तुळजाराम चतुरचंद महाविद्यालय,बारामती

Anekant Education Society's

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

BACHLOR OF BUSINESS ADMINISTRATION

DEGREE

TY BBA- SEM -VI

SYLLABUS

Applicable with effect from 2024-25

Anekant Education Society,s

Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati

(Autonomous)

BBA THIRD YEAR (T.Y.) 2022 PATTERN (w e f June 2024)

Semester -6

Sr.No.	Paper	Course Code	Theory/Practical	Credit Structure
1	UBBA 361	Business Planning & Project Management	Theory	03
2	UBBA 362	Management Control System	Theory	03
3	UBBA 363	E- Business	Theory	03
4	UBBA 364	Business Analytics	Theory	03
5	UBBA 365 A	Global HRM	Theory	03
6	UBBA 366 A	Labour Welfare	Theory	03
7	UBBA 365 B	Indirect Tax	Practical	03
8	UBBA 366 B	E- Banking Services	Practical	03
9	UBBA 365 C	International Marketing Management	Theory	03
10	UBBA 366 C	Service Marketing	Theory	03
11	UBBA 367	Project	Practical	03

SYLLABUS (CBCS - Pattern 2021-22) FOR T. Y. B.B.A

(w. e. from June 2024)

Class: T.Y.B.B.A.
SEM -VI
Course Code: UBBA361

Paper: 1

Course Title: Business Planning & Project Management
Total No of Lectures: 48

Credit: 03

A) Course Objectives:

1. To understand the concept and importance of planning and forecasting in business decision-making.
2. To analyse the planning process and its components, including the advantages and limitations of planning.
3. To develop an understanding of forecasting techniques and methods, including the importance and limitations of forecasting.
4. To comprehend the concept and importance of project management, including the need for project management, project selection, and project portfolio management.
5. To understand the role of the project manager, including project chartering, partnering, and conflict resolution.
6. To learn network techniques, including PERT and CPM, and apply them to project management.
7. To evaluate projects using various techniques, including project audits and termination process

B) Course Outcome:

1. **CO1:** Apply planning and forecasting principles to identify and achieve organizational goals.

2. **CO2:** Define a project, identify its need, and apply project management principles to select and manage projects.

3. **CO3:** Develop effective project coordination and budgeting strategies to ensure successful project delivery.

4. **CO4:** Analyse and apply network techniques, including PERT and CPM, to manage project schedules and resources.

5. **CO5:** Evaluate project performance and make data-driven decisions to improve project outcomes.

6. **CO6:** Develop essential skills for project management, including negotiation, partnering, and conflict resolution.

7. **CO7:** Assess project success and determine whether to continue or terminate a project based on evaluation criteria.

Unit 1: Planning and Forecasting

Introduction to Planning:

1.1 Introduction, Meaning, Definition, Characteristic, objective, nature of Planning
1.2 Advantages and limitations of planning
1.3 Steps in planning process
1.4 Methods of planning
1.5 Essentials of a good planning
1.6 Obstacles in planning, Planning Premises and Classification of Planning Premises

Introduction to Forecasting:

1.8 Introduction, Meaning, Definition, Characteristics, Process, Importance of forecasting
1.9 Areas of forecasting
1.10   Forecasting Techniques- Methods
1.11   Advantages of forecasting, Limitations of forecasting
1.12   Difference between forecasting and planning

No. of Lectures 10

Unit 2 Introduction to Project Management

2.1 Definition of a "Project"

2.2 Need of project Management, The project Lifecycle.
2.3 Project Selection and Criteria used to choose projects
2.4 The Project Selection Models.
2.5 Project Portfolio Process, Project Proposals.
2.6 The Project Manager.
2.7 Problems for effective project management.
2.8 The project as Part of the Functional Organization, Pure Project Organization, The Matrix organization
2.9 Choosing an Organizational form The Project Team.

No of Lectures 10

Unit 3 Initial Project Coordination
3.1 The Nature of Negotiation
3.2 Partnering
3.3 Chartering
3.4 Conflict
3.5 The project life cycle
3.6 Estimating Project Budgets
3.7 Improving the Process of Cost Estimation.

No of Lectures 8

Unit 4 Introduction to Network Techniques

4.1 Introduction to PERT and CPM.
4.2 Critical Path Method- Crashing a Project,
4.3 The Resource Allocation Problem
4.4 Resource Loading, Resource Leveling
4.5 Constrained Resource Allocation
4.6 The Fundamental Purposes of project Control, Three Types of Control processes.

No of Lectures 10

Unit 5 Project Evaluation

5.1 Introduction to project evaluation and its Goals.

5.2 The Project Audit

5.3 Construction and Use of the Audit Report

5.4 The Project Audit Life Cycle

5.5 Some essentials of an Audit/Evolution

5.6 Project Termination, when to Terminate a Project

5.7 The Termination Process.

No of Lectures 10

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

Reference Books: -

1. Project Management- Vasant Desai, Himalaya Publishing House
2. Production and Operation Management:K. Ashwathappa and Siddharth Bhat, Himalaya Publishing House,2010 editions
3. Project Management- Samule J Mantel, Jr, Jack R. Meredith, Scott M. Shafer, Margaret M, Sutton with M.R. Gopalan, Wiley India Pvt. Ltd.
4. Business Administration with G. M. Dumbre, Success Publications, Pune.
5. Project Management: A Managerial Approach, Jack R. Meredith, Samuel J. Mantel Jr. Wiley India Pvt. Ltd.
6. Principles of Management – T. Ramasamy, Himalaya Publishing House
7. The McGraw-Hill 36-Hour Project Management Course -McGraw-Hill

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (SEM –VI)   **Subject**: **Business Planning & Project Management**
Course: Subject: Business Planning & Project Management
Course Code: UBBA361
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	PO 10
CO1	1	2	3	1	1	-	1	2	-	3
CO2	3	3	2	1	2	3	2	3	3	2
CO3	3	2	2	1	3	3	2	-	2	1
CO4	3	3	3	-	2	2	2	-	2	1
CO5	3	3	3	2	2	2	1	-	3	3
CO6	2	-	2	3	3	3	1	-	2	-
CO7	3	-	2	2	3	1	3	-	3	-

Justification for the mapping

PO1: Disciplinary Knowledge

CO1: While planning and forecasting principles are essential for project management, they are not directly related to disciplinary knowledge.

CO2: management principles are a fundamental aspect of disciplinary knowledge, and understanding how to define and manage projects is crucial for effective project delivery.

CO3: Project coordination and budgeting are essential skills for project managers, and understanding how to develop effective strategies for these areas is a critical part of disciplinary knowledge.

CO4: Network analysis techniques, such as PERT and CPM, are a key component of disciplinary knowledge in project management. Understanding how to apply these techniques is critical for effective project scheduling and resource allocation.

CO5: Evaluating project performance and making data-driven decisions is a critical aspect of disciplinary knowledge in project management. It requires an understanding of how to collect and analyze data, as well as how to use that data to inform decision-making. |
CO6: Developing essential skills for project management, such as negotiation, partnering, and conflict resolution, is a critical aspect of disciplinary knowledge. These skills are necessary for effective project delivery and require a deep understanding of the organizational context and stakeholder needs.

CO7: Assessing project success and determining whether to continue or terminate a project based on evaluation criteria is a critical aspect of disciplinary knowledge in project management. It requires an understanding of how to evaluate project outcomes, identify areas for improvement, and make informed decisions about project continuation or termination.

PO2: Critical Thinking and Problem Solving

CO1: Critical thinking is required to identify and achieve organizational goals, but the focus is on planning and forecasting principles rather than problem-solving.

CO1: Critical thinking is required to define a project, identify its need, and select and manage projects effectively. This requires analyzing complex information and making informed decisions.

CO1: Critical thinking is required to develop effective project coordination and budgeting strategies, but the focus is on practical application rather than complex problem-solving.

CO1: Critical thinking is required to analyze complex project schedules and resources, and apply network techniques effectively. This requires problem-solving skills to overcome obstacles.

CO1: It is required to evaluate project performance, analyze data, and make informed decisions to improve project outcomes. This requires strong problem-solving skills.

PO3: Critical thinking and systematic research approach

CO1: Critical thinking and systematic research approach involve applying planning and forecasting principles to identify and achieve organizational goals. This is a strong match, as critical thinking is essential for sound planning and forecasting.

CO2: While critical thinking and systematic research approach are relevant to defining a project's need, they are not directly responsible for applying project management principles. This is a moderate match, as critical thinking can inform project management decisions.

CO3: Critical thinking and systematic research approach can inform effective project coordination and budgeting strategies, but do not directly develop them. This is a moderate match, as critical thinking can help identify potential issues or opportunities.

CO4: Critical thinking and systematic research approach are essential for analyzing and applying network techniques to manage project schedules and resources. This is a strong match, as critical thinking helps to identify the most effective approaches.

CO5: Critical thinking and systematic research approach are necessary for evaluating project performance and making data-driven decisions. This is a strong match, as critical thinking helps to identify the most relevant data and make informed decisions.

CO6: Critical thinking and systematic research approach can inform the development of essential skills for project management, such as negotiation and partnering. This is a moderate match, as critical thinking can help identify potential issues or opportunities.

CO7: Critical thinking and systematic research approach are necessary for assessing project success and determining whether to continue or terminate a project. This is a moderate match, as critical thinking helps to identify the most relevant evaluation criteria.

PO4: Ethical Decision-making ability.

CO1: Apply planning and forecasting principles to identify and achieve organizational goals. This is because effective planning and forecasting require considering ethical implications of decisions.

CO2: Define a project, identify its need, and apply project management principles to select and manage projects. This is because project definition and selection do not directly involve ethical decision-making.

CO3: Develop effective project coordination and budgeting strategies to ensure successful project delivery. This is because project coordination and budgeting do not necessarily involve ethical decision-making.

CO5: Evaluate project performance and make data-driven decisions to improve project outcomes. This is because evaluating project performance requires considering the ethical implications of decisions.

CO6: Develop essential skills for project management, including negotiation, partnering, and conflict resolution. This is because effective negotiation, partnering, and conflict resolution require ethical decision-making.

CO7: Assess project success and determine whether to continue or terminate a project based on evaluation criteria. This is because assessing project success requires considering the ethical implications of decisions.

PO5: Critical Attitude for Lifelong learning.

CO2: Define a project and apply project management principles, as it involves being open to new approaches and considering alternative solutions. This requires a critical attitude to evaluate options and choose the best approach.

CO3: Develop effective project coordination and budgeting strategies, as it involves applying established procedures and techniques. While critical thinking is involved, it is not as prominent as in

CO4: Analyze and apply network techniques, as it involves evaluating the effectiveness of different methods and considering alternative approaches. This requires a critical attitude to analyze data and make informed decisions.

