketing. Students must draw from these disciplines to analyze the types of retailers, market segments, and channels that exist in the industry.

CO2: Analyzing market trends and the retail life cycle requires an understanding of marketing, economics, and business principles. Students must apply knowledge from these disciplines to analyze trends and develop informed business decisions.

CO3: Identifying and segmenting customer groups requires an understanding of sociology, psychology, and marketing principles. Students must draw from these disciplines to develop effective strategies to target specific markets.

CO4: Developing a retail marketing plan requires an understanding of marketing, business, and economics principles. Students must apply knowledge from these disciplines to develop a comprehensive marketing plan that incorporates product, promotion, place, and pricing strategies.

CO5: Evaluating the role of human resources in a retail business requires an understanding of business, sociology, psychology, and human resources principles. Students must draw from these disciplines to develop effective staffing plans.

CO6: Analyzing the impact of technological advancements on retailing requires an understanding of technology, business, economics, and marketing principles. Students must apply knowledge from these disciplines to develop strategies to incorporate new technologies into their business.

CO7: Applying critical thinking and problem-solving skills to address challenges in the retail industry requires an understanding of various disciplines, including business, economics, sociology, psychology, and marketing. Students must draw from these disciplines to develop innovative solutions to complex problems in the retail industry.

PO8: Value Inculcation through Community Engagement

CO3: Students will be able to identify and segment customer groups and develop strategies to target specific markets. This requires students to understand the importance of community engagement and customer needs, which is a key aspect of value inculcation. By developing strategies to target specific markets, students are demonstrating their understanding of the value of community engagement in retailing.

CO7: Students will be able to apply critical thinking and problem-solving skills to address challenges in the retail industry, including adapting to changing market trends and consumer behavior. This requires students to think critically about the impact of their decisions on the community and develop strategies to address challenges in a way that benefits the community. By applying critical thinking and problem-solving skills, students are demonstrating their understanding of the value of community engagement in retailing.

PO9: Traditional Knowledge into Modern Application

CO6: Analyzing the impact of technological advancements on retailing requires applying traditional knowledge (e.g., understanding retail concepts and strategies) to modern applications (e.g., using technology to enhance customer experiences, improve operations, or develop new business models). Students will need to think critically about how traditional retail concepts can be adapted and applied in a modern technological context.

PO10: Design and Development of System

CO4: Students will be able to develop a retail marketing plan that incorporates product, promotion, place, and pricing strategies. - Students will need to design and develop a comprehensive marketing plan that incorporates various elements, requiring system design and development skills.

CO6: Students will be able to analyze the impact of technological advancements on retailing and develop strategies to incorporate new technologies into their business. - Students will need to design and develop systems to integrate new technologies into their business, such as e-commerce platforms, loyalty programs, or supply chain management systems.

CO7: Students will be able to apply critical thinking and problem-solving skills to address challenges in the retail industry, including adapting to changing market trends and consumer behavior. - Students will need to design and develop solutions to complex problems in the retail industry, such as optimizing inventory management, streamlining logistics, or developing customer loyalty programs.

PO11: Ethical and Social Responsibility

CO7: Adapting to changing market trends and consumer behavior requires considering the ethical and social implications of retailing practices. Students will need to think critically about the potential impact of their decisions on stakeholders, including customers, employees, and the environment. PO11 is essential for developing strategies that balance business goals with ethical and social responsibilities.

PO12: Research-Related skills

CO1: To describe the structure of the retail industry, students will need to conduct research on the different types of retailers, market segments, and channels. This requires research-related skills such as identifying relevant sources, evaluating information, and synthesizing data.

CO2: Analyzing market trends and the retail life cycle requires students to conduct research on industry trends, consumer behavior, and market dynamics. This involves critical thinking and research skills to identify patterns, trends, and correlations.

CO4: Developing a retail marketing plan requires research on target markets, competitor analysis, and market trends. Students will need to conduct research on consumer behavior, preferences, and needs to inform their marketing plan.

CO6: Analyzing the impact of technological advancements on retailing requires research on new technologies, their applications, and their potential impact on the retail industry. This involves identifying relevant sources, evaluating information, and synthesizing data.

PO13: Teamwork

CO3: Identifying and segmenting customer groups requires collaboration and communication among team members to gather data, analyze trends, and develop strategies to target specific markets. Teamwork is essential for effective market segmentation.

CO5: Developing effective staffing plans requires collaboration and communication among team members to gather information, discuss ideas, and make decisions about staffing plans. Teamwork is essential for ensuring that staffing plans align with business objectives.

CO7: Applying critical thinking and problem-solving skills to address challenges in the retail industry requires collaboration and communication among team members to brainstorm solutions, share knowledge, and make decisions. Teamwork is essential for developing innovative solutions to complex problems.

PO14: Area Specific Expertise

CO1: Describe the structure of the retail industry: it requires students to demonstrate expertise in the retail industry, and describing its structure is a critical aspect of this. Students will need to demonstrate their knowledge of the industry's key components, such as types of retailers, market segments, and channels.

CO4: Develop a retail marketing plan: Developing a comprehensive marketing plan that incorporates product, promotion, place, and pricing strategies requires students to demonstrate their expertise in the retail industry. They will need to apply their knowledge of the industry to develop a plan that is tailored to a specific business.

CO7: Apply critical thinking and problem-solving skills: Adapting to changing market trends and consumer behavior requires students to apply their knowledge of the retail industry to develop innovative solutions. It is essential for developing effective solutions that take into account the complexities of the retail industry.

PO15: Environmental Awareness

CO2: Analyzing market trends and the retail life cycle to inform business decisions requires considering the environmental impact of consumer behavior and market trends. Students will need to think about how changing consumer habits and market trends affect the environment and how businesses can adapt to these changes.

CO6: Analyzing the impact of technological advancements on retailing and developing strategies to incorporate new technologies into their business requires considering the environmental implications of new technologies. Students will need to think about how new technologies can reduce waste, conserve energy, and minimize environmental impact.

CO7: Applying critical thinking and problem-solving skills to address challenges in the retail industry, including adapting to changing market trends and consumer behavior, requires considering the environmental impact of business decisions. Students will need to think about how to reduce waste, conserve energy, and minimize environmental impact while adapting to changing market trends and consumer behavior.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.B.A
(w. e. from June, 2024)

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Major Mandatory

Course Name: Strategic Human Resource Management

Course Code: BBA-254-MJM (A)

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives:

1. To understand the concept of SHRM and its role in modern organizations.
2. To analyze the evolution of SHRM and its significance in the globalized work environment.
3. To develop an understanding of the strategic approach to HRM, including functional, business, and corporate strategies.
4. To evaluate the differences between SHRM and HRM strategies and their implications for organizational success.
5. To appreciate the importance of integrating HR strategy with business strategy.
6. To develop skills in developing plans and policies that align with organizational objectives.
7. To apply the principles of strategic HRM to real-world scenarios.

B) Course Outcome:

CO1: Explain the concept of SHRM and its importance in modern organizations, highlighting its evolution and significance in the globalized work environment.
CO2: Analyze the differences between SHRM and HRM strategies, evaluating their implications for organizational success.
CO3: Describe the strategic approach to HRM, including functional, business, and corporate strategies, and their application in different organizational contexts.
CO4: Develop a plan for integrating HR strategy with business strategy, highlighting the importance of alignment and stakeholder engagement.
CO5: Evaluate the role of trade unions in the globalized work environment, analyzing their growth, objectives, functions, and impact on SHRM.
CO6: Apply the principles of strategic HRM to a real-world scenario, highlighting the importance of data- driven decision-making and stakeholder engagement.
CO7: Design an HR strategy that aligns with organizational objectives, incorporating key principles of SHRM and strategic approach to HRM.

Unit No 1. Role of SHRM & Strategic Approach

1.1. Role of SHRM

1.1.1 SHRM: Introduction to SHRM, Definition, need and importance and objectives of SHRM, evolution of SHRM, theoretical perspectives of SHRM, SHRM approach: Indian context Trade Union-Growth, Objective, Function & Role in globalize Content.

1.2.Strategic approach

1.2.1 Strategic approach- Introduction to Functional, business and corporate strategies, difference between SHRM and HRM strategies, Integrating HR strategy with business strategy, developing plans and policies.

No of Lectures 08

Unit No2: Human Resource Environment

2.1. **Human Resource Environment - Technology and Structure**: Define HR Environment, Broad influences of technology, Influences of HRIS, redeployment of human resource staff.

2.2**. Management Trends:** Workforce diversity, demographic changes temporary and contract labors, employee leasing, dual-career couples, work life balance, down-sizing.

2.3. **Global Environment**: Define Global Environment, Global competition, global sourcing of Labour, WTO and labour standards. HR Legal Environment: Equal employment opportunity, compensation, employee relations

No of Lectures 10

Unit 3. Separations strategy, Human Aspect of strategic implementation and Global HR Strategies Separations

3.1. **Separations**: Retrenchment strategies, Early retirement plans, VRS, Project based employment, Downsizing, Pink-slip concept

3.2. **Human Aspect of strategic implementation**: Behavioural issues in strategic implementation, matching culture with strategy, mergers and acquisitions, leadership power and politics, employee morale, personal 85 values and business ethics.

3.3 **Global HR**: Introduction to global HR strategies, Difference between Global HRM and Domestic HRM, developing HR as a value-added function, Strategic HR issues in global assignments.

No of Lectures 10

Evaluation

Internal Evaluation	External Evaluation
Unit test(10)	Fill in the blanks, True and False (10)
	Short answer question (12)
Mini project /Assignment/Presentation (10)	Long answer questions (8)
20	**30**

Reference & Text Books:

1.Strategic Human Resource Management by Jeffery A Mello
2.Strategic Human Resource Management by Tanuja Agarwala
3.Strategic Human Resource Management by Charles R Greer.
4.Strategic Human Resource Management by Michael Armstrong
5.Strategic Human Resource Management by Mabey, Salaman and Storey
6.Strategic Human Resource Management by Rothwell & Kazanas,

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.BBA (Sem–IV)   **Subject**: Strategic Human Resource Management

Course**:** BBA   **Course Code:** BBA-254-MJM (A)

        Weight age: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)														
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	3	-	2	2	-	-	2	3	-	1	2	1	1	2	-
CO2	-	-	3	-	3	-	-	2	-	1	2	1	1	2	-
CO3	-	2	3	-	-	-	2	2	-	1	2	2	-	2	-
CO4	-	-	3	-	-	-	2	3	2	1	2	2	2	2	-
CO5	-	-	2	-	-	-	-	2	3	1	2	2	-	2	3
CO6	3	3	3	-	3	2	2	2	2	1	1	2	2	2	-
CO7	-	3	3	2	3	2	2	1	1	1	1	2	2	3	-

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding:

CO1: This CO requires a fundamental understanding of the concept of SHRM and its significance, which is a knowledge-based requirement. The student needs to demonstrate a coherent understanding of the concept and its evolution.

CO6: This CO requires applying the principles of strategic HRM to a real-world scenario, which requires a deep understanding of the concepts and their application. The student needs to demonstrate a coherent understanding of how to apply the principles in a practical context.

PO2: Procedural Knowledge for Skill Enhancement:

CO3: The student needs to demonstrate an understanding of the various HRM strategies and their application in different contexts, which is a procedural knowledge requirement.

CO6: This learning outcome requires the application of procedural knowledge to apply the principles of strategic HRM to a real-world scenario. The student needs to demonstrate an understanding of how to apply the principles of SHRM in a practical context, which is a procedural knowledge requirement.

CO7: This learning outcome requires the application of procedural knowledge to design an HR strategy that aligns with organizational objectives. The student needs to demonstrate an understanding of how to apply the principles of SHRM and strategic approach to HRM in a practical context, which is a procedural knowledge requirement.

PO3: Critical Thinking and Problem-Solving Skills:

CO1: Critical thinking is essential to understand the complexities of SHRM and its evolution, enabling individuals to analyze its impact on organizational performance in a globalized context.

CO2: Critical thinking skills are necessary to evaluate and compare different strategies, enabling individuals to identify strengths, weaknesses, and potential impacts on organizational success.

CO3: Critical thinking skills help individuals analyze and apply various HRM strategies in different organizational settings, considering factors such as business goals, industry dynamics, and organizational culture.

CO4: Problem-solving skills are crucial for developing integration plans that align HR and business strategies, addressing challenges and ensuring stakeholder buy-in for effective implementation.

CO5: Critical thinking skills allow individuals to analyze the multifaceted role of trade unions in a globalized context, evaluating their impact on SHRM practices and organizational relationships.

CO6: Critical thinking skills enable individuals to apply strategic HRM principles to real-world situations, incorporating data analysis and stakeholder perspectives to make informed decisions.

CO7: Problem-solving skills are essential for designing HR strategies that align with organizational goals, integrating SHRM principles and strategic approaches to address complex challenges and drive organizational success.

PO4: Communication Skills:

CO1: Communication skills are vital for clearly articulating the concept of SHRM, its evolution, and its relevance in a globalized work environment to ensure understanding and engagement among stakeholders.

CO2: Effective communication is needed to present a coherent analysis of the differences between SHRM and HRM strategies, enabling stakeholders to grasp the implications for organizational success and strategic decision-making.

CO3: Communication skills facilitate the clear description of strategic HRM approaches and their application in various organizational contexts, allowing for effective dissemination of information to relevant parties.

CO4: Strong communication skills aid in developing integration plans that effectively communicate the alignment of HR and business strategies, engaging stakeholders and fostering collaboration for successful implementation.

CO5: Communication skills are essential for evaluating and conveying the complex role of trade unions in a globalized context, facilitating discussions on their impact on SHRM practices and organizational dynamics.

CO6: Effective communication is crucial for applying strategic HRM principles to real-world scenarios, ensuring clear communication of data-driven insights and engaging stakeholders for informed decision-making.

CO7: Communication skills play a key role in designing HR strategies that align with organizational goals, as it involves effectively communicating with stakeholders, presenting strategies, and gaining buy-in for successful implementation.

PO5: Analytical Reasoning Skills

CO2: To analyze the differences between SHRM and HRM strategies, you would need to critically evaluate the definitions, principles, and applications of each concept. This would involve analysing data, identifying patterns, and making informed decisions about the implications of each strategy for organizational success.

CO6: To apply the principles of strategic HRM to a real-world scenario, you would need to analyze complex data, identify patterns, and make informed decisions about how to apply SHRM principles in a real-world context. This would involve analyzing stakeholder engagement, organizational objectives, and data-driven decision-making.

CO7: To design an HR strategy that aligns with organizational objectives, you would need to analyze complex information about the organization's goals, stakeholders, and external environment. You would also need to identify relationships between different concepts (e.g. SHRM principles, business strategy, organizational culture) and make informed decisions about how to design an HR strategy that aligns with these goals.

PO6: Innovation, Employability and Entrepreneurial Skills:

CO6: It involves applying the principles of strategic HRM to a real-world scenario, which requires innovative thinking, employability skills, and entrepreneurial skills. The scenario may involve identifying a business problem or opportunity that requires HRM strategies to be developed and implemented.

CO7: It involves designing an HR strategy that requires innovative thinking, employability skills, and entrepreneurial skills. The HR strategy should be designed to align with organizational objectives, which requires understanding the business needs and developing strategies that meet those needs.

PO7: Multidisciplinary Competence:

CO1: which involves integrating knowledge from multiple disciplines such as business, sociology, psychology, and economics. A multidisciplinary approach is necessary to understand the complexities of SHRM in a globalized work environment.

CO3: This involves understanding the interplay between different disciplines such as business, sociology, psychology, and economics to develop a comprehensive understanding of HRM strategies.

CO4: This involves understanding the interdependencies between different disciplines such as business, sociology, psychology, and economics to develop a comprehensive plan that aligns HR strategy with business objectives.

CO6: This involves understanding the complexities of SHRM in a globalized work environment and developing a multidisciplinary approach to analyze and address real-world challenges.

CO7: This involves developing a multidisciplinary approach that integrates knowledge from multiple disciplines such as business, sociology, psychology, and economics to develop a comprehensive HR strategy.

PO8: Value Inculcation through Community Engagement:

CO1: SHRM emphasizes the importance of values and culture in an organization. By inculcating values through community engagement, organizations can create a positive work environment that aligns with their strategic objectives.

CO2: It focuses on value inculcation through community engagement, it can be applied to this CO by

analyzing how different SHRM strategies can impact organizational success through community engagement.

CO3: It focus on value inculcation through community engagement can be applied to this CO by describing how different HRM strategies can be applied to achieve organizational objectives through community engagement.

CO4: It focus on value inculcation through community engagement requires a strategic approach to HRM that aligns with the organization's overall business strategy. This involves engaging stakeholders and ensuring that HR practices are aligned with organizational objectives.

CO5: It focus on value inculcation through community engagement can be applied to this CO by evaluating how trade unions can impact organizational values and culture through community engagement.

CO6: It emphasis on value inculcation through community engagement requires a data-driven approach that involves collecting and analyzing data on stakeholder engagement and organizational performance. This aligns with the principles of strategic HRM, which emphasizes the importance of data-driven decision-making.

CO7: It focus on value inculcation through community engagement can be applied to this CO by designing an HR strategy that incorporates community engagement as a key component of achieving organizational objectives.

PO9: Traditional Knowledge into Modern Application:

CO1: This integration of traditional and modern knowledge enables HR professionals to develop effective HR strategies that align with organizational objectives and drive business success.

PO10: Design and Development of System

CO4: Develop a plan for integrating HR strategy with business strategy, highlighting the importance of alignment and stakeholder engagement. it involves designing and developing a system that integrates HR strategy with business strategy.

CO7: Design an HR strategy that aligns with organizational objectives, incorporating key principles of SHRM and strategic approach to HRM. it involves designing and developing an HR strategy that aligns with organizational objectives.

PO11: Ethical and Social Responsibility:

CO1:SHRM emphasizes the importance of ethical and socially responsible practices in organizational decision-making, which is essential for building trust and maintaining a positive reputation.

CO2:It highlights the need for HRM strategies to be aligned with ethical and social responsibilities. SHRM goes beyond traditional HRM by focusing on the organization's social and environmental impact, which is critical for building trust and maintaining a positive reputation.

CO3: It highlights the need for HRM strategies to be aligned with ethical and social responsibilities. A strategic approach to HRM should consider the organization's social and environmental impact, as well as its functional and business needs.

CO4: It emphasizes the importance of considering stakeholder interests and values when developing an HR strategy. A well-designed HR strategy should align with business objectives while also considering

social and environmental responsibilities.

CO5: It highlights the need for organizations to engage with trade unions in a responsible and ethical manner. Trade unions play a crucial role in promoting workers' rights and interests, which are essential for building trust and maintaining a positive reputation.

CO6: It emphasizes the need for organizations to consider stakeholder interests and values when making decisions. Strategic HRM requires organizations to balance business objectives with social and environmental responsibilities, which is critical for building trust and maintaining a positive reputation.

CO7:It emphasizes the need for HRM strategies to be aligned with ethical and social responsibilities. A well-designed HR strategy should consider stakeholder interests and values, as well as the organization's social and environmental impact.

PO12: Research-Related skills

CO1: Research-Related skills involve conducting thorough research to understand the concept of SHRM, its evolution, and significance in the globalized work environment. This requires skills such as information gathering, analysis, and synthesis to present a clear understanding of SHRM.

CO2: Students to gather and analyze relevant data to identify the differences between SHRM and HRM strategies. This involves evaluating the implications of each strategy for organizational success, which requires critical thinking and research skills.

CO3: Students understand the strategic approach to HRM by gathering and analyzing information on functional, business, and corporate strategies. This requires research skills to identify the application of these strategies in different organizational contexts.

CO4:Students must conduct research to identify the importance of alignment and stakeholder engagement, which requires skills such as data analysis and critical thinking.

CO5: To evaluate the role of trade unions by gathering and analyzing data on their growth, objectives, functions, and impact on SHRM. This requires critical thinking and research skills to analyze the implications of trade unions on SHRM.

CO6: Students must conduct research to gather data-driven insights and engage stakeholders to develop a comprehensive plan that aligns with organizational objectives.

CO7: Students must conduct research to identify key principles of SHRM and strategic approach to HRM, which requires critical thinking and analytical skills.

PO13: Teamwork

CO1: Teamwork is essential in implementing SHRM principles, as it requires collaboration and coordination among various stakeholders, including HR professionals, managers, and employees.

CO2: Effective teamwork is necessary to understand the differences between SHRM and HRM strategies and to develop a strategic approach to HRM that aligns with organizational objectives.

CO4: Teamwork is critical in developing a plan that integrates HR strategy with business strategy, as it requires input and collaboration from various stakeholders.

CO6: Teamwork is necessary to apply the principles of strategic HRM to a real-world scenario, as it requires collaboration and coordination among various stakeholders to achieve organizational objectives.

CO7:Teamwork is essential in designing an HR strategy that aligns with organizational objectives, as it requires collaboration and input from various stakeholders.

PO14: Area Specific Expertise:

CO1: A student needs to demonstrate expertise in understanding the concept of SHRM and its relevance to modern organizations, which requires knowledge of globalized work environments, evolution, and significance.

CO2: A student needs to demonstrate expertise in analyzing the differences between SHRM and HRM strategies, which requires an understanding of the organizational context and the implications of these strategies on success.

CO3: A student needs to demonstrate expertise in describing the strategic approach to HRM, which requires knowledge of different organizational contexts and the application of HRM strategies.

CO4: A student needs to demonstrate expertise in developing a plan that integrates HR strategy with business strategy, which requires an understanding of the importance of alignment and stakeholder engagement.

CO5: A student needs to demonstrate expertise in evaluating the role of trade unions, which requires an understanding of globalized work environments and the impact on SHRM.

CO6: Student needs to demonstrate expertise in applying the principles of strategic HRM to a real-world scenario, which requires an understanding of data-driven decision-making and stakeholder engagement.

CO7: Student needs to demonstrate expertise in designing an HR strategy that aligns with organizational objectives, which requires an understanding of key principles of SHRM and strategic approach to HRM.

PO15: Environmental Awareness

CO5: This competency requires learners to analyze the role of trade unions in the globalized work environment, which is closely related to environmental awareness. The importance of environmental awareness in the workplace is increasingly recognized, and trade unions have a significant role to play in promoting sustainable practices and protecting the environment.

Name of the Programme: B.B.A.
Program Code: BBA
Class: S.Y.B.B.A
Semester:IV
Course Type: Major
Course Name: Business Taxation
Course Code: BBA-254-MJM (B)
No. of Lectures: 30
No. of Credits: 2

A) COURSE OBJECTIVES:

1. To understand the key concepts and definitions under the Income Tax Act of 1961.
2. To explore the history and structure of income taxation in India.
3. To familiarize with the various heads of income under the Income Tax Act.
4. To examine the procedures for computing total taxable income.
5. To understand the process of filing online Income Tax Returns (ITRs).
6. To learn about deductions, exemptions, and tax liability computation.
7. To gain insight into TDS, TCS, and methods of tax payment.

A) COURSE OUTCOMES:

CO1: Understand the fundamental concepts and definitions related to income tax.
CO2: Gain knowledge of India's taxation structure and its objectives.
CO3: Identify the different heads of income and the criteria for their chargeability.
CO4: Apply basic rules for computing taxable income from various heads.
CO5: Learn the process of online ITR filing and its related forms.
CO6: Understand deductions under Section 80 and calculate total tax liability.
CO7: Familiarize with the TDS, TCS system, and methods of paying taxes

UNIT 1. INTRODUCTION TO INCOME TAX ACT 1961.