CO5: Evaluate project performance and make data-driven decisions, as it involves questioning assumptions, seeking feedback, and being open to new ideas. This requires a critical attitude to analyze data and make informed decisions.

CO6: Develop essential skills for project management, as it involves developing skills such as

negotiation, partnering, and conflict resolution. This requires a critical attitude to analyze situations and adapt approaches.

CO7: Assess project success and determine whether to continue or terminate a project, as it involves evaluating the effectiveness of a project and making decisions based on that evaluation. This requires a critical attitude to analyze data and make informed decisions.

PO7: Political, Cultural, and Legal issues impact on business organizations in a global context.

CO1: Planning and forecasting are influenced by political and cultural factors, but legal factors are more related to compliance rather than goal setting.

CO2: Project definition and need identification are influenced by political and cultural factors, while legal factors may impact project selection.

CO3: Stakeholder management is influenced by political and cultural factors, while legal factors impact budgeting and resource allocation.

CO4: Resource allocation is influenced by political and cultural factors, while legal factors impact scheduling.

CO5: Stakeholder expectations are influenced by political and cultural factors, while legal factors impact evaluation criteria.

CO6: Negotiation and partnering are influenced by political and cultural factors, while conflict resolution is impacted by legal factors.

CO7: Stakeholder expectations are influenced by political and cultural factors, while legal factors impact termination criteria.

PO8: Business Management Skills

CO1: It uses planning and forecasting tools but may not have a robust forecasting system in place.

CO2: It has a well-established forecasting system and regularly reviews and updates its plans to achieve its goals.

PO9: Social Responsibility:

CO2: Effective project management ensures efficient allocation of resources and prioritizes projects that align with social responsibility goals.

CO3: Budgeting ensures efficient allocation of resources, prioritizes spending on social responsibility initiatives.

CO4: Resource management ensures effective allocation of resources, tracks progress towards achieving social responsibility goals.

CO5: Performance monitoring tracks progress towards achieving social responsibility goals, makes data-driven decisions to improve outcomes.

CO6: Stakeholder engagement ensures effective communication and collaboration with stakeholders, including community organizations and NGOs.

CO7: Evaluation criteria ensures that projects align with company's social responsibility goals and objectives, makes data-driven decisions to continue or terminate projects.

PO10: Entrepreneurial Mindset

CO1: Apply planning and forecasting principles to identify and achieve organizational goals is strongly aligned with an entrepreneurial mindset as it enables entrepreneurs to set goals and develop strategies to achieve them.

CO2: Define a project, identify its need, and apply project management principles to select and manage projects is moderately aligned with an entrepreneurial mindset as it involves taking calculated risks.

CO3: Develop effective project coordination and budgeting strategies to ensure successful project delivery is weakly aligned with an entrepreneurial mindset as it prioritizes coordination over innovation.

CO4: Analyze and apply network techniques, including PERT and CPM, to manage project schedules and resources is weakly aligned with an entrepreneurial mindset as it prioritizes complexity over simplicity.

CO5: Evaluate project performance and make data-driven decisions to improve project outcomes is strongly aligned with an entrepreneurial mindset as it enables entrepreneurs to make informed decisions.

Class: T.Y.B.B.A.

SEM -VI

Course Code: UBBA362
Paper: 2
Course Title: Management Control System

Total No of Lectures: 48

Credit: 03

A) Course Objectives:

1. To introduce the concept of control in management.'

2. To understand the different functional areas for Control System.

3. To understand the use of computer system in establishment of control mechanism in organization.

4. To study the implementation of control system in organizations.

5. To study the production control, marketing control, inventory control, control in personnel area and IT measures and control.

B) Course Outcomes:

CO1: Outcome of this course is that students can understand meaning, nature, functions, implementation and evaluation of control system in organization.

CO2: Understand the basic components of management control System design.

CO3: Relate the effective design, implementation and uses of a management control system given a range of relevant contingent factors.

CO4: Appreciate the ways in which management control systems must fit within a given context.

Additionally, the ways in which management controls must evolve and change.

CO5: Critically analyze the effectiveness of a management control system within new economies in project management.

CO6: Work effectively in teams via effective communication and sound leadership.

CO7: Understanding implementation of MCS IN small and medium size companies. (MSC in service and nonprofit Organisation)

Unit 1 Introduction to Management Control System

    1.1 The control function- Elements of Control- Nature of Control, Problems in control

    1.2 Management Control – Characteristics, Principles & Types of Management Control

    1.3 Management Control Systems - Elements of MCS- Designing of MCS.

    1.4 10 Commandments of Effective Control System

                                                 No. of lectures 10

Unit 2 Management Controls In Different Functional Areas

    2.1 Production Control: Need – Procedure – Techniques of Production Control

    2.2 Inventory Control: Classification of Inventories – Motives for Holding Inventories-Determination of Stock Levels.

    2.3 Marketing Control: Process Of Marketing Control- Importance of Marketing Control System- Tools and Techniques of Marketing Control.

    2.4 Control In Personnel Area: Reasons for Workers Resistance to Controls- Kind of Control Devices

    2.5 IT Measures and Control – Installation of Management Information & Control System, Structured & unstructured Decision

                                                 No. of lectures 10

Unit 3 Computers Systems

    3.1 Computer for Management Control Purposes. Use of computers In Management Control System.

    3.2 Computers and Information System – Manual Systems – Mechanical Systems.

    3.3 MIS – Decision Support Systems- Characteristics of DSS- Where to apply DSS- Expert Systems.

                                                 No. of lectures 8

Unit 4 Management Control of Projects

    4.1. Meaning of project – Aspects of Project – Factors affecting Project.

    4.2. Project Planning – Time Dimension – Cost Dimension- Quality Dimension

    4.3. Project Control- Reports Costs and Time- Reports on output- Revisions.

                                                 No. of Lectures 10

Unit 5 Implementing MCS for small & medium size companies

    1.1 Methodology of implementing Management Controls – Roles and responsibilities in implementing Management Control.

    5.2. Management Control Structure - Responsibility Centre, cost Centre, profit Centre, investment Centre.

    5.3.MCS in service & non-profit organizations.

                                                 No. of Lectures 10

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

Reference Books:

1. Bhattacharya S. K.: Managerial Planning & Control System

2. Mark G. Simkin : Computer information systems for Business 3 Subhash Das : Management Control Systems.

4. P. Saravanavel : MCS – H.P. House

5. Arora Ashok & Akshay Bhatia, Excel Books, New Delhi: Information Systems for Managers

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (Sem –VI)   **Subject**: Management Control System

Course: Management Control System   **Course Code**: UBBA-362

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
CO1	3	2	1	1	2	2	2	2	1	
CO2	2	1	3	3	1	2	2	1	2	1
CO3	1	1	3	2	2	2	1	2	1	1
CO4	1	1		2	1	3	2	2	1	
CO5	1	1		2	1	1	2	1	2	
CO6	2	1		2	1	2	1	2	1	3
CO7	2	1	1	2	3	1	2	3	2	3

Justification for Mapping

PO1: Application of knowledge

CO1: Understanding the meaning and functions of a control system in an organization involves financial aspects that can be tracked through accounting. Accounting principles provide a structured way to evaluate and implement control systems.

CO2: Designing a management control system involves accounting components such as budgeting, financial reporting, and performance measurement. Students can learn to incorporate financial metrics into the control system.

CO3: Appreciating the need for adaptation and critically analyzing effectiveness involves management strategies and decision-making processes. Understanding the basic components of management control systems and effective design and implementation directly align with principles of management. Appreciating the need for adaptation and critically analyzing effectiveness involves management strategies and decision-making processes Recognizing the fit of management control systems within a given economic context involves understanding economic principles and factors influencing organizational performance.

CO4: Appreciating the fit of management control systems within a context involves understanding financial implications and ensuring financial controls align with organizational goals. Recognizing the need for management control systems to evolve and change implies an understanding of financial

dynamics and adaptability in financial controls. Marketing data can be utilized in control systems for assessing the effectiveness of marketing strategies and campaigns. Incorporating marketing metrics into management control systems allows for a comprehensive evaluation of organizational performance.

CO5: Critically analyzing the effectiveness of management control systems in new economies requires a grasp of economic trends and factors.

CO6: Working effectively in teams via effective communication and sound leadership is directly related to principles of human resource management.

CO7: Understanding the implementation of management control systems in small and medium-sized companies, including service and non-profit organizations, involves considerations of human resources and organizational structure.

PO2: Understanding Business function

CO1: This outcome aligns with a comprehensive understanding of how control systems interact with various business functions. It involves recognizing the importance of control mechanisms in managing and optimizing business operations.

CO2: Designing a management control system requires a deep understanding of business functions. Identifying and incorporating relevant components aligns with the need to integrate control measures into different aspects of the business.

CO3: Relating the design and implementation of a management control system to contingent factors involves considering how these systems interact with and support different business functions.

CO4: Understanding of Business Functions: Recognizing the fit of management control systems within a given context involves understanding how these systems align with and support specific business functions. It emphasizes the contextual adaptation of controls to suit the business environment.

CO5: Understanding of Business Functions: Critically analyzing the effectiveness of a management control system in new economies and project management involves assessing how well these systems align with the changing landscape of business functions and project requirements.

CO6: Working effectively in teams and communicating sound leadership aligns with the broader understanding of business functions, as it emphasizes collaboration and leadership skills necessary for managing and controlling business operations.

CO7: The implementation of management control systems in small and medium-sized companies and non-profit organizations involves recognizing the unique challenges and requirements of different business functions within these specific contexts.

PO3: Use of critical thinking and systematic Approach

CO1: Understanding the meaning, nature, functions, implementation, and evaluation of control systems requires critical thinking to analyze concepts and a systematic research approach to delve into relevant literature and practical examples.

CO2: Understanding the basic components of management control system design involves critical evaluation and a systematic approach to identify and analyze various elements that contribute to effective system design.

CO3: Relating the effective design, implementation, and uses of a management control system to contingent factors requires critical thinking to assess the relevance of factors and a systematic research approach to gather and analyze relevant data.

CO7: The implementation of management control systems in small and medium-sized companies, especially in service and non-profit organizations, necessitates critical thinking to address unique challenges and a systematic research approach to explore best practices.

PO4: Ethical Decision Making

CO1: Understanding the meaning and nature of control systems involves recognizing the ethical implications of monitoring and regulating organizational activities. Students should be aware of ethical considerations in the implementation and evaluation of control systems.