1.1. Income Tax Act -1961 (Meaning, Concepts and Definitions)
1.2. History of Income Tax in India, Fundamental concepts and definitions under Income Tax Act 1961,
1.3. Canons of Taxation,
1.4. Objectives of Income Tax,
1.5. Taxation structure in India,
1.6. Concept and definitions- Income, Person, Assesse, Assessment year, Previous year, Residential Status of an Assesse. Permanent Account Number (PAN)-
Uses & Benefits.

UNIT 2. HEADS OF INCOME AND COMPUTATION OF TOTAL INCOME AS PER INCOME TAX 1961.

Different heads of Income: -

2.1. Income from Salary: Salient features, meaning of salary, allowances and tax Liability-Perquisites and their Valuation Deduction from salary. (Theory and basic practical cases)

2.2. Income from House Property: Basis of Chargeability-Annual Value- Self occupied and let out property- Deductions allowed. (Theory and Basic Practical Cases).

2.3. Profits and Gains of Business and Profession: Definitions, Deductions expressly allowed and disallowed. (Only Theory).

2.4. Capital Gains: Chargeability- Meaning and concept of short term and long-term capital gains-
permissible deductions (Only Theory).

2.5. Income from Other Sources Chargeability- Meaning
and concept –Inclusion and deduction. (only Theory).

UNIT 3. COMPUTATION OF TOTAL TAXABLE INCOME & FILING OF ONLINE ITR.

3.1. Meaning and concept, Gross Total Income - deduction u/s-80 and Tax Liability for respective Assessment year.
3.2. Form 26 AS- Uses
3.3. Various types of ITR,
3.4. Procedure to file various online ITRs.

UNIT 4. OTHER IMPORTANT ASPECTS OF INCOMETAX ACT 1961

4.1. Tax deducted at source (TDS), (TDS section 192-194)
4.2. Tax Collection at Sources (TCS)
4.3. Advance payment of Tax,
4.4. Methods of payment of Tax, (Theory Only)

EVALUATION: -

Internal Evaluation	External Evaluation
Unit test (10)	Fill in the blanks, One Sentence Questions (10) Short answer question (12)
Mini project /Assignment/Presentation (10)	Long answer questions (8)
20	**30**

	REFERENCE BOOKS			
Sr. No.	**Title of the Book**	**Auth or/s**	**Publication**	**Place**
1	Taxmann's Students' Guide to Income Tax.	Dr.Vinod K Singhania and Dr. Monica Singhania	Taxmann Publication.	New Delhi.
2	Practical Approach to Income Tax	Girish Ahuja, Ravi Gupta	Wolters Kluwer India Private Limited	New Delhi.
3	Indian Income Tax Ac	H.C.Malhotra	SahityaBhavan Publication.	Mumbai.
4	Income Tax Laws	V K Singhannia,	Taxmann Publication.	New Delhi.
5	Direct Taxes	B. B. Lal, N. Vashisht.	I K International Publishing House Pvt. Ltd.	New Delhi.
6	Students Handbook on Taxation	T N Manoharan& G R Hari	Snow White	--
7	Direct Tax Laws and Practice	Vinod Singhania	Taxmann Publication.	New Delhi.

<div align="center">Choice Based Credit System Syllabus (2023 Pattern)</div>

<div align="center">**Mapping of Program Outcomes with Course Outcomes**</div>

<div align="center">**Class:** SYBBA (Sem –IV)   **Course Title:** Business Taxation</div>

<div align="center">**Course:** Business Taxation   **Course Code**: BBA-254-MJM[B]</div>

<div align="center">**Weightage:** 1=weak or low relation, 2=moderate or partial relation, 3=strong or direct relation</div>

Course Outcomes	Programme Outcomes (POs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	3	1	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	2	1	1	-	-	-	-	-	-	-	-	-	-	-	-
CO3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	1	-	-	1	1	-	-	-	-	3	-	-	-	-	-
CO7	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-

Justification for Mapping

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: Understanding tax calculations is crucial for accurate financial reporting. The ability to calculate direct and indirect taxes ensures that financial statements are prepared in compliance with relevant regulations, providing stakeholders with accurate and reliable information.

CO2: Tax considerations are integral to financial decision-making. Knowledge of direct and indirect taxes allows individuals to assess the financial implications of different business strategies, investments, and financing options, enabling sound financial management.

CO3: Taxation can have an impact on pricing strategies and product positioning. Understanding tax implications helps in making informed marketing decisions, considering the overall cost structure and pricing competitiveness in the market.

CO4: Managers need to make decisions that consider the financial implications, including taxes. Knowledge of direct and indirect taxes empowers managers to make strategic decisions that align with the organization's financial goals and comply with legal requirements.

CO5: Taxation is a significant aspect of economic policies and planning. Understanding how taxes are calculated and their impact on businesses contributes to a broader understanding of economic dynamics and policies.

CO6: Compensation and benefits are subject to taxation. Human resource professionals need to be aware of the tax implications of various compensation structures and benefits packages to ensure compliance with tax laws and regulations.

PO2: Procedural Knowledge for Skill Enhancement

CO1: Ethical decision-making in taxation is not only about adhering to the letter of the law but also about upholding the spirit of fairness, transparency, and social responsibility. Consulting with a tax professional and staying informed about changes in tax laws are crucial steps in making ethical decisions related to income tax.

CO2: A solid understanding of basic income tax concepts is integral to the effective functioning of businesses. It enables informed decision-making, accurate financial reporting, and compliance with tax regulations, contributing to the overall financial health and sustainability of the business.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Critical thinking and problem-solving skills enhance the overall learning experience in a tax course by enabling students to analyze, interpret, and apply tax concepts effectively in real-world scenarios. These skills are essential for developing a comprehensive understanding of direct and indirect tax and mastering the calculation of income tax.

CO2: Critical thinking involves the ability to analyze information and evaluate its relevance. In the context of tax courses, students need to critically examine tax regulations, amendments, and related legal documents to understand the intricacies of both direct and indirect taxes.

PO4: Communication Skills

CO6: Ethical decision-making in taxation is not only about adhering to the letter of the law but also about upholding the spirit of fairness, transparency, and social responsibility. Consulting with a tax professional and staying informed about changes in tax laws are crucial steps in making ethical decisions related to income tax.

PO5: Analytical Reasoning Skills

CO6: Life-long learning plays a crucial role in navigating the complex landscape of income tax regulations. It enables individuals to stay informed, adapt to changes, enhance their understanding, mitigate risks, and uphold ethical standards, all of which are essential elements in identifying and complying with the relevant provisions of the Income Tax Act.

PO6: Innovation, Employability and Entrepreneurial Skills

CO7: Income from Salary: To compute income from salary, you need to consider your basic salary, allowances, perquisites, and any other benefits. Subtract any deductions allowed under the Income Tax Act, such as standard deduction and professional tax.

CO8: Income from House Property: To compute income from house property, you need to determine the annual value of the property. Deduct municipal taxes paid and 30% of the annual value. Additionally, deduct any interest paid on loans taken for the property.

CO9: As for the third part of your question about leadership and teamwork, it appears unrelated to income computation. Leadership and teamwork are typically qualities or skills associated with individuals in a professional or personal context, and they don't directly impact the computation of income for tax purposes.

Income from business and profession can vary significantly from one jurisdiction to another. Therefore, individuals and entities should seek advice from tax professionals or financial advisors to ensure compliance with the relevant laws and regulations in their specific location.

PO10: Design and Development of System

CO6: Identifying and complying with income tax provisions require a proactive approach. Entrepreneurs need to stay informed about changes in tax laws and regulations to ensure compliance.

Tax laws can change, and entrepreneurs must adapt to these changes. Staying informed about updates to the Income Tax Act is essential for maintaining compliance.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.B.A

(w. e. from June 2024)

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Major Mandatory

Course Name: Digital Marketing

Course Code: BBA-254-MJM (C)

No. of Lectures: 30

No. of Credits:2

A) Course Objectives:

1. To understand the concept and meaning of digital marketing and its process.
2. To learn about the importance of visibility, engagement, and conversion in digital marketing.
3. To understand the different types of marketing (inbound and outbound) and their applications.
4. To develop skills in digital marketing planning and structure, including website design and content marketing.
5. To learn about social media marketing and its various platforms.
6. To gain hands-on experience with digital marketing tools and techniques through computer laboratory work.
7. To apply marketing communication principles to create effective digital marketing strategies.

B) Course Outcomes:

CO1: Understand the concept and process of digital marketing and its importance in business.

CO2: Identify and analyse various types of visibility, engagement, and conversion in digital marketing.

CO3: Plan and structure a digital marketing campaign using inbound and outbound marketing strategies.

CO4: Design and develop a website using various tools and technologies.

CO5: Apply social media marketing strategies using platforms like Facebook, Google AdWords, and YouTube.

CO6: Create and optimize digital marketing campaigns using search engine ads, display ads, and remarketing campaigns.

CO7: Develop a comprehensive marketing strategy using various marketing communication tools and technologies.

1. Introduction to Digital Marketing

1.1 Concept and meaning of Digital Marketing, Digital Marketing Process

1.2 Meaning of Visibility, Increasing Visibility, Types of visibility, and Examples ofvisibility.

1.3 Concept of Engagement, Visitors Engagement, its

1.4 Importance and examples of engagement. Bringing Targeted Traffic

1.5 Inbound and outbound marketing

1.6 Converting Traffic into Leads, Types of Conversion,

1.7 Understanding Conversion Process Tools of Digital Marketing

No. of Lectures-06

2. Digital Marketing Planning and Structure:

2.1 Inbound vs. Outbound Marketing, Content Marketing, Understanding Traffic,Understanding Leads, Strategic Flow for Marketing Activities.

2.2 WWW, Domains, Buying a Domain, Website Language & Technology,

2.3 Core Objective of Website and Flow, One Page Website, Strategic Design of HomePage, Strategic Design of Products & Services Page, Strategic Design of Pricing Page

2.4 Portfolio, Gallery and Contact Us Page, Call to Action (Real Engagement Happens),Designing Other Pages, SEO Overview, Google Analytics Tracking Code, Website

2.5 Auditing, Designing Word Press Website.

No. of Lectures-08

3.Social Media Marketing

3.1 Introduction of Social Media Marketing, Procedure and Fundamentals

3.2 face book Marketing

3.3 Google Ad Words

3.4 YouTube Marketing

3.5 Email Marketing

3.6 Content Writing

No. of Lectures-06

4.Computer Laboratory Work

4.1 Creating Search Engine Campaign Ads Creating Display Campaign

4.2 Optimizing Display Campaign

4.3 Creating Face book Advertising Campaign and other social

4.4 media campaign Create Remarketing Campaign

4.5 PR, Digital Marketing, Event Management, Advertising

4.6 Packaging, Product Design, Trade Shows, Sponsorship etc. Usurers Interfere and Usurers Experience Use of Marketing Communication tools effectively

4.7 Prepare the MARCOM strategy

No. of Lectures-10

Evaluation

Internal Evaluation	External Evaluation
Unit test(10)	Fill in the blanks, True and False (10) Short answer question (12) Long answer questions (8)
Mini project /Assignment/Presentation (10)	
20	**30**

Reference Books:

1. Google AdWords for Beginners: A Do-It-Yourself Guide to PPC Advertising, Cory Rabazinsky,

2. Email Persuasion: Captivate and Engage Your Audience, Build Authority and Generate More Sales With

    Email Marketing, Ian Brodie

3. Social Media Marketing All-In-One for Dummies, Jan Zimmerman and Debora

Choice Based Credit System Syllabus (NEP2020)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.BBA (Sem–IV)   **Subject**: **Digital Marketing**

Course: BBA   **Course Code: BBA-254-MJM (C)**

Weight age: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)														
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	1	2	2	1	1	3	2	1	2	2	3	2	2	1	2
CO2	2	1	2	1	2	1	1	2	3	1	2	1	1	1	3
CO3	1	2	3	2	2	1	3	3	3	2	2	2	1	3	3
CO4	2	2	2	3	1	1	3	2	2	3	3	1	1	2	3
CO5	2	2	2	2	2	1	2	2	2	3	1	3	3	2	2
CO6	3	2	2	2	3	1	1	2	2	3	3	1	3	3	1
CO7	2	2	2	2	2	1	1	3	1	2	2	3	3	3	1

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: An understanding of the fundamental concept and process of digital marketing.

CO2: The analysis of various types of visibility, engagement, and conversion in digital marketing.

CO3: The planning and structuring of digital marketing campaigns, which requires some application of specific strategies.

CO4: Technical skills beyond fundamental knowledge.

CO5: The application of social media marketing strategies using various platforms.

CO6: It requires creating and optimizing digital marketing campaigns, which requires some application of specific campaign types.

CO7: It requires developing a comprehensive marketing strategy, integrating various marketing communication tools and technologies.

PO2: Procedural Knowledge for Skill Enhancement

CO1: This outcome requires a fundamental understanding of digital marketing, but it is a relatively straightforward concept. Students should have a basic understanding of the concept and process of digital marketing, but it may not require a deep dive into the subject matter.

CO2: This outcome requires a moderate level of understanding of the different types of visibility, engagement, and conversion in digital marketing. Students need to be able to identify and analyze these concepts, but it may not require a high level of complexity.

CO3: This outcome requires a moderate level of understanding of how to plan and structure a digital marketing campaign. While it may involve some complexity, it is still a relatively straightforward concept that students should be able to understand with moderate knowledge.

CO4: This outcome requires a high level of technical knowledge and skill to design and develop a website. Students need to have a deep understanding of web development technologies and tools to complete this outcome.

CO5: This outcome requires a moderate level of understanding of social media marketing strategies and how to apply them using different platforms. While it may involve some complexity, it is still a relatively straightforward concept that students should be able to understand with moderate knowledge.

CO6: This outcome requires a moderate level of understanding of how to create and optimize digital marketing campaigns. While it may involve some complexity, it is still a relatively straightforward concept that students should be able to understand with moderate knowledge.

CO7: This outcome requires a moderate level of understanding of how to develop a comprehensive marketing strategy. While it may involve some complexity, it is still a relatively straightforward concept that students should be able to understand with moderate knowledge.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Understand the concept and process of digital marketing and its importance in business. This competency requires a strong understanding of the fundamental concepts and processes of digital marketing.

CO2: Identify and analyze various types of visibility, engagement, and conversion in digital marketing. This competency requires strong critical thinking skills to analyze complex problems in digital marketing using fundamental knowledge.

CO3: Plan and structure a digital marketing campaign using inbound and outbound marketing strategies. While this competency requires some critical thinking skills, it is more focused on application of knowledge rather than analysis of complex problems.

CO4: Design and develop a website using various tools and technologies. This competency is more focused on technical skills rather than critical thinking or problem-solving.

CO5: Apply social media marketing strategies using platforms like Facebook, Google AdWords, and YouTube. This competency requires some critical thinking skills, but it is more focused on application of knowledge rather than analysis of complex problems.

CO6: Create and optimize digital marketing campaigns using search engine ads, display ads, and remarketing campaigns. This competency requires some critical thinking skills, but it is more focused on application of knowledge rather than analysis of complex problems.

CO7: Develop a comprehensive marketing strategy using various marketing communication tools and technologies. This competency requires strong critical thinking skills to analyze complex problems in digital marketing using fundamental knowledge.

PO4: Communication Skills

CO1: As it requires a basic understanding of digital marketing principles and its importance in business.

CO2: It requires a deeper understanding of digital marketing metrics and analysis.

CO3: Plan and structure a digital marketing campaign using inbound and outbound marketing strategies. as it requires a more applied understanding of digital marketing planning and strategy.

CO4: Design and develop a website using various tools and technologies. - as it requires a basic understanding of website design and development.

CO5: It is the requires a basic understanding of social media marketing principles.

CO6: Create and optimize digital marketing campaigns using search engine ads, display ads, and remarketing campaigns. - Weak strength, as it requires a more advanced understanding of digital marketing campaign creation and optimization.

CO7: Develop a comprehensive marketing strategy using various marketing communication tools and technologies. - Strong strength, as it requires a deep understanding of marketing strategy development.

PO5: Analytical Reasoning Skills

CO1: Understand the concept and process of digital marketing and its importance in business. This competency requires a fundamental understanding of digital marketing because while it requires basic knowledge, it's more focused on understanding the concept and process rather than applying it.

CO2: Identify and analyse various types of visibility, engagement, and conversion in digital marketing. This competency requires a deeper understanding of digital marketing metrics and because it requires a solid understanding of the concepts and relationships between them.

CO3: Plan and structure a digital marketing campaign using inbound and outbound marketing strategies. While this competency requires some application of fundamental knowledge, it's more focused on planning and structuring a campaign, which is not a direct application of fundamental knowledge.

CO4: Design and develop a website using various tools and technologies. This competency requires some technical skills, but it's not directly related to fundamental knowledge in digital marketing.

CO5: This competency requires some application of fundamental knowledge, but it's more focused on practical application rather than deep understanding of the underlying concepts.

CO6: Create and optimize digital marketing campaigns using search engine ads, display ads, and remarketing campaigns. This competency requires some application of fundamental knowledge, but it's more focused on practical application rather than deep understanding of the underlying concepts.

CO7: Develop a comprehensive marketing strategy using various marketing communication tools and technologies. This competency requires a deep understanding of the relationships between concepts, theories, and methodologies in digital marketing.

PO6: Innovation, Employability and Entrepreneurial Skills

CO1: This outcome is closely related to as it requires understanding of the fundamental concepts and principles of digital marketing.

CO2: Identify and analyse various types of visibility, engagement, and conversion in digital marketing. - This outcome also requires fundamental knowledge of digital marketing, but it also requires analysis and application of that knowledge.

CO3: Plan and structure a digital marketing campaign using inbound and outbound marketing strategies. - This outcome requires application of fundamental knowledge to analyse complex problems and develop well-informed judgments.

CO4: Design and develop a website using various tools and technologies. - This outcome requires technical skills, but it also requires fundamental knowledge of digital marketing principles.

CO5: Apply social media marketing strategies using platforms like Facebook, Google AdWords, and YouTube. - This outcome requires application of fundamental knowledge to analyse complex problems and develop well-informed judgments.

CO6: This outcome requires application of fundamental knowledge to analyse complex problems and develop well-informed judgments.

PO8: Value Inculcation through Community Engagement

CO1: requires understanding of digital marketing concepts and processes, which is a fundamental knowledge. The ability to apply this knowledge is moderate.

CO2: Identification and analysis of various types of visibility, engagement, and conversion, which is an application of fundamental knowledge. The ability to analyse complex problems and develop well-informed judgments is strong.

CO3: requires planning and structuring a digital marketing campaign, which requires fundamental knowledge but also critical thinking. The ability to apply this knowledge is moderate.

CO4: requires designing and developing a website, which is a technical skill that requires some fundamental knowledge but not necessarily critical thinking. The ability to apply this knowledge is weak.

CO5: requires applying social media marketing strategies, which is an application of fundamental knowledge. The ability to analyse complex problems and develop well-informed judgments is strong.

CO6: Creating and optimizing digital marketing campaigns, which requires fundamental

knowledge and critical thinking. The ability to analyse complex problems and develop well-informed judgments is strong.

CO7: requires developing a comprehensive marketing strategy, which requires understanding of various marketing communication tools and technologies, as well as critical thinking. The ability to recognize the relationships between concepts, theories, and methodologies is strong.

PO9: Traditional Knowledge into Modern Application

CO1: Understand the concept and process of digital marketing and its importance in business. The fundamental knowledge of digital marketing is required to understand the concept and process of digital marketing.

CO2: Identify and analyze various types of visibility, engagement, and conversion in digital marketing. This requires a broad understanding of the fundamental principles and concepts of digital marketing.

CO3: Plan and structure a digital marketing campaign using inbound and outbound marketing strategies. This requires applying fundamental knowledge to analyze complex problems and develop well-informed judgment.

CO4: Design and develop a website using various tools and technologies. This requires some technical knowledge, but not necessarily a broad understanding of fundamental principles.

CO5: Apply social media marketing strategies using platforms like Facebook, Google AdWords, and YouTube. This is requires applying fundamental knowledge to analyze complex problems.

CO6: Create and optimize digital marketing campaigns using search engine ads, display ads, and remarketing campaigns. This requires applying fundamental knowledge to analyse complex problems and develop well-informed judgments.

CO7: Develop a comprehensive marketing strategy using various marketing communication tools and technologies. This requires a broad understanding of the fundamental principles and concepts of digital marketing.

PO10: Design and Development of System

CO1: Understanding digital marketing concepts is foundational for designing systems; however, it does not directly involve system design and development techniques.

CO2: Identifying and analyzing visibility, engagement, and conversion metrics supports system functionality but is more focused on operational analysis than development.

CO3: Planning and structuring digital marketing campaigns directly involves design considerations, linking closely to the systematic approach in the development of systems.

CO4: Designing and developing websites is core as it involves applying systematic design processes to create functional and user-friendly systems.

CO5: Applying social media marketing strategies contributes to system design by informing user interaction, but it is less technical and more strategic in focus.

CO6: Creating and optimizing digital marketing campaigns involves systematic methods to ensure efficiency and effectiveness in design, closely aligning.

CO7: Developing comprehensive marketing strategies requires a systematic approach, making this outcome highly relevant to the principles of systems design development.

PO11: Ethical and Social Responsibility

CO1: Understanding the importance of ethical practices in digital marketing is fundamental for future marketers.

CO2: Analyzing these aspects includes understanding ethical implications and how engagement can be responsible.

CO3: Ethical planning in campaigns is essential, affecting impressions and consumer trust.

CO4: Ethical design includes accessibility, user privacy, and trust, which are fundamental in website development

CO5: Social media strategies must consider ethical aspects, such as user data use and content authenticity.

CO6: Ethical campaign practices include honest advertising and respect for user privacy, critical for effective marketing.

CO7: A thorough understanding of ethics in communication is crucial to avoid manipulation and foster trust.

PO12: Research-Related skills

CO1: Research skills are moderately required to grasp foundational concepts and know the significance of digital marketing in business contexts.

CO2: The research skills are essential for analyzing data related to visibility, engagement metrics, and conversion rates.

CO3: Planning requires moderate research abilities to understand both inbound and outbound strategies, though creativity also plays a significant role.

CO4: While some research is involved in selecting tools and technologies, the design and

development process is more technical and practical than research oriented.

CO5: The research skills are crucial for understanding platform-specific data, audience demographics, and trends in social media marketing for effective application.

CO6: Researching optimal strategies for ad creation, optimization, and understanding user behavior is vital, thus necessitating strong research skills.

CO7: The research skills are required to gather comprehensive market data, competitive analysis, and relevant trends to inform the development of an effective marketing strategy.

PO13: Teamwork

CO1: This is foundational and relates to teamwork as group activities often involve discussions about the importance of concepts. Higher teamwork correlates with better understanding.

CO2: Analysis and brainstorming can enhance understanding of visibility and engagement levels, leading.

CO3: It is crucial for planning campaigns as it involves collaboration to integrate different marketing strategies.

CO4: Teamwork is important, the technical aspect of website development can be more individualistic.

CO5: Social media work can be collaborative, but often involves individual analysis and posting strategies.

CO6: Collaboration is essential in creating and optimizing campaigns.

CO7: This heavily relies on teamwork for gathering insights, brainstorming, and strategizing, thus the highest rating of is justified.

PO14: Area Specific Expertise

CO1: A strong beginner's foundation in digital marketing is critical for any specialized area. Understanding the core concepts enables deeper exploration of specific expertise.

CO2: This outcome is fundamental to area-specific expertise, as analyzing visibility and engagement metrics is essential for becoming an expert in any digital marketing domain.