CO2: Designing a management control system requires ethical considerations, ensuring that the components align with ethical standards. This involves making decisions that are fair, transparent, and aligned with ethical principles.

CO3: Relating the design and implementation of a management control system to contingent factors includes considering ethical factors. This involves assessing how control systems impact stakeholders and ensuring ethical use.

CO4: Appreciating how management control systems fit within a given context includes recognizing the ethical dimensions of the organizational environment. This involves adapting controls to align with ethical standards.

CO5: Critically analyzing the effectiveness of management control systems in new economies and project management includes evaluating their ethical implications. This involves ensuring that controls are ethically applied in diverse business environments.

CO6: Working effectively in teams involves ethical communication and leadership. Students should be aware of ethical considerations in team interactions and leadership practices related to management control systems.

CO7: Understanding the implementation of management control systems in small and medium-sized companies and non-profit organizations requires a focus on ethical considerations specific to these contexts. This involves adapting controls to align with ethical standards in service and non-profit settings.

PO5: Critical attitude for Life-long Learning

CO1: Understanding the meaning, nature, functions, implementation, and evaluation of control systems requires a commitment to continuous learning. As technology, organizational structures, and business environments evolve, professionals must stay updated on the latest developments in control systems.

CO2: Grasping the basic components of management control system design involves recognizing that these components may change over time due to technological advancements or shifts in organizational priorities. Lifelong learners adapt to these changes by staying informed and updating their knowledge.

CO3: Relating the effective design, implementation, and uses of a management control system to contingent factors requires a commitment to lifelong learning. Professionals must continually assess and update their knowledge to ensure the relevance and effectiveness of control systems.

CO4: Appreciating the ways in which management control systems must fit within a given context involves recognizing that contexts change over time. Lifelong learners stay attuned to changes in the business environment, ensuring that control systems are aligned with current organizational needs.

CO5: Critically analyzing the effectiveness of management control systems in new economies and project management demands ongoing learning. Professionals must stay informed about emerging trends in new economies and project management methodologies to conduct effective analyses.

CO6: Working effectively in teams through effective communication and sound leadership requires continuous learning about interpersonal dynamics, communication strategies, and leadership principles. Lifelong learners adapt their teamwork skills to changing workplace dynamics.

CO7: Understanding the implementation of management control systems in small and medium-sized companies, service organizations, and non-profit entities involves ongoing learning. Lifelong learners seek to understand the evolving landscape of these sectors and adapt control systems accordingly.

PO6: Leadership and Teamwork

CO1: Understanding the meaning, nature, functions, implementation, and evaluation of control systems requires effective leadership to guide the process. Teamwork is essential for collaboration in comprehending and applying these concepts.

CO2: Understanding the basic components of management control system design involves leadership to make design decisions and teamwork to ensure collaboration among team members with different expertise.

CO3: Relating the effective design, implementation, and uses of a management control system to contingent factors demands leadership to navigate complexities and teamwork to implement the system effectively.

CO4: Appreciating how management control systems must fit within a given context requires leadership to assess the context and teamwork to implement context-specific changes.

CO5: Critically analyzing the effectiveness of management control systems in new economies and project management involves leadership to guide the analysis and teamwork to gather and analyze relevant information.

CO6: Working effectively in teams through effective communication and sound leadership is a direct application of leadership and teamwork principles.

CO7: Understanding the implementation of management control systems in small and medium-sized companies, service organizations, and non-profit entities requires leadership to guide the implementation process and teamwork to ensure coordination and collaboration.

PO7: Application of management in various Disciplines

CO1: Understanding the meaning, nature, functions, implementation, and evaluation of control systems in organizations requires considering the global context, taking into account diverse political, cultural, and legal factors that may influence control systems internationally.

CO2: Understanding the basic components of management control system design involves recognizing the need to adapt these components to align with global variations in political, cultural, and legal frameworks.

CO3: Relating the effective design, implementation, and uses of a management control system to contingent factors requires students to consider a global range of factors, such as political stability, cultural nuances, and legal frameworks.

CO4: Appreciating how management control systems must fit within a given context involves understanding the global context and adapting control systems to align with international political, cultural, and legal considerations.

CO5: Critically analyzing the effectiveness of management control systems in new economies and project management includes evaluating how these systems align with global political, cultural, and legal dynamics.

CO6: Working effectively in teams via effective communication and sound leadership requires an understanding of cross-cultural communication and leadership styles that are essential in a global business environment.

CO7: Understanding the implementation of management control systems in small and medium-sized companies, service organizations, and non-profit entities involves considering the global impact of political, cultural, and legal issues on these specific sectors.

PO8: Professional Development Activities

CO1: Understanding the meaning, nature, functions, implementation, and evaluation of control systems involves recognizing their application across various disciplines, including finance, operations, human resources, and more.

CO2: Understanding the basic components of management control system design requires consideration of how these components integrate with various disciplines within an organization.

CO3: Relating the effective design, implementation, and uses of a management control system to contingent factors involves understanding how these factors span multiple disciplines and impact the overall organizational strategy.

CO4: Appreciating how management control systems must fit within a given context requires understanding the interdisciplinary nature of organizational contexts and adapting controls accordingly.

CO5: Critically analyzing the effectiveness of management control systems in new economies and project management involves considering interdisciplinary factors such as economic, cultural, and project management principles.

CO6: Working effectively in teams via effective communication and sound leadership requires understanding and applying principles from various disciplines to foster collaboration and productivity.

CO7: Understanding the implementation of management control systems in small and medium-sized companies, service organizations, and non-profit entities involves considering the unique challenges and opportunities present in these interdisciplinary contexts.

PO9: Social Responsibility

CO1: Understanding the meaning, nature, functions, implementation, and evaluation of control systems requires critical thinking to analyze concepts and a systematic research approach to delve into relevant literature and practical examples.

CO2: Understanding the basic components of management control system design involves critical evaluation and a systematic approach to identify and analyze various elements that contribute to effective system design.

CO3: Relating the effective design, implementation, and uses of a management control system to contingent factors requires critical thinking to assess the relevance of factors and a systematic research approach to gather and analyze relevant data.

CO4: Appreciating how management control systems must fit within a given context involves critical thinking to understand the contextual nuances and a systematic research approach to study the context and its impact on control systems.

CO5: Critically analyzing the effectiveness of management control systems in new economies and project management requires critical thinking to assess the complexities of these environments and a systematic research approach to gather and analyze relevant data.

CO6: Working effectively in teams through effective communication and sound leadership involves critical thinking to assess team dynamics and a systematic research approach to understand leadership principles.

CO7: Understanding the implementation of management control systems in small and medium-sized companies, especially in service and non-profit organizations, necessitates critical thinking to address unique challenges and a systematic research approach to explore best practices.

PO10: Entrepreneurial Mindset

CO1: Understanding the meaning, nature, functions, implementation, and evaluation of control systems encourages an entrepreneurial mindset by instilling a deep understanding of how systems can be leveraged to create value and drive innovation.

CO2: The basic components of management control system design fosters an entrepreneurial mindset by encouraging students to think creatively about designing systems that can adapt to dynamic business environments.

CO3: Relating the effective design, implementation, and uses of a management control system to contingent factors involves thinking entrepreneurially, considering opportunities and challenges in the external environment.

CO4: Appreciating how management control systems must fit within a given context nurtures an entrepreneurial mindset by encouraging students to recognize and seize opportunities within specific business contexts.

CO5: Critically analyzing the effectiveness of management control systems in new economies and project management cultivates an entrepreneurial mindset by emphasizing adaptability, innovation, and a forward-thinking approach.

CO6: Working effectively in teams through effective communication and sound leadership is crucial for an entrepreneurial mindset, as entrepreneurs often collaborate, communicate effectively, and lead with a vision.

CO7: Understanding the implementation of management control systems in small and medium-sized companies, service organizations, and non-profit entities requires an entrepreneurial mindset, as it involves finding innovative solutions tailored to specific organizational needs.

SYLLABUS (CBCS - Pattern 2021-22) FOR T. Y. B.B.A
(w. e. from June, 2024)

Class: T.Y.B.B.A.
SEM -VI
Course Code: UBBA363

Paper: 3
Course Title: E-Business
Total No of Lectures: 48
Credit: 03

A) Course Objectives:

1. To Know the Concept of Electronic Commerce (E-Business)
2. To Know the Concept of Cyber Law & Cyber Jurisprudence
3. To Know Internet Marketing Techniques
4. To Study in Detail Various Media Of Money Transfer
5. To Make Students Aware About Upcoming Cyber Attack & Hacking
6. To study about consumer oriented marketing strategies.

B) Course Outcome:

CO1: Define and explain the concept of electronic commerce
CO2: Explain the principles and scope of cyber law.
CO3: Demonstrate knowledge of various internet marketing strategies.
CO4: Evaluate different methods of electronic money transfer.
CO5: Identify potential cyber threats and vulnerabilities.
CO6: Analyze consumer behavior in the digital marketplace.
CO7: Use analytical tools to measure and analyze data related to website traffic, user behavior, and other key performance indicators in the digital space.

Unit No. 1: E- Business and Business Model Concepts

    1.1 Activities of E Business
    1.2 Definition
    1.3 Goals
    1.4 Technical Components
    1.5 Functions
    1.6 Status
    1.7 Prospects
    1.8 Significance
    1.9 Advantages
    1.10 Disadvantages
    1.11. **E-Commerce Business Models**
      1.11.1 Major Business to Consumer (B2C) Business Model Portal, E-tailor
      1.11.2 Major Business to Business (B2B) Business Model
      1.11.3 E Distributor, E-Procurement, Exchanges
      1.11.4 Business models in Emerging E-Commerce Areas - C2C, P2P, and B2G.

Total No. of Lectures- 11

Unit No. 2 E-Money

2.1 Real World Cash
2.2 E-Money
2.3 Requirements
2.4 Types of Electronic Payment Media
2.5 B2B E-Payment Systems Viruses
2.6 Types of Viruses
2.7 Virus Characteristics
2.8 Protection against Fraud & Viruses

Total No. of Lectures- 10

Unit No. 3: E-Marketing

3.1 Identifying Goals
3.2 Browsing Behavior Model
3.3 Online Marketing
3.4 E- Advertising
3.5 Internet Marketing Trends
3.6 Target Markets
3.7 E-Branding
3.8 Marketing Strategies
3.9 E-cycle of Internet Marketing.