CO3: The planning and structuring skills are vital to demonstrating expertise. Campaign planning is a critical part of understanding how to apply specialized knowledge effectively in digital marketing.

CO4: While website design is important, it is a more technical aspect of digital marketing. It contributes to expertise but isn't as central as strategy and analysis which are crucial for overall comprehension.

CO5: This is quite relevant to area-specific expertise, particularly in the realm of social

media. However, expertise also requires knowledge of broader marketing strategies beyond just social platforms.

CO6: Optimization and campaign management are integral components of digital marketing expertise, aligning closely with both practical application and the analytical assessment needed for specialization.

CO7: Developing a marketing strategy ties together various aspects of digital marketing, showcasing expertise in integrating all learned concepts into a coherent plan tailored to business objectives.

PO15: Environmental Awareness

CO1: Environmental awareness is essential for modern businesses and understanding digital marketing's role can help align business practices with sustainability.

CO2: Awareness of environmental impacts can lead to better engagement strategies that prioritize eco-friendly products and services.

CO3: Campaigns that incorporate environmental awareness can enhance brand loyalty and consumer trust, making this a strong relationship.

CO4: Developing websites with a focus on sustainability reflects environmental awareness; thus, this mapping is moderately strong.

CO5: Social media campaigns that emphasize climate change activism or environmentally friendly products can greatly benefit highlighting a relationship.
CO6: Optimizing ads for eco-conscious consumers can align with environmental awareness, receiving a moderate rating as it depends on campaign specifics.

CO7: A comprehensive marketing strategy strongly benefits from integrating environmental awareness across all communication channels, fostering alignment with global sustainability aims.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.B.A
(w. e. from June, 2024)

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Minor

Course Name: Employee Recruitment & HR record Management System

Course Code: BBA-261-MN

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives:

1. To study and explain Process and Importance of Manpower Planning.
2. To understand the Techniques of Manpower Forecasting.
3. To Study and Explain the Sources and Methods of Recruitment
4. To understand detailed Process of Selection in the Organisation.
5. To gain knowledge & Applications of Employee Record Management in Organisation.
6. To understand the types of Employee Records.

B) Course Outcome:

CO1. Explain the concept of manpower planning, its importance, and the need for effective planning in an organization.
CO2. Analyze the importance of accurate manpower planning in achieving organizational objectives.
CO3. Compare traditional and new methods of recruitment, including talent acquisition strategies.
CO4. Analyze the factors affecting recruitment, including their impact on the hiring process.
CO5. Identify the essentials of a good record, including principles of record keeping.
CO6. Analyze the importance of accurate employee record management in HR decision-making.
CO7. Apply employee record management principles to a real-world scenario.

Unit No 1: Manpower Planning and Forecasting.

1.1.Manpower planning, Meaning, Definition, Need, Objectives, Levels, Importance,

1.2.Process, Techniques of Manpower Forecasting,

1.3.Factors influencing estimation of Manpower.

1.4.Barriers to Manpower Planning Trade Union-Growth, Objective, Function & Role in globalize Content.

No of Lectures10

Unit No2: Recruitment and Selection

2.1. Recruitment: Meaning, Definition, Need,

2.2. Factors Affecting Recruitment, Internal and External Sources of Recruitment and its Advantages and Disadvantages,

2.3. Traditional and New Methods of Recruitment- Recruitment, Talent Acquisition,

2.4 . Difference between Recruitment and Talent Acquisition.

2.5Selection: Meaning, Definition, Process, Difference between Recruitment and Selection.

No of Lectures 10

Unit 3 Employee Record Management.

3.1. Meaning, Definition, Essentials of a Good Record Principles of Record Keeping.

3.2. Precautions in Maintaining Records.

3.3 Importance of Employee records.

3.4 Types of Employee records.

No of Lectures 10

Evaluation

Internal Evaluation	External Evaluation
Unit test(10)	Fill in the blanks, True and False (10) Short answer question (12) Long answer questions (8)
Mini project /Assignment/Presentation (10)	
20	**30**

Reference Books:

1 Human Resource Management L. M. Prasad Sultan Chand & Company Ltd. New Delhi

2 Human Resource Management K. Ashwathappa Tata McGraw Hill New Delhi

3 Personnel Management C. B. Mamoria Himalaya Publishing House Mumbai

4 Personnel & Human Resource Management A.M. Sharma Himalaya Publishing House Mumbai

5 Human Resource Management S. S. Khanka Sultan Chand & Company Ltd. New Delh

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.BBA (Sem–IV)   **Subject**: Employee Recruitment & HR record
Management System

Course**:** BBA   **Course Code:** BBA-261-MN

Weight age: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)														
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15
CO1	3	2	2	2	2	2	2	1	2	1	2	2	2	2	-
CO2	3	2	3	2	3	2	2	1	2	1	2	3	2	1	-
CO3	3	-	3	2	3	2	2	1	2	1	2	3	2	1	-
CO4	3	2	3	2	3	2	2	1	2	1	2	3	2	1	-
CO5	2	3	2	2	2	2	2	1	2	1	2	2	2	1	-
CO6	3	3	3	2	3	2	2	1	2	1	2	3	2	1	-
CO7	3	3	3	2	3	2	2	1	2	1	2	3	2	1	-

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding:

CO1: Understanding the concept of manpower planning and its importance is crucial for effective planning in an organization. This understanding will enable individuals to appreciate the need for accurate planning and its impact on achieving organizational objectives.

CO2: Accurate manpower planning is essential for achieving organizational objectives. Without a fundamental understanding of HR concepts and principles, individuals may not appreciate the importance of accurate planning and its impact on achieving these objectives.

CO3: Understanding traditional and new methods of recruitment requires a fundamental knowledge of HR principles and concepts. This understanding will enable individuals to compare and analyze the effectiveness of different recruitment strategies.

CO4: Factors affecting recruitment can only be analysed effectively if individuals have a fundamental understanding of HR concepts and principles. This understanding will enable individuals to identify the impact of these factors on the hiring process.

CO5: Essentials of a good record, including principles of record keeping, require a fundamental knowledge of HR concepts and principles. This understanding will enable individuals to apply these principles to real-world scenarios.

CO6: Accurate employee record management is essential for informed HR decision-making. Without a fundamental understanding of HR concepts and principles, individuals may not appreciate the importance of accurate record management and its impact on decision-making.

CO7: Applying employee record management principles to real-world scenarios requires a fundamental knowledge of HR concepts and principles. This understanding will enable individuals to analyze and apply these principles effectively.

PO2: Procedural Knowledge for Skill Enhancement:

CO1: Procedural knowledge helps in detailing the steps involved in manpower planning, ensuring that the

explanation covers all relevant procedures and highlights the importance of each step in creating an effective plan

CO2: Procedural knowledge allows for a detailed analysis of how accurate manpower planning procedures impact organizational objectives, ensuring that the analysis is based on sound procedural practices.

CO4: Procedural knowledge enables a comprehensive analysis of how various procedural factors (e.g., job requirements, recruitment channels) influence the recruitment process and outcomes.

CO5: Procedural knowledge helps in defining the essentials of good record-keeping by providing detailed procedures and best practices for effective documentation and management.

CO6: Procedural knowledge aids in evaluating how accurate and well-managed records contribute to HR decisions by detailing the procedures involved in record management and their impact on decision-making.

CO7: Procedural knowledge ensures that principles of record management are applied correctly and effectively in real-world scenarios, demonstrating the practical application of theoretical concepts..

PO3:Critical Thinking and Problem-Solving Skills:

CO1: To explain manpower planning effectively, one must think critically about how it impacts organizational efficiency and effectiveness. Problem-solving skills are essential to identify and address potential gaps and challenges in planning processes.

CO2: Accurate manpower planning is fundamental to achieving organizational objectives. Critical thinking allows for the assessment of its impact, while problem-solving skills are needed to address any discrepancies and ensure that planning aligns with the strategic goals.

CO3: To compare and choose the best recruitment methods, one must critically analyze their effectiveness and solve problems related to talent acquisition. This ensures that the organization utilizes the most suitable and efficient recruitment strategies.

CO4: Understanding and analyzing factors affecting recruitment requires critical thinking to evaluate their impact. Problem-solving skills are necessary to address and mitigate these factors to improve the hiring process.

CO5: Critical thinking is required to understand and identify essential record-keeping practices. Problem solving skills are necessary to implement these practices effectively and address any challenges in maintaining accurate records.

CO6: Accurate employee record management is crucial for informed HR decision-making. Critical thinking helps in understanding its significance, while problem-solving skills are needed to ensure that records are managed effectively and used appropriately in decision-making.

CO7: Applying theoretical principles to real-world scenarios involves critical thinking to tailor the principles to specific situations and problem-solving skills to address practical challenges in record management.

PO4: Communication Skills:

CO1: To effectively explain manpower planning, one must possess strong communication skills to present information clearly and convincingly, ensuring that the audience understands the significance of effective planning in an organization.

CO2: Effective communication is needed to convey the analytical findings and their implications clearly. Persuading stakeholders about the importance of accurate planning relies on strong communication skills to present arguments and evidence convincingly.

CO3: To compare recruitment methods effectively, you must communicate differences and similarities clearly, presenting information in an organized manner to facilitate understanding and decision-making

CO4: Effective communication skills are required to explain how different factors affect recruitment and their impact on the hiring process, ensuring that the analysis is comprehensive and comprehensible.

CO5: To identify and describe the essentials of good record-keeping, one must communicate principles clearly and provide practical guidance on their application, ensuring that the information is understood and actionable.

CO6: Strong communication skills are necessary to analyze and report on the importance of accurate employee record management, ensuring that the implications for HR decision-making are clearly understood.

CO7: To apply and explain employee record management principles in real-world scenarios, you must communicate how theoretical concepts translate into practice clearly, ensuring that the application is practical and understandable.

PO5: Analytical Reasoning Skills

CO1: Analytical reasoning is crucial to understand and articulate how manpower planning works and why it is important. It helps in breaking down complex ideas into understandable components and evaluating their effectiveness in organizational contexts.

CO2: To effectively analyze the importance of accurate manpower planning, you need to apply analytical reasoning to understand its impact on achieving organizational objectives. This involves evaluating various scenarios and metrics to determine the significance of accurate planning.

CO3: Analytical reasoning is essential to compare and evaluate different recruitment methods and talent acquisition strategies. This involves assessing their effectiveness and making informed decisions based on various factors.

CO4: To analyze the factors affecting recruitment, analytical reasoning is needed to identify relevant factors and assess their impact on the hiring process. This helps in understanding how different elements influence recruitment outcomes.

CO5: Analytical reasoning is necessary to identify and evaluate the principles of good record-keeping. This involves analyzing various practices to ensure that records are maintained effectively and in accordance with best practices.

CO6: Effective analysis of employee record management requires analytical reasoning to understand its role in HR decision-making. This involves assessing how accuracy in record-keeping affects various HR processes and decisions.

CO7: Analytical reasoning is crucial to apply record management principles in practical scenarios. It involves analyzing how theoretical concepts are applied in real-world situations and evaluating their effectiveness.

PO6: Innovation, Employability and Entrepreneurial Skills:

CO1: Explaining manpower planning involves using innovative approaches to align workforce strategies with

organizational needs. It enhances employability by developing key HR skills and fosters entrepreneurial thinking to improve organizational effectiveness.

CO2: Analyzing the impact of accurate manpower planning involves innovative and strategic thinking to align with organizational objectives. It improves employability by demonstrating critical analysis skills and supports entrepreneurial abilities in enhancing organizational performance.

CO3: Comparing recruitment methods involves innovative thinking to evaluate and integrate new strategies, enhancing employability through updated skills and showcasing entrepreneurial abilities to adopt effective talent acquisition approaches.

CO4: Analyzing recruitment factors involves innovative problem-solving and adaptability, enhancing employability through improved recruitment skills and demonstrating entrepreneurial abilities to optimize hiring processes.

CO5: Identifying good record-keeping practices involves innovative approaches and enhances employability by developing organizational skills. Entrepreneurial skills are applied in managing records efficiently to support business operations.

CO6: Analyzing the role of accurate record management involves innovative use of data for HR decisions, enhancing employability through demonstrated skills, and supporting entrepreneurial activities by improving strategic decision-making.

CO7: Applying record management principles to real-world scenarios requires innovative thinking and problem-solving, enhances employability by demonstrating practical skills, and supports entrepreneurial abilities to optimize record management practices.

PO7: Multidisciplinary Competence:

CO1: To effectively explain manpower planning, one must draw on knowledge from different areas of management and organizational theory. Multidisciplinary competence ensures a well-rounded understanding of how various factors impact effective planning.

CO2: Analyzing the importance of accurate manpower planning requires a multidisciplinary approach to understand its effects on various organizational aspects. This competence helps in integrating theories and concepts from different fields to provide a comprehensive analysis.

CO3: To compare recruitment methods effectively, it is essential to draw on knowledge from multiple disciplines, such as HR, marketing, and technology. This approach provides a more nuanced understanding of how various methods and strategies can be integrated.

CO4: A multidisciplinary approach is necessary to analyze factors affecting recruitment comprehensively. By integrating knowledge from different fields, one can better understand and address the complexities of the hiring process.

CO5: Identifying good record-keeping practices requires integrating knowledge from various disciplines, such as information management and compliance. This holistic approach ensures that records are managed effectively and meet organizational and legal requirements.

CO6: To analyze the importance of accurate employee record management, a multidisciplinary approach is essential. This involves integrating insights from HR management, data management, and legal compliance to understand how accurate records support effective decision-making.

CO7: Applying record management principles in real-world scenarios involves integrating theoretical knowledge with practical applications from various fields. This multidisciplinary competence helps in developing effective and context-specific solutions for record management challenges.

PO8: Value Inculcation through Community Engagement:

CO1: Explaining manpower planning through the lens of community engagement emphasizes the importance of ethical planning that aligns with community values and contributes to societal well-being, reinforcing the importance of CSR and ethical practices.

CO2: Analyzing accurate manpower planning involves understanding its broader societal impact and how effective planning can contribute to sustainable development and community engagement, ensuring that organizational success aligns with community values and needs.

CO3: Comparing recruitment methods involves assessing how different strategies impact the community and support ethical practices. This perspective ensures that recruitment practices contribute positively to societal values and community engagement.

CO4: Understanding how recruitment factors affect the hiring process from a community perspective emphasizes the importance of inclusive practices and the broader impact of recruitment on community development and social values.

CO5: Identifying and applying good record-keeping practices through the lens of community engagement highlights the importance of ethical and transparent practices that build trust and support community values.

CO6: Analyzing accurate record management from a community perspective emphasizes the importance of transparency and accountability in organizational practices, reinforcing trust and aligning with community values.

CO7: Applying employee record management principles in real-world scenarios with a focus on community engagement ensures that practices are ethical and supportive of community values, promoting positive societal impact and aligning organizational practices with broader social expectations.

PO9: Traditional Knowledge into Modern Application:

CO1: Explaining manpower planning through the lens of Traditional Knowledge into Modern Application involves integrating traditional HR practices with contemporary approaches, providing a comprehensive understanding of how historical knowledge influences modern planning strategies.

CO2: Analyzing manpower planning involves applying traditional knowledge to modern contexts, helping to understand how historical practices have shaped current methodologies and their impact on achieving organizational objectives

CO3: Comparing traditional and new recruitment methods through PO9 emphasizes the importance of integrating historical practices with modern innovations, offering a comprehensive view of how recruitment strategies have evolved and their current relevance.

CO4: Analyzing recruitment factors with PO9 involves integrating traditional knowledge about influencing factors with contemporary practices, providing a deeper understanding of their impact on modern hiring processes.

CO5: Identifying good record-keeping practices through PO9 involves integrating traditional methods with modern principles, highlighting how historical practices have shaped current standards and their relevance in contemporary record management.

CO6: Analyzing employee record management through PO9 emphasizes the integration of historical practices with modern techniques, providing a comprehensive view of how traditional methods have shaped current HR decision-making processes.

CO7: Applying employee record management principles with a focus on PO9 involves integrating traditional knowledge with modern applications, ensuring that practical solutions are informed by historical practices and adapted to current contexts.

PO10: Design and Development of System

CO1: Designing and developing systems for manpower planning ensures that organizations can effectively manage their workforce needs. This involves creating systems that support accurate forecasting, budgeting, and alignment with organizational goals, making Design and Development of System's essential for effective manpower planning.

CO2: Analyzing manpower planning accuracy through Design and Development of System's emphasizes the need for well-designed systems that support effective planning and decision-making. Effective system design ensures that manpower planning contributes to achieving organizational objectives by providing reliable data and insights.

CO3: Designing and developing recruitment systems that support both traditional and new methods ensures that organizations can effectively manage and optimize their talent acquisition processes. This aligns with Design and Development of System's focus on creating systems that enhance recruitment strategies and adapt to evolving practices.

CO4: Designing systems that consider factors affecting recruitment ensures that organizations can effectively manage and respond to variables impacting the hiring process. Design and Development of System's focus on system development is essential for creating adaptable and responsive recruitment systems

CO5: Designing and developing systems for record-keeping ensures that organizations can effectively manage records according to best practices. Design and Development of System's focus on system development is crucial for implementing effective and compliant record management systems.

CO6: Designing systems that support accurate employee record management is crucial for informed HR decision-making. Design and Development of System's focus on system development ensures that HR departments have reliable tools to manage and utilize employee data effectively

CO7: Applying record management principles through well-designed systems ensures that real-world scenarios are addressed effectively. Design and Development of System's focus on system development is essential for creating practical solutions that adhere to record management best practices and meet organizational needs.

PO11: Ethical and Social Responsibility:

CO1: Explaining manpower planning with a focus on ethical and social responsibility ensures that planning practices uphold fairness and contribute positively to society. It highlights the importance of aligning

workforce management with ethical standards and social values.

CO2: Analyzing the importance of accurate manpower planning through Ethical and Social Responsibility emphasizes the role of ethical accuracy and social responsibility in achieving organizational goals. It ensures that planning processes are both effective and aligned with ethical standards and social values.

CO3: Comparing recruitment methods through Ethical and Social Responsibility emphasizes the need to assess both traditional and new approaches for their ethical practices and social impact. This ensures that recruitment strategies support fairness and contribute to a more inclusive and responsible hiring process.

CO4: Analyzing recruitment factors through Ethical and Social Responsibility ensures that ethical considerations and social responsibility are integrated into the hiring process. It highlights the importance of addressing biases and ensuring fair treatment for all candidates.

CO5: Identifying good record-keeping practices through Ethical and Social Responsibility underscores the importance of ethical management of records and supports social responsibility. It ensures that record-keeping practices adhere to ethical standards and contribute to transparency and accountability.

CO6: Analyzing the importance of accurate employee record management through Ethical and Social Responsibility highlights the role of ethics and social responsibility in HR decision-making. It ensures that decisions are made fairly and transparently, aligning with ethical standards and contributing to responsible HR practices.

CO7: Applying employee record management principles with a focus on Ethical and Social Responsibility ensures that practical implementations adhere to ethical standards and contribute positively to social responsibility. It ensures that record management practices support fairness, transparency, and respect for individuals.

PO12: Research-Related skills
CO1: Research skills help in gathering comprehensive information about manpower planning concepts and their impact on organizational performance. Analyzing and synthesizing this data supports a deeper understanding of how effective planning contributes to organizational success.

CO2: Research skills are essential for evaluating empirical evidence and case studies to understand the correlation between accurate manpower planning and the achievement of organizational objectives.

CO3: Research skills enable the collection and comparison of data on traditional versus modern recruitment methods, facilitating a nuanced understanding of their effectiveness and implications.

CO4: Research skills are critical for understanding how various factors impact recruitment and hiring processes, allowing for a comprehensive analysis of their effects on organizational hiring strategies.

CO5: Research skills support the identification and understanding of record-keeping principles by enabling the exploration of guidelines, standards, and practices relevant to effective record management.

CO6: Research skills facilitate the exploration of how accurate employee records contribute to informed and effective HR decision-making, providing evidence and examples to support this analysis

CO7: They enable the collection, analysis, and application of data and principles relevant to manpower planning, recruitment methods, record management, and HR decision-making.

PO13: Teamwork

CO1: Working in teams can help in sharing knowledge, discussing different planning frameworks, and understanding the diverse aspects of manpower planning, which enhances the explanation and overall comprehension.

CO2: Teams can collaborate to evaluate various case studies and data, offering a comprehensive analysis that incorporates multiple viewpoints and expertise, thereby enriching the understanding of how manpower planning aligns with organizational goals.

CO3: Team collaboration allows for a more holistic analysis of recruitment factors. Members can bring different viewpoints and expertise to the table, leading to a more comprehensive assessment of how these factors impact the hiring process.

CO4: Teams can work together to compile a list of record-keeping essentials, discuss the principles, and develop a collective understanding of what constitutes good record management practices.

CO5: Teams can work together to compile a list of record-keeping essentials, discuss the principles, and develop a collective understanding of what constitutes good record management practices.

CO6: Team discussions and analysis can provide a deeper understanding of how employee records impact HR decisions by combining different experiences and perspectives, leading to a more robust analysis.

CO7: Teams can work together to analyze real-world cases, apply record management principles, and develop solutions based on collective insights and experiences, enhancing the practical application of these principles.

PO14: Area Specific Expertise:

CO1: Expertise in manpower planning allows for a thorough understanding of its concepts, importance, and practical applications, ensuring that the explanation is accurate and informed by best practices and current industry standards.

CO2: Expertise in manpower planning helps in evaluating how effective planning contributes to strategic goals, identifying key metrics, and understanding how various planning techniques influence organizational performance.

CO3: Expertise in recruitment allows for a detailed comparison of traditional and modern methods, understanding their advantages, limitations, and how they align with current trends in talent acquisition.

CO4: Expertise in recruitment helps in identifying and understanding these factors, analyzing their impact on the hiring process, and making informed decisions to improve recruitment strategies.

CO5: Expertise in record management ensures that the principles and essentials of record-keeping are well-understood and can be effectively implemented to maintain accurate and compliant records.

CO6: Expertise in record management provides insights into how accurate records contribute to effective HR decision-making, including performance evaluations, compliance, and employee development.

CO7: Expertise in this area allows for the practical application of theoretical principles to real-world situations, ensuring that record management practices are implemented effectively and in line with organizational and legal requirements.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.B.A
(w. e. from June, 2024)

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Minor

Course Name: Dissertation Report

Course Code: BBA-262-MN

No. of Credits: 2

About Course :

In this capstone course, students will apply theoretical knowledge and practical skills to design, develop, and implement a comprehensive research project. The dissertation project is a culmination of the student's academic journey, demonstrating their ability to think critically, analyze complex data, and communicate findings effectively. Through this project, students will demonstrate their expertise in their chosen field of study and develop valuable skills in research design, methodology, data analysis, and report writing. The course will guide students through the research process, from conceptualization to completion, and provide mentorship and support throughout the project.

A) Course Objectives:

1. To critically evaluate the current literature on a specific topic in Human Resource Management.
2. To design and develop a research methodology that is relevant to the research question and objectives.
3. To collect and analyze data through surveys, interviews, or case studies to answer the research question.
4. To identify and discuss the implications of the findings for the organization and the field of Human Resource Management.
5. To develop practical recommendations for improving HR practices in the organization.
6. To demonstrate an understanding of the theoretical and conceptual frameworks that underpin HR practices.
7. To apply critical thinking and problem-solving skills to analyze complex HR issues and develop evidence-based solutions.