Total No. of Lectures- 11

Unit No. 4: Consumer Oriented-Marketing strategies

4.1 Consumer oriented- strategies for marketing sales and promotions,
4.2 Internet Advertising, models of internet advertising,
4.3 Advantages & Disadvantages of internet advertising, online promotion tools & techniques
4.4 Assessing requirement for an online business designing,
4.5 What is WEB, components of website?
4.6 Concepts and designing website for E-commerce, types of web page, Needs for website

Total No. of Lectures- 08

Unit No. 5: Cyber Jurisprudence

5.1 Evolution of New System
5.2 Legal Meaning of Software
5.3 Legal Issues for Internet Commerce
5.4 Cyber Attack –Trojan, Virus, Worm, Spam
5.5 Hacking – Phishing, IP Spoofing.

Total No. of Lectures- 08

Evaluation

Internal Evaluation	External Evaluation
Unit test(20)	Fill in the blanks, One Sentence Questions (12) Short Note question (12) Short answer question (24) Long answer questions (12)
Mini project /Assignment/Presentation (20)	
40	**60**

Reference Books:

1. E – Commerce Concepts – Models – Strategies, Himalaya Publishing House. ISBN: 978-81-8488-096-0; C.S.V. Murthy

2. Electronic Commerce from Vision to Fulfilment, 3rd Edition, PHI. ISBN: 81-203- 3027-7; Elias M. Awad

3. E – Commerce An Indian Approach, 2nd Edition, PHI ISBN: 81-203-2788-8; P.T.Joseph, S.J.

4. Laws Relating to Computers Internet & E-Commerce, 4th Edition, Universal Law Publishing Company. ISBN : 978-81-7534-778-6; Nandan Kamath

5. E-Commerce –The Cutting Edge of Business Second Edition; Kamlesh K Bajaj, Debjani Nag

6. E-Commerce –Business, Technology, society; Kenneth C.Laudon, Carol Guercio Traver

7. Introduction to E-Commerce;

Choice Based Credit System Syllabus (2022Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (SEM –VI)   **Subject**: E- Business
Course: Subject: E- Business   **Course Code:** BBA3603
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	PO 10
CO1	2	-	-	-	-	-	-	-	-	2
CO2	-	-	2	2	-	-	1	-	-	-
CO3	-	2	-	-	-	-	2	-	-	-
CO4	-	2	-	-	-	-	-	-	3	-
CO5	-	-	-	-	2	-	2	2	-	-
CO6	-	-	-	-	-	2	-	-	-	-
CO7	-	-	-	-	-	2	-	-	-	-

Justification for the mapping

PO1. Disciplinary knowledge: -

CO1: - Electronic commerce is a fundamental concept in the field of e-commerce. Understanding this concept is essential to grasp the foundation of conducting business transactions online.

PO2. Critical Thinking and Problem Solving

CO3: Critical thinking plays a key role in evaluating and selecting internet marketing strategies that align with business objectives and target audiences. By critically analyzing different approaches, individuals can determine the most effective strategies for achieving marketing goals.

CO4: Evaluating various methods of electronic money transfer involves critical analysis of their features, advantages, and potential risks. Critical thinking is necessary to assess the suitability of different payment methods based on factors such as security, convenience, and cost-effectiveness.

PO3. Critical thinking and systematic research approach: -

CO2: Critical thinking and systematic research are applied in understanding the principles and scope of cyber law, as well as in evaluating the ethical and legal implications of cyber activities.

PO4. Ethical Decision-Making Ability:-

CO2: Ethical decision-making is directly linked to evaluating the ethical and legal implications of cyber activities as covered in CO2.

PO5. Critical attitude for lifelong learning:

CO5: Developing a critical attitude is reflected in the analysis of potential cyber threats and vulnerabilities, understanding hacking techniques, and implementing cybersecurity measures.

PO6. Leadership and Teamwork:

CO6: Leadership and teamwork skills are applied in analyzing consumer behavior in the digital marketplace, developing marketing strategies, and evaluating the effectiveness of marketing campaigns.

CO7: Showcase leadership by guiding a team in using analytical tools collaboratively, sharing insights, and aligning strategies based on data-driven decision-making

PO7: Political, Cultural, and Legal issues impact on business organizations in a global context

CO2: Cyber laws are influenced by political decisions and cultural perspectives on data privacy, cybersecurity, and online transactions. Understanding the legal frameworks at a global level is essential for businesses to navigate the complex landscape of cyber laws.

CO3: Cultural differences and legal restrictions can impact the effectiveness of internet marketing strategies in different regions. Adapting marketing tactics to align with cultural norms and legal requirements is crucial for successful global marketing campaigns.

CO5: Political factors such as government surveillance laws and cultural attitudes towards cybersecurity can influence the prevalence of cyber threats. Understanding these influences is key to developing effective strategies to mitigate cyber risks globally.

PO8: Business Management Skills

CO5: Identifying cyber threats and vulnerabilities is critical for business managers to proactively protect their organizations from security breaches, safeguard sensitive data, and maintain business continuity.

PO9. Social Responsibility:

CO4: Social responsibility is reflected in understanding and adhering to regulatory frameworks governing digital transactions, ensuring the security features of money transfer platforms.

PO10. Entrepreneurial Mindset:

CO1: An entrepreneurial mindset is evident in defining and explaining the concept of electronic commerce.

Class: T.Y.B.B.A.

SEM -VI

Course Code: UBBA364

Course Title: Business Analytics

Total No of Lectures: 48

Credit: 03

A) Course   Objectives:

1. To Understand the key concepts of industry 4.0.
2. To study the value addition of business analytic in the operations function.
3. To Analyzing the Industrial Internet of things (IoT) and the role of Big Data Analytics.
4. To evaluating the revolution of industries form 1.0 to 4.0.
5. To study the issues pertaining to the adoption of technologies that will shape industry

A) Course Outcome:

CO1: Students will be able to learn the concept of Big Data and related organizational changes.

CO2: Students will be able to learn the basic terminologies like IOT, ML, Autonomous robots etc.

CO3: With the help of this course students study the concept of Machine learning.

CO5: Students can learn the new techniques like lean production, Additive manufacturing with the help of this
course.

CO5: Various applications of AI can be analyzed with the help of this course.

CO6: Students will be able to understand product development life cycle concept in new manufacturing process.

CO7: Students will be able to identify changing structure of manufacturing industries with the help of this course.

Unit 1: **Data Science for Modern Manufacturing**

1.1 Business Analytics and Big Data Driving Organizational Change,

1.2 Industry 4.0, Industrial Internet, (Industrial) Internet of Things - A Platform Built for Manufacturing.

1.3 Big Data and Analytics – Hardware, Platforms. Technology & Global Trends,

1.4 The data-driven manufacturer, Issues and Challenges Data Science for Modern Manufacturing.

1.5 Blending analytic skills and domain expertise, Rethinking business processes.

1.6 Factoring in change management, Security, Data Integration.

Total No. of Lectures- 12

Unit 2: Machine Learning

2.1   Basics of Machine Learning, Natural-Language Processing,

2.2   Autonomous Robots, Augmented Reality and Simulation,

2.3   Additive Manufacturing.

Total No. of Lectures- 12

Unit 3 Industry 4.0

3.1   LEAN Production Systems, the Fourth Revolution, Industry 4.0.

3.2   Industrial Processes - Sensing & Actuation, Processing,

3.3   Communication. Next Generation Sensors, Collaborative Platform

3.4   Product Life cycle Management.

Total No. Lectures- 12

Unit 4.   Business of AI

4.1   Introduction to AI

4.2   Business applications of AI ad its Limitations.

4.3   Use of AI in Product applications for user value creation

4.4   Use of AI Process applications for productivity improvement

4.5   Insight applications for knowledge discovery

Total No. of Lectures- 12

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

Suggested books:

1. Data Science for Modern Manufacturing by Li Ping Chu, O'Reilly Media

2. Industry 4.0 Data Analytics Paperback by Rajesh Agnihotri, Samuel New

3. Industry 4.0: The Industrial Internet of Things by Alasdair Gilchrist

4. Advances in Business, Operations, and Product Analytics: Cutting Edge Cases from

5. Finance to Manufacturing to Healthcare (FT Press Analytics) by Matthew J. Drake

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course

Outcomes Class: T.Y.BBA (Sem VI)　　　**Subject:** Business Analytics

Course: Business Analytics　　　**Course Code**: UBBA364

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

Course Outcomes	Program Outcomes									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2					2	1		1
CO2	2									
CO3	2	2	2				2	1		1
CO4	1	2	2			1	2			
CO5	1	2	2			1	1			1
CO6	1	2	2							2
CO7	2	2	1		1			1		2

Justification for Mapping:

PO1: Application of Knowledge

CO1: Students can understand the big data concepts and data driven changes in manufacturing units,

CO2: With the help of this course students will understand the basics term related to industry 4.0

CO3: Course will help the students to elaborate the concepts of machine learning.

CO4: Course will make the students to understand the new concepts like additive manufacturing.

CO5: Students will understand the industrial evolution from 1.0 to 4.0

CO6: Concepts like autonomous robots, augmented reality can be identified with the help of course.

CO7: Course will help the students to identify use of AI in Business Application.

PO2: Understanding the basic Business functions.

CO3: Course will help the students to elaborate the concepts of machine learning and its use in business process.

 CO4: Course will make the students to understand the new concepts like additive manufacturing process and set up for the same.

CO5: Students will understand the industrial evolution from 1.0 to 4.0

CO6: Concepts like autonomous robots, augmented reality can be identified with the help of course.

CO7: Course will help the students to identify use of AI in Business Application.

PO5: Critical Attitude for Life Long learning

CO7: Course will help the students to identify use of AI in Business Application and how AI can be used for any type of business applications.

PO6: Leadership and team work.

CO4: Course will make the students to understand the new concepts like additive manufacturing process and set up for the same and its impact on working pattern of human resource management.

CO5: Students will understand the industrial evolution from 1.0 to 4.0

PO7: Application of Management in Various disciplines.

CO1: Students can understand the big data concepts and data driven changes in manufacturing units,

CO3: course will help the students to elaborate the concepts of machine learning and its use in business process.

CO4: Course will make the students to understand the new concepts like additive manufacturing process and set up for the same.

CO5: students will understand the industrial evolution from 1.0 to 4.0

PO8: Professional development activities.

CO1: Students can understand the big data concepts and data driven changes in manufacturing units.

CO3: Course will help the students to elaborate the concepts of machine learning and its use inbusiness process which can be critically analyzed to find solutions to new business problems.

CO7: Course will help the students to identify use of AI in Business Application.

PO10: Entrepreneurial mindset

CO1: Students can understand the big data concepts and data driven changes in manufacturing units

CO3: Course will help the students to elaborate the concepts of machine learning and its use inbusiness process which can be critically analyzed to find solutions to new business problems.

CO5: Students will understand the industrial evolution from 1.0 to 4.0

CO6: Concepts like autonomous robots, augmented reality can be identified with the help of course.

CO7: Course will help the students to identify use of AI in Business Application and how AI can beused for any type of business application.

SYLLABUS (CBCS- Pattern 2021-22)FOR T.Y.B.B.A

(w.e.fromJune,2024)

Class: T.Y. B.B.A.

SEM -VI

Course Code: UBBA365-A

Paper: 3

Course Title: Global Human Resource Management

Total No of Lectures: 48

Credit:03

A)Course Objectives :

1. To Understand Global HRM Concepts:

2. To assess global HR Technology:

3. To study the difference between national and global Hr practices.

4. To study the global hr functions.

5. To study the challenges in global hr management.

B)Course Outcomes:

CO1 : At the end of the course students will be able to conceptualize the global hr concepts.

CO2 : Students will be able to analyse global Hr strategies.

CO3 : Student will be able to study global recruitment functions.

CO4 : Students will be able to study training and development activities in gloobalhr management.

CO5 : Students will be able to analyse various challenges for Global HR activities.

CO 6 : Students will be able to study the role of HR manager in global HRM.

CO7 : At the end of the course students will be able to analyse Ethics-Related Challenges for the

HR Function of the Multinational Enterprise

Unit 1: Introduction to Global HRM :

1.1 Meaning and Definition of Global HRM,

1.2 Features of Global HRM,

1.3 Objectives of Global HRM,

1.4 Development of Global HRM,

1.5 Significance of Global HRM in International Business

1.6 Categorization of Countries and Employees in the Concept of Global HRM

1.7 Difference between Global HRM and Domestic HRM

Total No. of Lectures- 12

Unit 2 :Global HR Functions-I:

2.1 Global Staffing,

2.2 The Role of Expatriates and Non-Expatriates,

2.3 Staffing Policy Approaches in International HRM

2.4 Recruiting staff for Global Assignment

2.5 Global Labour Market

2.6 Global Recruitment Function; Head-Hunters, Cross-National Advertising, E-Recruitment;

2.7 Selecting staff for Global Assignment

2.8 Criteria and Techniques,

Total No. of Lectures- 12

Unit 3 :Global HR Functions-II:

3.1 Meaning Definition,

3.2 Objectives,

3.3 Importance,

3.4 The role of Expatriate Training,

3.5 Key Components of Effective Pte-Departure Training,

3.6 Developing Staff Through International Assignments,

3.7 Barriers in Global Training & Development

3.8Global Compensation Meaning & Definition, Objectives,

3.9 Key Components of Global Compensation Program,

3.10 Approaches to Global Compensation

3.11 Barriers in Global Compensation

Total No. of Lectures- 12

Unit 4 :Global HRM Trends and Future Challenges:

4.1 Strategic HRM in Multinational Enterprises,

4.2 Ethics-Related Challenges for the HR Function of the Multinational Enterprise

4.3 Challenges in an Uncertain World: Safety, Security etc.

4.4 The Evolving Role of the HRM Function in MNCs

4.5 Role of Technology in Global HRM

4.6 Knowledge Management and Global HRM

Total No. of Lectures- 12

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. "Globalizing Human Resource Management" By Paul Iles, Peter J. Dowling, and E. Kelly

2. International Human Resource Management: A Multinational Company Perspective" by ennis Briscoe, Randall Schuler, and Ibraiz Tarique

3. Global Human Resource Management: Theory and Practice by Peter J. Dowling and Marion Festing

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (Sem –VI)   **Subject**: Management Control System

Course: Management Control System   **Course Code**: UBBA-362

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
CO1	3	3	2	2	2	2	3	2	3	2
CO2	3	3	3	3	3	3	3	3	2	3
CO3	2	2	2	3	2	2	2	2	3	1
CO4	2	2	2	2	2	3	2	3	3	2
CO5	2	3	3	2	3	3	3	2	3	2
CO6	3	3	2	3	2	2	2	3	2	3
CO7	2	2	3	2	3	3	3	3	3	1

<h1 style="text-align:center">Justification for the mapping</h1>

PO1: Disciplinary Knowledge

CO1: A Fundamental Knowledge and Coherent Understanding. This CO directly supports foundational knowledge and understanding of global HR concepts, which is essential for any HR professional. Understanding HR concepts will enhance students' ability to communicate them effectively, though it's not the primary focus. Conceptualizing HR concepts is essential for procedural knowledge, but application skills will come from practice and experience.

CO2: Critical Thinking and Problem-Solving Skills. Analysis of HR strategies requires strong critical thinking and problem-solving capabilities. Analytical Reasoning Skills. High level of analytical reasoning is necessary to evaluate and assess HR strategies effectively. Analyzing HR strategies can inspire innovative approaches in HR practices, contributing to employability.

CO3: Fundamental Knowledge and Coherent Understanding , Understanding recruitment functions is a core area of HR knowledge. Procedural Knowledge for Skill Enhancement Recruitment processes involve procedural knowledge that is crucial for skill enhancement in HR practices.

CO4: A Fundamental Knowledge and Coherent Understanding This CO directly relates to fundamental HR knowledge, particularly in training and development. Procedural Knowledge for Skill Enhancement. Knowledge of training procedures will enhance skills necessary for HR management roles. Ethical and Social Responsibility Training and development principles often involve ethical considerations, especially in diverse global contexts.

CO5: Students will be able to analyse various challenges for global HR activities. Critical Thinking and Problem-Solving Skills .Strongly requires critical thinking and problem-solving to address and analyze challenges effectively. Analytical Reasoning Skills High analytical skills are necessary to interpret challenges faced in global HR activities.

CO6 : Students will be able to study the role of HR manager in global HRM. Multidisciplinary Competence Understanding the role of HR managers requires knowledge from various disciplines, making it strongly relevant. A Fundamental Knowledge and Coherent Understanding Integral to grasping the core responsibilities of an HR manager.

CO7: to analyse Ethics-Related Challenges for the HR Function of the Multinational Enterprise. Ethical and Social Responsibility Directly aligned as it focuses on ethics in HR within multinational contexts. Critical Thinking and Problem-Solving Skills Requires analysis and critical reasoning to understand and address ethical challenges.

PO2:Critical Thinking and Problem Solving.

CO1: Conceptualizing global HR concepts. Strongly contributes to foundational knowledge about global HR.Moderate procedural knowledge as it includes understanding concepts.

Somewhat aids critical thinking by analyzing concepts. Involves multidisciplinary competence, relying on various HR principles.

CO2: Analyzing global HR strategies. Strong prerequisite understanding of HR principles. Involves procedural knowledge via the analysis of strategies. Strongly aligned with critical thinking as students evaluate strategies. Involves analytical reasoning to assess effectiveness and applicability.

CO3: global recruitment functions.Contributes to understanding specific HR functions. Involves strong procedural knowledge for recruitment processes. Requires moderate analytical reasoning for effective recruitment.

CO4: training and development activities. Contributes to knowledge but is lower as it is more practical. Strongly enhances procedural knowledge in training techniques.

CO5: Analyzing various challenges for global HR activities. Strongly linked to critical thinking as students must resolve challenges. Requires robust analytical reasoning to identify and evaluate challenges.

CO6: role of HR manager in global HRM.Moderate understanding of functional procedural knowledge. Although it requires analysis, it does not deeply engage analytical reasoning.

CO7: Analyzing ethics-related challenges for global HR.Strongly correlated with ethical and social responsibility. Strongly involves critical thinking to navigate ethical dilemmas.

PO3: Critical thinking and systematic research approach

CO1 : Conceptualizing global HR concepts requires some critical thinking to understand and apply various theories, but it may not involve deep problem-solving.

CO2: Analyzing HR strategies involves critical evaluation and problem-solving to assess effectiveness and adapt strategies to different contexts.

CO3: While studying recruitment functions requires some critical analysis, it is more about understanding processes rather than intensive problem-solving.

CO4: Studying training and development activities involves analysis but is often more about comprehension than direct problem-solving.

CO5: This involves identifying, evaluating, and proposing solutions to challenges, which strongly engages critical thinking and problem-solving skills.

CO6: Understanding the role of an HR manager requires critical thinking but is less focused on problem-solving compared to analyzing strategies or challenges.

CO7: This requires a deep analysis of ethical dilemmas, which engages both critical thinking and problem-solving skills to discern the best course of action in complex situations.

PO4: Ethical Decision making ability.

CO1: Effective communication is essential to understand and articulate global HR concepts, but the primary focus is on conceptual understanding rather than on communication.

CO2: Analyzing strategies requires strong communication skills for articulating findings and insights clearly.

CO3: Recruitment heavily relies on communication skills to attract, evaluate, and communicate effectively with potential candidates.

CO4: Training and development require adept communication to facilitate learning and ensure effective knowledge transfer among diverse teams.

CO5: Analyzing challenges requires good communication, but the emphasis is primarily on analytical skills.

CO6: role of an HR manager is inherently communicative as it involves interacting with diverse stakeholders and facilitating effective communication within organizations.

CO7: Analyzing ethical challenges requires clear communication of complex issues and diverse perspectives, making strong communication skills imperative.

PO5:Critical Attitude for Life long learning.

CO1: While conceptualizing global HR concepts requires some analytical reasoning, it primarily focuses on understanding and defining concepts rather than deeply analyzing them.

CO2: This outcome directly requires analytical skills as it involves evaluating and interpreting data regarding HR strategies, making it essential for developing strong analytical reasoning capabilities.

CO3: Analyzing recruitment functions involves some analytical reasoning, though it is more focused on understanding processes rather than engaging deeply in critical analysis.

CO4: Understanding training and development functions involves some analytical reasoning skills, but primarily focuses on identifying and describing processes rather than deeper analysis.

CO5: This CO requires a significant level of analytical reasoning as students need to critically assess various challenges, evaluate their impacts, and derive potential solutions.

CO6: Studying the role of HR managers requires some analytical skills but is mostly about understanding responsibilities and functions rather than engaging in extensive analysis.

CO7: students will be able to analyse Ethics-Related Challenges for the HR Function of the Multinational Enterprise. Analyzing ethical challenges requires a high level of analytical reasoning as it involves evaluating complex scenarios, weighing different ethical considerations, and making informed decisions based on analysis.

PO6:Leadership and teamwork skills

CO1: Understanding global HR concepts lays a foundational knowledge that fosters innovative thinking but may not directly develop entrepreneurial skills.

CO2: Analyzing strategies develops critical thinking and problem-solving skills, essential for both employability and innovation in business environments.

CO3: Studying recruitment functions allows students to understand hiring practices and improves employability but has a lower direct impact on innovation.

CO4: Training and development are key to workforce innovation and enhance employability by equipping students with essential skills for job performance.