B) Course Outcome

CO1. Students will be able to analyze the strengths and limitations of existing research and identify gaps in knowledge.

CO2. Students will be able to design a research methodology that is appropriate for the research question and objectives.

CO3. Students will be able to collect and analyze data using a variety of methods.

CO4. Students will be able to interpret the findings in the context of the organization and the field of HRM.

CO5. Students will be able to develop practical recommendations for improving HR practices.

CO6. Students will be able to explain the theoretical and conceptual frameworks that underpin HR practices.

CO7. Students will be able to apply critical thinking and problem-solving skills to analyze complex HR issues.

Project Requirements:

1. The project should be completed in groups of maximum 3 members.
2. The project report should be submitted in a bound format, with a minimum of 30 pages and a maximum of 50 pages.
3. The project report should include the following sections:
> * Introduction
> * Literature Review
> * System Design and Development
> * Implementation and Testing
> * Results and Conclusion
> * References
> * Appendices

4. The project report should be written in a clear and concise manner, with proper headings, subheadings, and bullet points.
5. The project report should include screenshots, diagrams, flowcharts, or other visual aids to support the discussion.
6. The project report should be free of plagiarism and grammatical errors.

Examination & Evaluation Pattern

Exam Pattern: Project Examination.
Mark:50 marks.
30 Marks: - Project Report
20 Marks: - Viva.

Viva Voce:

The viva voce will be conducted to assess the student's understanding of the project, their ability to explain complex concepts, and their ability to answer questions related to the project.

(w.e. from June2024)

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Open Elective (OE)
Course Name: Universal Human Values

Course Code: BBA-266-OE

No. of Lectures:30

No. of Credits:2

Course Objectives:

1. To understand the essential complementarily between 'VALUES' and 'SKILLS'.

2. To inculcate a Holistic perspective among students towards life and profession.\

3. To ensure sustained happiness and prosperity.

4. To make the student aware about universal human values and movement towards value-based living in a natural way

Course Outcome:

CO1: Students will be able to identify the basic process of value education.

CO2: Students will be able to identify mechanism of self exploration with the help of this course.

CO3: Students will be able to study the need of harmony in family.

CO4: Concept of harmony in society will be iunderstood by students with the help of this course.

CO5: Concept of co existence will be studied by the students after completing this course.

CO6: Students will be able to identify need of professional ethics after completing the course.

CO7: The course will help the student to study the concept of happiness and prosperity.

Unit 1: Introduction

1.1 Need, Basic Guidelines, Content and Process for Value Education.

1.2 Understanding the concept of Self-Exploration.

1.3 'Natural Acceptance' and Experiential Validation- as the mechanism for self-exploration.

1.4 Continuous Happiness and Prosperity- t basic Human Aspirations

1.5 Understanding Relationship and Physical Facilities- the basic requirements for fulfilment of aspirations of every human being.

1.6 Understanding Happiness and Prosperity correctly.

No.of lectures : 6

UNIT-2: Understanding Harmony in the Human Being

2.1 Understanding human being as a co-existence of the sentient 'I' and the material 'Body.

2.2 Understanding the needs of Self and Body.

2.3 Understanding the Body as an instrument of 'I'.

2.4 Understanding the characteristics and activities of 'I'.

2.5 Understanding the harmony of I with the Body:

No.of lectures : 6

UNIT-3: Understanding Harmony in the Family and Society-

3.1 Understanding Harmony in the Family- the Basic Unit of Human Interaction .

3.2 Understanding Values in Human-Human Relationship.

3.2 Core foundational values of relationship.

3.3 Understanding the Meaning of Vishwas.

3.4 Difference between Intention and Competence.

3.5 Understanding the Meaning of Samman.

3.6 Understanding the Harmony in the Society.

No.of lectures : 6

UNIT-4: Understanding Harmony in the Nature and Existence.

4.1 Understanding the Harmony in the Nature,

4.2 Interconnectedness and Mutual Fulfilment Among the Four Orders of Nature-Recyclability and Self-Regulation in Nature, Understanding Existence as Coexistence of Mutually Interacting Units in All-Pervasive Space.

4.3 Holistic Perception of Harmony at All Levels of Existence.

No.of lectures : 6

UNIT-5: Implications holistic understanding of harmony on professional ethics.

5.1 Natural Acceptance of Human Values

5.2 Concept of ethical human conduct.

5.3 Basis for humanistic education, humanistic constitution and humanistic universal

order, competence in professional ethics.

5.4 Ability to Identify the Scope and Characteristics of People-Friendly and Eco-Friendly Production Systems,.

No.of lectures : 6

Evaluation

Internal Evaluation	External Evaluation
Unit test(10) Mini project /Assignment/Presentation (10)	Fill in the blanks, True and False (10) Short answer question (12) Long answer questions (8)
20	**30**

Choice Based Credit System Syllabus(NEP2020)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.BBA(Sem–IV   **Subject**: **Universal Human Values**

Course: Universal Human Values   **Course Code: BBA-266-OE**

Weightage:1=weak or low relation, 2=moderate or partial relation,3=strong or direct relation

Course Outcomes	Programme Outcomes (POs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	3	3	2	2	2	2	2	3	3	2	3	2	3	3	2
CO2	3	3	3	3	3	3	3	3	2	3	2	3	3	3	2
CO3	2	2	2	2	2	1	2	2	3	1	3	2	2	2	1
CO4	2	2	2	2	3	2	3	3	3	2	3	3	2	2	2
CO5	2	3	2	2	2	2	2	3	3	2	3	3	2	2	3
CO6	3	3	3	3	3	3	3	2	2	3	3	3	2	3	2
CO7	2	2	2	2	2	2	2	2	3	1	2	2	3	1	2

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: Understanding value education is essential for foundational knowledge, linking closely.

CO2: Self-exploration contributes to a coherent understanding of oneself and the world, aligning.

CO3: Understanding family harmony provides a component of broader knowledge, relevant but less fundamental.

CO4: Societal harmony is vital for comprehensive understanding, though it may build upon basic knowledge.

CO5: Coexistence is a broader aspect of harmony, contributing to understanding but not foundational itself.

CO6: Professional ethics is crucial for coherent understanding in professional contexts, linking closely.

CO7: Understanding happiness and prosperity is valuable, though more conceptual than fundamental in nature.

PO2: Procedural Knowledge for Skill Enhancement

CO1: Understanding the basic processes of value education requires procedural knowledge to apply techniques and methods for effective learning and teaching related to values.

CO2 : Self-exploration is a skill that often involves procedural knowledge to facilitate introspective practices, such as journaling or guided reflection, to enhance personal growth.

CO3 : While procedural knowledge can help in exploring specific processes to promote harmony in family, it is less foundational compared to conceptual understandings of family dynamics.

CO4 : Similar to CO3, understanding harmony in society may utilize procedural knowledge, but it also greatly relies on theoretical frameworks and concepts of societal interactions.

CO5: Studying coexistence involves procedural approaches to engage in dialogue, conflict resolution, and collaboration, making procedural knowledge essential.

CO6: Identifying the need for professional ethics requires procedural knowledge related to ethical decision-making processes and frameworks, which are crucial in professional settings.

CO7: Although procedural knowledge contributes to understanding happiness and prosperity through specific practices (e.g. mindfulness), it is heavily supplemented by individual perceptions and values which are more conceptual.

PO3: Critical Thinking and Problem-Solving Skills

CO1: Understanding value education involves critical thinking about what values are important and how they can be integrated into personal and professional life. However, it is more foundational than a complex problem-solving skill.

CO2: Self-exploration heavily relies on critical thinking to assess one's values, beliefs, and motivations, making this a strong match for problem-solving skills.

CO3: Analyzing family dynamics and the role of harmony requires critical thinking but is mostly theoretical in nature, offering moderate engagement with problem-solving skills.

CO4: Understanding societal harmony involves the application of critical thought, but it is primarily an understanding rather than direct problem-solving, suggesting a moderate level of involvement.

CO5: While the study of coexistence requires critical analysis of relational dynamics, it isn't as strongly aligned with practical problem-solving scenarios as others might be.

CO6: Assessing professional ethics demands critical thinking to navigate ethical dilemmas and make reasoned decisions, indicating a strong mapping with problem-solving skills.

CO7: Examining happiness and prosperity involves critical thinking, especially in understanding various viewpoints, but is somewhat less direct in terms of concrete problem solving compared to other competencies.

PO4: Communication Skills

CO1: Communication skills are moderate in this area, as discussing value education requires presenting and articulating ideas effectively. However, the focus is more on identification than deep communication.

CO2: Strong communication skills are required for self-exploration as it involves articulating thoughts, feelings, and introspections, which can lead to better personal insights.

CO3: While understanding family harmony could involve communication, the focus is primarily on understanding concepts rather than engaging in communication practices.

CO4: Studying societal harmony involves communication but is more about comprehension of concepts than the active use of communication skills.

CO5: Communication is important for discussing coexistence, but again, this CO is more about understanding than practicing communication skills.

CO6: Strong communication skills are crucial here, as discussing ethics in a professional context often requires clear, persuasive dialogue and the ability to engage in debates.

CO7: Understanding happiness and prosperity might involve discussion, but the focus here remains on comprehension and personal reflection rather than direct communication skills.

PO5: Analytical Reasoning Skills

CO1: Identifying the basic processes of value education requires some level of analytical reasoning, but it is not solely dependent on it. Students might use reasoning to analyze how values are formed but the focus is more on recognition than inference.

CO2: Mechanisms of self-exploration involve critical thinking and analytical skills to reflect on one's personal experiences and motivations, making analytical reasoning essential for deep understanding.

CO3: Understanding the need for harmony in family context involves some analytical reasoning to assess relationships and dynamics, but the emphasis may also involve emotional intelligence.

CO4 : Analyzing societal harmony requires strong analytical reasoning to evaluate complex social structures and interactions, reinforcing the critical examination of concepts and principles.

CO5: Studying co-existence necessitates the use of analytical skills to understand diverse perspectives and interactions among groups, emphasizing the evaluation of various coexistence models.

CO6: The identification of professional ethics demands strong analytical reasoning to navigate ethical dilemmas, evaluate decisions, and assess the implications of professional conduct.

CO7: While the concept of happiness and prosperity can be approached analytically (such as through measures of well-being), it often involves subjective judgments that might require emotional reasoning.

PO5: Analytical Reasoning Skills

CO1: Identifying processes involves analytical reasoning but is more descriptive in nature.

CO2: Self-exploration requires deep analytical skills to assess personal values and growth.

CO3: Understanding family dynamics necessitates analytical skills to evaluate relationships.

CO4: Grasping societal harmony involves critical analysis of social structures and interactions.

CO5: Studying coexistence requires some analytical reasoning to understand different perspectives.

CO6: Analyzing ethical dilemmas and professional behavior relies heavily on analytical reasoning.

CO7: While understanding happiness and prosperity involves analysis, it is more subjective.

PO6: Innovation, Employability and Entrepreneurial Skills

CO1: Understanding value education can aid in fostering creativity and innovation by instilling core ethical principles which can guide entrepreneurial decision-making.

CO2: Self-exploration is essential for innovation and entrepreneurship as it helps students discover their strengths and passions, which can lead to innovative thinking and employability.

CO3: While family harmony is important for personal well-being, it has a limited direct impact on innovation and employability skills relevant to professional settings.

CO4: Understanding societal harmony can enhance a student's interpersonal skills and teamwork, which are important for employability. However, the direct impact on innovation is moderate.

CO5: Learning about co-existence can promote collaborative skills, important for both entrepreneurial environments and workplace dynamics, contributing to employability.

CO6: Professional ethics are crucial in fostering a culture of trust and accountability in business, thus enhancing employability and encouraging responsible innovation.

CO7: Understanding happiness and prosperity can lead to a positive workplace culture and motivate innovative thinking, although the link to employability may not be direct.

PO7: Multidisciplinary Competence

CO1: Understanding value education requires a multidisciplinary approach, drawing from philosophy, sociology, and psychology, but basic identification is more foundational.