CO5: Analyzing challenges encourages innovative solutions and critical thinking, which are crucial for employability in diverse workplaces.

CO6: Understanding the role of HR managers provides employability skills; however, it may not heavily focus on innovation or entrepreneurial aspects.

CO7: Ethical analysis fosters critical thinking and innovative problem-solving, essential for employability and making responsible entrepreneurial decisions.

PO7:Political, Cultural ,and Legal issues impact on business organizations sina global context.

CO1: This CO directly supports as it requires a multidisciplinary understanding of HR concepts, integrating knowledge from various fields.

CO2: Analyzing HR strategies necessitates a strong grasp of multiple disciplines, such as economics, management, and psychology.

CO3: Understanding recruitment functions involves knowledge of sociology, cultural studies, and HR management, which is moderately multidisciplinary.

CO4: This CO requires knowledge from educational psychology and HR practices, showing moderate alignment with multidisciplinary competency.

CO5: Analyzing challenges in global HR involves a strong integration of various disciplines, including law, culture, and organizational behavior.

CO6: Understanding the role of HR managers requires cross-functional knowledge but is slightly less demanding than strategic analysis functions.

CO7: Examining ethical challenges requires a robust multidisciplinary approach, incorporating philosophy, law, and social responsibility.

PO8:Business Management Skills

CO1: Understanding global HR concepts provides a foundational knowledge, but it does not directly address community engagement or an ethical social responsibility aspect.

CO2: Analyzing global HR strategies can lead to insights on how businesses can engage with communities and incorporate values in their operations, thus directly relating to community initiatives.

CO3: Studying global recruitment functions can highlight recruitment strategies that address community needs, but do not intrinsically focus on value inculcation.

CO4: Training and development activities can embody community engagement by promoting skills and values that benefit both the organization and the community.

CO5: While analyzing challenges, students may consider community impacts, but it is not a primary focus of this learning outcome.

CO6: The role of HR manager often involves community engagement initiatives and the ethical obligations of the organization to the community.

CO7: students will be able to analyze ethics-related challenges for the HR function of the multinational enterprise. The analysis of ethics-related challenges directly ties into how organizations manage their impact on communities and uphold values.

PO9:Social Responsibility:

CO1: Conceptualizing global HR concepts requires integrating traditional HR knowledge with modern practices, emphasizing the evolution of HR management.

CO2: Analyzing strategies involves understanding historical approaches to HR and adapting them to present-day global contexts, thus bridging traditional knowledge with modern applications.

CO3: While recruitment may involve traditional approaches, modern applications such as technology use and diversity are pivotal, but slightly less direct in linking with traditional knowledge.

CO4: Understanding training and development can incorporate traditional pedagogical methods but also leans heavily on modern techniques and theories in HRD.

CO5: Analyzing challenges in global HR requires a deep understanding of both traditional and contemporary practices, highlighting the application of past knowledge to solve current issues.

CO6: While studying the HR manager's role requires knowledge of traditional HR duties, modern roles add layers that may not directly tie back to traditional knowledge.

CO7: Ethics in HR is deeply rooted in traditional knowledge, and analyzing these challenges involves applying these foundations to current circumstances in multinational contexts.

PO10: Entrepreneurial Mindset:

CO1: Understanding global HR concepts is foundational, but it's more theoretical and does not directly relate to the design and development of systems.

CO2: Analyzing global HR strategies involves critical thinking and the application of knowledge, which is essential for designing and developing systems that implement these strategies effectively.

CO3: Knowledge of global recruitment functions is important but still primarily informative; application to systems design is limited without implementing those functions into a systematic approach.

CO4: Training and development systems are integral to HRM systems, and understanding these activities directly relates to designing effective HR systems.

 CO5: Analyzing challenges requires a systematic approach to problem-solving, which directly relates to designing systems that can address these challenges in global HR contexts.

 CO6: While understanding the role of HR managers is important, it doesn't directly contribute to the design or development of HR systems itself.

CO7: Analyzing ethics-related challenges is critical in designing ethical HR systems, ensuring that policies and procedures align with ethical standards in a global context.

SYLLABUS (CBCS - Pattern 2021-22) FOR T. Y. B.B.A
(w. e. from June, 2024)

Class: T.Y.B.B.A.
SEM V
Course Code: UBBA366-A
Paper: 3
Course Title: Labour Welfare
Total No of Lectures: 48
Credit: 03

A) Course Objectives:

1. To understand the importance of labour welfare concepts.
2. To analyze labour legislation in India.
3. To get information about different agencies involved in labour welfare.
4. To analyze working conditions and labour hygiene issues.
5. To know the development and the judicial setup of Labour Laws.
6. To learn the salient features of welfare and wage Legislations.

B) Course Outcome:

CO1: To understand the importance of Labour Law and Social Welfare.

CO2: To enable students to have understanding of legal provisions relating to vulnerable groups of workers and laws related to wages, environment protection and social security.

CO3: Understand historical aspects of labour movement in India.

CO4: Impart knowledge and understanding of Labour Market, Wages, Employment and unemployment of labour.

CO5: Develop understanding of Legislations relating to working conditions and social security.

CO6: Understand Social and Industrial aspects of psychology of work.

Unit 1: Introduction and Evaluation of labour welfare:

1.1. Origin and evolution of Labour Welfare.
1.2. Objectives of Labour Welfare
1.3. Need and importance of Labour Welfare.
1.4. Classification of Labour Welfare.
    1.4.1. Work agencies of Labour Welfare, Scope of Labour Welfare, Concepts, philosophy and principles of labour welfare, Plans and labour policy in India and Labour Welfare in India.

No of Lectures 12

Unit 2: Labour Legislations in India

2.1. Statutory Welfare Amenities – as per Factories Act, 1948, Plantation Act, 1951, Motor Act 1952, Motor Transport Act.

2.2. Non-statutory welfare Agencies – Role of Trade Unions, NGOs and Local-self Govt., National Commission on Labour and Labour Welfare, Labour Laws of the Elimination of Child Labour

No of Lectures 10

Unit 3: Agencies of Labour welfare

31. Agencies of Labour welfare in India (Central Govt State Govt., Employers & Trade-Unions),
3.2 Labour Welfare Officer: Role, Qualifications, Functions, Duties, Labour Administration in India

No of Lectures 10

Unit 4: Industrial Hygiene & Occupational Health

4.1. Working condition and benefits, Working conditions in the factory- safety and accident prevention, Health and hygiene,
4.2. Canteen organization and management, Organization of credit and consumer co-operative societies-recreational and educational actives-workers education in India,
4.3 Functions of Labour welfare officers India.

No of Lectures 10

Unit 5: Problems of Indian labour

5.1. Problems of Women Labour, Problems of Unorganized labour, Problems of Workers education .

No of Lectures 6

Evaluation

Internal Evaluation	External Evaluation
Unit test(20)	Fill in the blanks, One Sentence Questions (12) Short Note question (12)
Mini project /Assignment/Presentation (20)	Short answer question (24) Long answer questions (12)
40	**60**

Suggested Text Books:
1. Labour Problem and Social Welfare in India, Memoria, C. B., Kitab Mahal Allahabad
2. Labour Welfare, Trade Unionism and Industrial Relation, Punekar, S. D. , Himalaya Publishing House, Bombay.
3. Labour Welfare and Social security, Kohli, A. S. and Sarma S. R., Anmol Publications Pvt. Ltd., New Delhi.
4. Child Labour in India, Misra, L., Oxford University Press, New Delhi.
5. Personnel Problems and Labour Welfare, Mathur D. C., Mittal Publication. New Delhi.

Suggested Reference Books:
1. Female Labour in India, Sharma Usha, Mittal Publication New Delhi
2. Aspects of Labour Welfare and Social Security, A.M.Sharma
3. Labour Problems and Social Welfare, R.C. Saxena
4. Labour economics and social welfare, Dr. B.P. Tyag

Mapping of program outcomes with course outcomes

Class: TYBBA(Sem–VI)   **Subject**: Labour Welfare

Course: BBA   **Course Code**: UBBA366-A

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
CO1	-	-	-	2	3	-	3	-	3	-
CO2	-	-	-	-	3	-	-	-	2	-
CO3	-	-	-	-	3	-	-	-	2	-
CO4	-	-	-	-	3	-	-	-	2	-
CO5	-	-	-	2	3	-	-	-	3	-
CO6	-	-	-	-	3	-	2	-	3	-

Justification for the mapping

PO4: Ethical Decision-making ability.

CO1: Labor law and social welfare often center around defining the rights and responsibilities of employers and employees. Understanding these rights and responsibilities is crucial for ethical decision-making in the workplace, ensuring fair treatment and adherence to ethical standards.

CO5: It provides the necessary knowledge and awareness to make decisions that align with legal standards, promote employee well-being, and prevent practices that could be considered unethical or exploitative.

PO5: Critical Attitude for Lifelong learning.

CO1: To understanding the importance of labor law and social welfare is strongly connected to fostering a critical attitude for lifelong learning.

CO2: Understanding the legal provisions relating to vulnerable groups of workers and laws related to wages, environment protection, and social security can enable students to critically evaluate the effectiveness and fairness of these provisions and advocate for improvements when necessary.

CO3: By understanding the historical aspects of the labor movement in India, students can develop a critical awareness of the struggles and achievements of workers in the past, which can inspire them to critically examine and challenge current labor issues.

CO4: Developing knowledge and understanding of labor market, wages, employment, and unemployment of labor can empower students to critically assess the impact of these factors on individuals, organizations, and society, and to make informed decisions and contribute to improvements in these areas.

CO5: Understanding legislations relating to working conditions and social security can enable students to critically analyze the adequacy and effectiveness of these legislations and advocate for

necessary changes to ensure the well-being and rights of workers.

CO6: understanding the social and industrial aspects of psychology of work can develop students' critical thinking skills by allowing them to assess the psychological and social factors that influence work dynamics and interactions, and to critically reflect on their own attitudes and behaviors in the workplace.

PO7: Political, Cultural, and Legal issues impact to business organizations in a global context.

CO1: The ability to navigate and comprehend these issues is essential for organizations to operate ethically, comply with regulations, and adapt to the complexities of the global business environment.

CO6: Gaining practical understanding about the functioning of various labor institutions, such as labor courts, tribunals, and welfare boards, equips students with the knowledge and skills necessary to navigate and engage with such institutions.

PO9: Social Responsibility:

CO1: It involves creating ethical and fair workplace conditions, contributing to community welfare, and aligning with societal expectations for responsible business practices.

CO2: Organizations can ensure the fair treatment and protection of vulnerable groups of workers. This promotes social responsibility by ensuring equal opportunities and preventing discrimination in the workplace.

CO3: Understanding the historical aspects of labor movement in India can enable students to recognize the struggles and achievements of workers' rights movements in the past. This knowledge can inspire individuals to advocate for better working conditions and fair labor practices in their own organizations, promoting social responsibility.

CO4: Knowledge of labor market dynamics, wages, employment, and unemployment allows organizations to make informed decisions regarding fair wage policies, stable employment, and reducing unemployment rates. This contributes to social responsibility by providing economic security to employees and positively impacting the local community.

CO5: Legislation relating to working conditions and social security ensures that organizations comply with regulations and guidelines set by the government to protect employees' well-being. This includes providing safe working conditions, fair work hours, and social security benefits. By adhering to these legislations, organizations demonstrate social responsibility towards their employees.

CO6: Understanding the social and industrial aspects of psychology of work (CO6) can contribute to creating a positive work environment that promotes employee well-being, engagement, and job satisfaction. This enhances social responsibility by prioritizing the mental and emotional health of employees.

Class: **T.Y.B.B.A.**

SEM -VI

Course Code: UBBA 365-B
Paper: 6
Course Title: Indirect Tax

Total No of Lectures: 48

Credit: 03

A) Course Objectives:

1. To understand the structure and evolution of indirect taxes in India, leading to the introduction of GST.

2. To Study the key concepts, phases, and governance of GST, including the GST Council's role.

3. To identify various types of taxes and cess under GST and their application.

4. To demonstrate knowledge of GST registration requirements for different types of taxpayers.

5. To analyze supply under GST and calculate the value of supply for tax purposes.

6. To apply Input Tax Credit (ITC) rules, including utilization and reversal processes.

7. To understand customs duties and indirect taxation on specific commodities at central and state levels.

A) Course Outcomes:

CO1: Understand the structure and evolution of indirect taxes in India, leading to GST implementation. Students will learn about the indirect tax system, including its transformation to the Goods and Services Tax (GST).

CO2: Explain the key concepts, phases, and governance of GST, including the GST Council's role. Learners will gain insight into the foundational concepts of GST and the governance structure provided by the GST Council.

CO3: Identify and classify the types of taxes and cess under GST and their applications. Students will be able to differentiate between CGST, SGST, IGST, and cess, understanding their applicability on different goods and services.

CO4: Demonstrate knowledge of the registration process and requirements for various types of GST taxpayers. Learners will understand the registration thresholds, requirements, and rules for Regular, Composition, Casual, and Non-Resident taxpayers.

CO5: Analyze the concept of supply under GST and compute tax based on the valuation of supply. Students will evaluate the place of supply, import/export scenarios, and perform calculations to determine tax liabilities based on supply valuation.

CO6: Apply the rules of Input Tax Credit (ITC), including utilization, negative list, and reversal mechanisms. Learners will gain practical knowledge of how ITC works, including its limitations, reversals, and how it is utilized within the GST framework.

CO7: Understand customs duties and indirect taxation on specific commodities levied by the Central or State Government. Students will learn key terms related to customs law, types of customs duties, and how indirect taxes apply to specific goods under both Central and State governance.

UNIT TEST 1: INTRODUCTION, OVERVIEW AND EVOLUTION OF GST

1.1 Indirect tax structure in India

1.2 Introduction to Goods and Service Tax (GST) - Key Concepts

1.3 Phases of GST, GST Council

1.4 Taxes under GST, Cess   **No. of lectures 10**

UNIT TEST 2: REGISTRATION UNDER GST

2.1 Threshold for Registration

2.2 Regular Tax Payer

2.3 Composition Tax Payer

2.4 Casual Taxable Person

2.5 Non-Resident Taxable Person

2.6 Unique Identification Number

2.7 Registration Number Format   **No. of lectures 10**

UNIT TEST 3: SUPPLY UNDER GST AND VALUATION OF SUPPLY

3.1 Supply

3.2 Place of Supply, Interstate Supply, Export of Service, Export of Goods, Import of Service, Import of Goods

3.3 Valuation of Supply (Numerical on valuation and calculation of tax)   **No. of lectures 10**

UNIT TEST 4: INPUT TAX CREDIT UNDER GST & RETURNS

4.1 Input tax credit process

4.2 Negative List for Input tax credit

4.3 Input Tax Credit Utilization and Input Tax Credit Reversal

4.4 Types of GST returns and their due dates, late filing, late fee and interest   **No. of lectures 10**

UNIT TEST 5: CUSTOM DUTY AND INDIRECT TAXATION

5.1 Definitions of certain terms relating to the custom act, custom tariff act, Levy and types of custom duties

5.2 Indirect taxation applicable to few commodities levied by either Central or State Government.

No. of lectures 8

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: -

(I) Text Books

1. Systematic Approach to Indirect Tax- Kumar, Sanjeev.

2. Text Book of Indirect Tax – Sinha P.K.

3. Dr. Vinod Singhania, Taxman Publication, New Delhi.

4. Girish Ahuja & Ravi Gupta, Bharat Law House, New Delhi.

(II) Reference Books Indirect Taxes:

1. V. S. Datey – Taxman Publication.

2. M Vat Subramanian Snow White Publication.

3. Systematic Approach to Taxation – Dr. Girish Ahuja & Dr. Ravi Gupta.

(III) WEBSITES

➢ Website of Excise Department, Website of Sales Tax Department.

Choice Based Credit System Syllabus (2022 Pattern)
Mapping of Program Outcomes with Course Outcomes
Class: TYBBA (Sem –VI)   **Subject**: Indirect Tax
Course: Indirect Tax   **Course Code**: UBBA-365 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
CO1	3	1	1	-	2	-	-	-	-	1
CO2	2	1	1	-	1	-	-	-	-	3
CO3	1	2	-	3	2	-	-	-	-	2
CO4	1	2	-	-	2	-	-	-	-	1
CO5	1	3	-	-	-	-	-	-	-	1
CO6	1	1	2	1	3	-	-	-	-	3
CO7	2	2	3	-	-	3	-	-	-	2

Justification for Mapping

PO1: Disciplinary Knowledge

CO1: By exploring the structure and evolution of indirect taxes leading to GST implementation, students will develop a comprehensive understanding of how tax systems have transformed in India, enhancing their analytical skills regarding economic policies and tax regulations.

CO2: The exploration of key concepts, phases, and governance under GST, particularly the role of the GST Council, equips students with critical insights into the framework and operational dynamics of GST, thereby strengthening their governance-related knowledge in taxation.

CO3: Identifying and classifying various taxes and cess under GST allows students to effectively differentiate between CGST, SGST, IGST, and cess. This knowledge is crucial for understanding the nuanced applications of indirect taxes, fostering their ability to engage with tax-related challenges.

CO4: By demonstrating knowledge of the registration process and requirements for different types of GST taxpayers, learners acquire practical insights into compliance and regulatory mechanisms. This knowledge is vital for ensuring adherence to tax laws in real-world scenarios.

CO5: Analyzing the concept of supply under GST and computing tax liabilities based on supply valuation develops students' quantitative skills and enhances their ability to assess tax obligations accurately, which is essential for future roles in finance and accounting.

CO6: Understanding and applying the rules of Input Tax Credit (ITC) fosters practical knowledge of tax efficiency strategies. This knowledge empowers students to navigate the complexities of tax credits effectively, promoting better financial decision-making.

CO7: Learning about customs duties and indirect taxation on specific commodities cultivates a well-rounded understanding of how various tax structures operate at different government levels. This knowledge prepares students for roles that require insights into both domestic and international tax frameworks.

PO2: Critical Thinking and Problem Solving

CO1: By understanding the structure and evolution of indirect taxes leading to GST, students will critically analyze historical tax frameworks and their implications, enhancing their problem-solving abilities in assessing tax policy changes.

CO2: Explaining the key concepts and governance of GST, including the role of the GST Council, equips learners with analytical skills to evaluate governance structures and their effectiveness in tax administration, fostering informed decision-making.

CO5: Applying the rules of Input Tax Credit (ITC) fosters practical problem-solving skills, as students learn to navigate the complexities of tax credit utilization and its implications for business operations.

CO7: Understanding customs duties and indirect taxation on specific commodities prepares students to critically assess the impact of taxation on international trade and domestic markets, equipping them to address issues related to compliance and regulation.

PO3: Critical Thinking and Systematic Research Approach

CO1: By understanding the structure and evolution of indirect taxes in India, students will develop critical thinking skills to evaluate historical tax reforms and their implications, fostering a systematic approach to researching tax policy evolution.

CO2: Explaining key concepts and governance of GST, including the role of the GST Council, enhances learners' ability to critically assess the effectiveness of governance structures, promoting a thorough research methodology to evaluate policy impacts.

CO3: Identifying and classifying various types of taxes and cess under GST allows students to engage in systematic research to differentiate between tax categories and their applications, enhancing their analytical capabilities.

CO4: Demonstrating knowledge of the registration process for different types of GST taxpayers enables students to critically analyze compliance requirements and apply systematic research methods to explore regulations and best practices.

CO5: Analyzing the concept of supply under GST and computing tax based on supply valuation sharpens students' critical thinking abilities, encouraging them to conduct systematic research on the valuation processes and their implications for tax liabilities.

CO6: Applying the rules of Input Tax Credit (ITC) allows learners to critically evaluate the mechanics of tax credits, promoting a research-oriented approach to understanding the implications of ITC in various business scenarios.

CO7: Understanding customs duties and indirect taxation on specific commodities equips students with critical analytical skills to assess the impact of customs law, fostering a systematic research approach to explore the complexities of indirect taxation at both Central and State levels.

PO4: Ethical Decision-Making Ability

CO3: Identifying and classifying the various types of taxes and cess under GST encourages students to engage in ethical reasoning when applying tax classifications, ensuring that they uphold fairness and justice in tax compliance.

CO6: Applying the rules of Input Tax Credit (ITC) requires students to evaluate the ethical use of tax credits, promoting accountability and the responsible management of resources within the GST framework.

PO5: Critical Attitude for Lifelong Learning

CO1: Understanding the structure and evolution of indirect taxes in India instills in students a curiosity about tax systems, encouraging them to stay informed about ongoing reforms and developments in GST, thereby promoting a mindset of lifelong learning.

CO2: By explaining key concepts and governance of GST, including the role of the GST Council, learners are motivated to engage with current tax governance issues, nurturing an attitude of critical inquiry and encouraging continuous education in tax policy.

CO3: Identifying and classifying different types of taxes and cess under GST cultivates analytical skills that students can apply throughout their careers, fostering an ongoing commitment to learning about new tax regulations and their applications.