CO2: Self-exploration encompasses aspects from psychology, philosophy, and even spiritual teachings, necessitating a strong multidisciplinary competence.

CO3: The study of family harmony involves aspects of sociology, psychology, and ethics, indicating a moderate level of multidisciplinary understanding.

CO4: Understanding societal harmony integrates knowledge from various fields such as sociology, political science, and ethics, demonstrating strong multidisciplinary competence.

CO5: Coexistence is rooted in understanding cultural diversity, ethics, and social dynamics, which requires a moderate proficiency across disciplines.

CO6: Professional ethics combines elements from law, business, philosophy, and social responsibility, indicating the need for a strong multidisciplinary approach.

CO7: Happiness and prosperity can be studied from psychological, economic, and philosophical perspectives, requiring moderate multidisciplinary competence.

PO8: Value Inculcation through Community Engagement

CO1: Understanding the basic processes of value education is foundational to inculcating values through community engagement, making this connection robust.

CO2 : Self-exploration is essential for students to understand their values and how they relate to community engagement, leading to a strong connection.

CO3: While family harmony is part of community engagement, this course mainly focuses on broader community aspects, hence a moderate connection.

CO4: The course directly addresses social harmony, which aligns strongly with community engagement, resulting in a robust correlation.

CO5: Co-existence is a crucial aspect of community engagement, and students' understanding of this concept will be strongly related to the course objectives.

CO6: While professional ethics are vital, their direct relation to community engagement may be moderate, as ethics often extend beyond local community contexts.

CO7: Understanding happiness and prosperity is relevant to community well-being; thus, the connection is moderate, as these concepts can be broader than community.

PO9: Traditional Knowledge into Modern Application

CO1:A strong understanding of value education is essential for integrating traditional knowledge into modern contexts, emphasizing ethical frameworks.

CO2: This course outcome relates moderately as traditional knowledge can guide self-reflection, though self-exploration may also incorporate modern techniques.

CO3: Understanding family harmony through traditional contexts supports the application of traditional knowledge in contemporary family dynamics.

CO4: Strong correlation, as traditional knowledge significantly contributes to societal harmony, influencing how modern societies function and coexist.

CO5: This relationship is strong because traditional knowledge about coexistence can lead to sustainable modern practices in diverse environments.

CO6: Moderate impact, as while traditional knowledge informs ethics, professional contexts often require adaptation of these principles.

CO7: A strong connection exists, as traditional knowledge can provide foundational insights into understanding modern concepts of happiness and prosperity.

PO10: Design and Development of System

CO1: Understanding design and development of systems requires recognizing fundamental values, but the focus is more on design than on values.

CO2: Self-exploration directly ties into understanding how systems are designed and developed, particularly by considering user perspectives and needs.

CO3: While harmony is important, it is a broader concept that may not directly correlate with system design principles.

 CO4: The concept of societal harmony can influence system development focusing on community systems or social platforms, but it's less direct than other outcomes.

CO5: Co-existence is relevant to systems thinking, particularly in collaborative and integrative design, although not the primary focus.

CO6: Ethical considerations are crucial in system design; understanding these principles directly impacts how systems should be developed and implemented.

CO7: While the outcomes of systems can relate to happiness and prosperity, this focus is not central to the technical aspects of system design and development.

PO11: Ethical and Social Responsibility

 CO1: Value education encompasses ethical considerations, fostering a strong foundational understanding of ethics and responsibility.

CO2: Self-exploration can lead to a greater understanding of one's ethical beliefs and responsibilities, but it is more personal and less directly tied to social responsibility.

CO3: Understanding family harmony is essential in promoting ethical behavior and social responsibility within familial relationships.

CO4: Society's harmony is closely tied to ethical and social responsibility, making this understanding crucial for ethical citizenship.

CO5: Co-existence is foundational to social responsibility, as it emphasizes mutual respect, understanding, and ethical interactions among diverse groups.

CO6: Professional ethics are critical for responsible behavior in the workplace, making this outcome strongly aligned with social responsibility.

 CO7: While happiness and prosperity can be related to ethical living and social responsibility, this CO is broader and may not directly relate to ethical principles.

PO12: Research-Related skills

CO1: Understanding value education may involve some level of research and critical thinking to analyze different educational processes and their impacts.

CO2: Self-exploration often involves research skills such as introspection, analysis of personal experiences, and evaluation of outcomes, linking strongly to research methodologies.

CO3: Researching family dynamics and the concept of harmony may require investigative skills and analysis of various frameworks within familial relationships.

CO4: This concept necessitates substantial research to understand societal behaviors, structures, and the principles of harmony.

CO5: Research skills are essential to analyze co-existence across cultures and societies, examining various case studies and theoretical frameworks to understand these dynamics.

CO6: Analyzing professional ethics requires strong research skills to evaluate ethical dilemmas, understand legal frameworks, and apply theory to practice.

CO7: This involves some research methodology to analyze different indicators of happiness and prosperity.

PO13: Teamwork

CO1: Understanding value education is fundamental to teamwork, as it fosters shared values and ethics among team members.

CO2: Self-exploration is crucial for effective teamwork, as it helps individuals understand their strengths and weaknesses, enhancing collaboration.

CO3: While family harmony supports teamwork principles, its direct impact may not be as significant as teamwork in broader contexts.

CO4: Understanding societal harmony can indirectly benefit teamwork by promoting collaborative and inclusive attitudes, though it's not a direct focus.

CO5: Coexistence relates to teamwork in terms of working together harmoniously, but the connection is more contextual than direct.

CO6: Students will be able to identify the need for professional ethics after completing the course Professional ethics are important for teamwork, ensuring respect and integrity among team members, but the link is indirect.

CO7: The course will help the student to study the concept of happiness and prosperity.

PO14: Area Specific Expertise

CO1: Understanding the basic process of value education is fundamental to area-specific expertise, as it encompasses essential values relevant to various disciplines.

 CO2: Self-exploration is critical in developing personal insights, which is essential for area-specific expertise in applying learned concepts effectively.

CO3: While family harmony contributes to personal development, its direct link to area-specific expertise may be more indirect, focusing more on interpersonal skills.

CO4: Understanding harmony in society can inform area-specific expertise, but this concept may be broader than direct application in specific fields.

CO5: Knowledge of co-existence is useful for various fields but less directly related to specific expertise without contextual application.

CO6: Professional ethics are foundational for any specific area of expertise, ensuring students understand ethical standards in their chosen fields.

CO7: While understanding happiness and prosperity has value, its direct application to area-specific expertise is less pronounced compared to ethical or value-based foundations.

PO15: Environmental Awareness

CO1: Understanding value education can create awareness about environmental values, but it is only moderately related to environmental awareness.

CO2: Self-exploration can lead to a deeper understanding of one's relationship with the environment, but the connection is moderate.

CO3: While family harmony can foster values, its direct link to environmental awareness is weak.

CO4: Understanding societal harmony can involve awareness of environmental well-being, but the connection isn't strong enough to rate it higher.

CO5: Co-existence directly relates to environmental awareness, as it involves understanding how to live in harmony with nature and other species.

CO6: Professional ethics can include environmental responsibilities, but the direct correlation with environmental awareness is moderate.

CO7: Happiness and prosperity increasingly consider environmental sustainability, linking this outcome to environmental awareness, but it is a moderate connection.

Name of the Programme: B.B.A.
Program Code: BBA
Class: S.Y.B.B.A
Semester: IV
Course Type: Skill Enhancement Course
Course Name: International Business
Course Code: BBA-276-SEC
No. of Lectures: 30
No. of Credits: 2

A) COURSE OBJECTIVES: -

1. To understand the fundamental nature and theories of international trade.

2. To analyze the Ricardo and Heckscher-Ohlin theories in global trade.

3. To comprehend the role and significance of multinational corporations in international business.

4. To explore the mechanisms of exchange rates and their determination.

5. To study the objectives and functions of the IMF and World Bank in global finance.

6. To evaluate the structure, functions, and significance of WTO and regional economic groupings.

7. To assess India's foreign trade composition, direction, and case studies in international business.

B) COURSE OUTCOMES: -

CO1: Gain knowledge of the core concepts and theories of international trade.

CO2: Analyze the impact of multinational enterprises on international business.

CO3: Understand exchange rate mechanisms and their effects on global finance.

CO4: Develop an in-depth understanding of the IMF and World Bank's role in the global economy.

CO5: Critically evaluate regional trade agreements and their economic impact.

CO6: Gain insights into India's foreign trade trends since 2000.

CO7: Apply theoretical knowledge through case studies in international marketing, finance, and HRM in the Indian context.

UNIT 1: INTRODUCTION

1.1. Nature

1.2. Theories' of International

Trade1.3.Ricardo's Theory

1.4.Heckscher-Ohlin Theory

UNIT 2. MULTINATIONAL ENTERPRISES

2.1. Meaning of International Corporation

2.2. Role and Importance of Multinational Corporations in international business

UNIT 3. INTERNATIONAL FINANCE

3.1. Meaning of Exchange Rate

3.2. Determination of Exchange Rate-Fixed, Flexible and Managed

3.3. Concept of Spot Rate, Forward Rate and Futures

3.4. Balance of Trade and Balance of Payments

3.5. International Monetary Fund (INF)-Objectives and Functions

3.6. World Bank -Objectives and Functions

UNIT 4. REGIONAL ECONOMIC GROUPING

4.1. Evaluation, Structure and Functions of WTO

4.2. European Union (EU)

4.3. North American Free Trade Agreement (NAFTA)

4.4. Association of South East Asian Nations (ASEAN)

4.5. South Asian Association for Regional Cooperation (SAARC)

UNIT 5. INDIA'S FOREIGN TRADE

5.1. Composition and Direction of India's Foreign Trade since 2000

5.2. Case studies in International Business with references to Indian Economy on:

a) International Marketing

b) International Finance

c) International Human Resource Management

EVALUATION: -

Internal Evaluation	External Evaluation
Unit test(10)	Fill in the blanks, One Sentence Questions (10)Short answer question (12)
Mini project /Assignment/Presentation(10)	Long answer questions (8)
20	**30**

REFERENCE BOOKS: -

1."International Business: Competing in the Global Marketplace" by Charles W.L. Hill and G.Tomas M. Hult.

2. "International Economics: Theory and Policy" by Paul R. Krugman, Maurice Obstfeld, andMarc Melitz

3. "India's Foreign Trade: Trends and Prospects" by Biswajit Nag

4. "International Finance: Theory and Policy" by Paul R. Krugman and Maurice Obstfeld

5. "The World Economy: Trade and Finance" by Yarbrough and Yarbrough

6. "International Economics" by Dominick Salvatore

Mapping of program outcome with course outcome.

Class: SYBBA (Sem IV)   **Course Title:** International Business

Course: International Business   **Course Code: BBA-276-SEC**

Weightage:1=weak or low relation,2=moderate or partial relation,3=strong or direct relation

Course Outcomes	Programme Outcomes (POs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1															
CO2		2	2							2					
CO3									2						
CO4				1											
CO5										2					
CO6					2	1									
CO7															

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding

   CO2: Apply system design principles to real-world scenarios.

PO3: Critical Thinking and Problem-Solving Skills

   CO2: Critical Thinking and Problem-Solving Skills useful to the principles of real-world scenarios in International Business.

PO4: Communication Skills

   CO4: Define decision support systems (DSS) and their components.

PO5: Analytical Reasoning Skills

   CO6: Critically evaluate and compare different approaches to solving information system-related problems through case studies.

PO6: Innovation, Employability and Entrepreneurial Skills

   CO6: Present and communicate findings from case studies effectively.

PO9: Traditional Knowledge into Modern Application

   CO3: Propose strategies for addressing and mitigating MIS-related problem

PO10: Design and Development of System

CO2: Develop solutions to business problems through effective system analysis and design.

CO5: Propose strategies for effective management of MIS resources and processes.