CO4: Demonstrating knowledge of the registration process for GST taxpayers encourages learners to seek further understanding of compliance requirements, promoting self-directed learning and a proactive approach to professional development.

CO6: Applying the rules of Input Tax Credit (ITC) inspires students to critically evaluate their learning processes and stay updated on tax credit regulations, fostering an appreciation for ongoing education and adaptability in their professional practices.

PO6: Leadership and Teamwork Skills

CO7: Understanding customs duties and indirect taxation on specific commodities promotes teamwork by encouraging students to collaboratively research and present on different types of customs duties, enhancing their ability to lead group projects and engage in collective analysis of regulatory implications.

PO10: Entrepreneurial Mindset

CO1: Understanding the structure and evolution of indirect taxes in India, including GST implementation, equips students with knowledge of the regulatory environment, encouraging them to identify opportunities for entrepreneurial ventures that leverage tax efficiencies and navigate the changing tax landscape.

CO2: Explaining the key concepts, phases, and governance of GST, including the GST Council's role, inspires students to think critically about the implications of GST on business operations, fostering an entrepreneurial mindset as they explore innovative strategies for compliance and business growth.

CO3: Identifying and classifying the types of taxes and cess under GST allows students to develop a keen understanding of the cost structures associated with different goods and services, promoting entrepreneurial thinking by encouraging them to identify niche markets and optimize pricing strategies.

CO4: Demonstrating knowledge of the registration process and requirements for various types of GST taxpayers helps students understand the foundational steps required to establish a business, fostering an entrepreneurial mindset by preparing them to navigate regulatory hurdles when launching their ventures.

CO5: Analyzing the concept of supply under GST and computing tax based on valuation promotes critical thinking and problem-solving skills, encouraging students to explore innovative solutions for tax planning and optimizing supply chains in their future entrepreneurial endeavors.

CO6: Applying the rules of Input Tax Credit (ITC) equips learners with practical knowledge that can be used to minimize costs in their business operations, promoting an entrepreneurial approach to financial management and resource optimization.

CO7: Understanding customs duties and indirect taxation on specific commodities enables students to identify import/export opportunities, fostering entrepreneurial thinking by encouraging them to explore new markets and consider the tax implications of their business strategies.

Class: T.Y.B.B.A.

SEM -VI

Course Code: UBBA366-B

Paper: 3
Course Title: E-BANKING SERVICES

Total No of Lectures: 48

Credit: 03

A) COURSE OBJECTIVES: -

1. To introduce the fundamentals of Customer Relationship Management (CRM) in the banking and insurance sectors.

2. To explore the role and significance of customer service in modern banking and insurance.

3. To understand CRM through call centers, E-CRM, and relationship marketing in banks.

4. To study the Ombudsman Scheme and its importance in grievance redressal.

5. To analyze retail banking services and emerging trends in online and phone banking.

6. To explore universal banking services and their technological advancements.

7. To provide insights into various types of insurance services and digital tools for customer service.

A) COURSE OUTCOMES: -

CO1: Understand CRM processes and its importance in Indian banking and insurance.

CO2: Gain knowledge of customer service roles and emerging trends in banks.

CO3: Analyze the impact of E-CRM and call centers on customer relationships.

CO4: Comprehend the workings of the Ombudsman Scheme for redressal in banking and insurance.

CO5: Evaluate retail banking services, cross-selling opportunities, and new products.

CO6: Understand universal banking services and the application of technology in banking.

CO7: Recognize the need for different types of insurance and utilize online and app-based insurance services.

UNIT 1: CUSTOMER RELATIONSHIP MANAGEMENT IN BANKING AND INSURANCE SECTOR

1.1. Customer Relationship Management in Indian Banking and Insurance sector- Introduction, objectives, Process, importance.

1.2. Customer service in banks; Emerging trends, Role of Marketing officer, Branch to door servicing, Bank marketing to urban – rural areas.

1.3. Customer Relationship Management through Call Centres in Banking sector, E- CRM in Banking and Insurance sector, Relationship marketing for creating value in business & market.

1.4. Ombudsman Scheme – Scope, types of complaints, mechanism of redressal, major provisions for Banking and Insurance policies

UNIT 2: RETAIL BANKING SERVICES

2.1. Retail Banking- Introduction, Scope in India, Trends in retailing - New products like Insurance-online / Phone Banking, Call Centres, Property services, Investment advisory, Cross selling opportunities. Top ups Loans.

2.2. E banking – Electronic payment system, Types, Digital Token-based EPS, Smart Card EPS, Credit Card EPS, SMS banking.

2.3. Opening of Demat accounts, Role of Merchant Bankers, Wealth Management, Portfolio Management services.

UNIT 3: UNIVERSAL BANKING SERVICES

3.1. Universal Banking Services - Concept, Services to Government, Payment & Settlement, Merchant Banking, Mutual Fund, Depository Services, NRI Remittance.

3.2. Mobile Banking, App based Banking, Point of transaction (POS) Terminal, Unified Payment Services (UPI), kiosks, ATM's, Digital Signature, M – Wallets, Credit and Debit cards, Aadhar linking.

3.3. Online opening of bank accounts – savings & current, and application for credit cards, loan. Applicability of KYC norms in Banking Sector

UNIT 4: INSURANCE SERVICES AND TYPES

4.1. Introduction, emerging trends, Need and Importance, Purpose.

4.2. Types – Health, Motor, Travel, Home against loan Insurance, Electronic appliances, Cell phone Insurance, Pandemic Insurance, Cancer Insurance, Contract works Insurance, Education Insurance, Unit based plans, Micro wealth plans.

4.3 Pension and Group Schemes, Online KYC, Online policy buying and renewal, Mobile Insurance services, App based services, Collateral Insurance services, Modern payment mechanism services, online claims.

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

REFERENCE BOOKS: -

1. Retail Banking. Indian Institute of Banking and Finance, Macmillan India Ltd (2010/Latest)

2. Commercial Bank Management Kanhaiya Singh and Vinay Dutta. McGraw Hill

3. Bank management and financial services. Rose, Peter, and Sylvia Hudgins The McGraw−Hill,

4. Bank management: text and cases Hempel, George H., Donald G. Simonson, and Alan B. Coleman, Taxmann Publication.

5. E-Banking in India: Challenges and Opportunities- RimpiJatana, R. K. Uppal .

6. Frontiers of E-Commerce Ravi Kalakota, Andrew B. Whinston Pearson Education

7. E-CRM – Concepts and Cases MadhaviGarikaparthi, The ICFAI University Press.

Choice Based Credit System Syllabus (2022 Pattern)
Mapping of Program Outcomes with Course Outcomes
Class: TYBBA (Sem –VI)   **Subject**: E-Banking Services
Course: E-Banking Services   **Course Code**: UBBA-366 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
CO1	3	1	1	-		2	-	-	-	1
CO2	2	1	1	-	1	-	-	-	-	3
CO3	1	2	2	3	2	-	-	-	-	2
CO4	1	2	2	1	2	-	-	-	-	1
CO5	1	3	-	1	-	-	-	-	-	1
CO6	1	1	2	2	3	-	-	-	-	3
CO7	2	2	3	-	2	3	-	-	-	2

Justification for Mapping

PO1: Disciplinary Knowledge

CO1: Understanding CRM processes and its importance in Indian banking and insurance provides students with foundational knowledge about customer relationship management. This knowledge is essential for comprehending how effective CRM strategies enhance customer satisfaction and loyalty in these sectors.

CO2: Gaining knowledge of customer service roles and emerging trends in banks equips students with an understanding of current industry practices. This insight helps them stay informed about the evolving landscape of customer service and prepares them for roles that demand adaptability in banking and insurance.

CO3: Analyzing the impact of E-CRM and call centers on customer relationships allows students to explore how technology reshapes customer interactions. This critical understanding of E-CRM systems is vital for effectively managing customer relationships in a digital-first environment.

CO4: Comprehending the workings of the Ombudsman Scheme for redressal in banking and insurance enhances students' awareness of regulatory frameworks. This knowledge is crucial for understanding how consumer rights are protected and the mechanisms available for resolving disputes.

CO5: Evaluating retail banking services, cross-selling opportunities, and new products helps students develop a nuanced understanding of product offerings and market dynamics. This evaluation fosters their ability to identify opportunities for business growth and customer engagement in retail banking.

CO6: Understanding universal banking services and the application of technology in banking broadens students' knowledge base regarding the integration of various banking services. This understanding is essential for recognizing how technology enhances operational efficiency and service delivery.

CO7: Recognizing the need for different types of insurance and utilizing online and app-based insurance services equips students with essential knowledge in the insurance domain. This knowledge prepares them to advise customers effectively and navigate the growing trend of digital insurance services.

PO2: Critical Thinking and Problem Solving

CO1: Understanding CRM processes and their importance in Indian banking and insurance encourages students to critically evaluate how these processes impact customer satisfaction and business performance. This analytical perspective enables them to identify areas for improvement within CRM strategies.

CO2: Gaining knowledge of customer service roles and emerging trends in banks promotes critical thinking by requiring students to assess the effectiveness of various service roles. This knowledge helps them identify best practices and anticipate future trends in customer service.

CO5: Evaluating retail banking services, cross-selling opportunities, and new products requires students to apply critical thinking to assess the market and consumer needs. This evaluation fosters their ability to devise innovative strategies for enhancing customer service and driving sales.

PO3: Critical Thinking and Systematic Research Approach

CO1: Understanding CRM processes and their importance in Indian banking and insurance fosters a systematic research approach as students analyze various CRM models and their effectiveness. This critical evaluation allows them to draw informed conclusions about best practices in customer relationship management.

CO2: Gaining knowledge of customer service roles and emerging trends in banks encourages students to engage in critical thinking by evaluating the effectiveness of different service roles. They can systematically research the latest trends and innovations, leading to a deeper understanding of how these changes impact customer satisfaction.

CO3: Analyzing the impact of E-CRM and call centers on customer relationships requires students to critically assess data and case studies. This analysis promotes a systematic research approach, where they gather evidence, evaluate findings, and make informed recommendations for improving customer interactions.

CO4: Comprehending the workings of the Ombudsman Scheme for redressal in banking and insurance helps students critically evaluate the effectiveness of this consumer protection mechanism. This understanding encourages them to conduct systematic research on its processes and outcomes, identifying areas for improvement.

CO6: Understanding universal banking services and the application of technology in banking encourages students to investigate how technological advancements can improve service delivery. They learn to approach research systematically, evaluating both qualitative and quantitative data to inform their analyses.

CO7: Recognizing the need for different types of insurance and utilizing online and app-based insurance services encourages students to critically evaluate the effectiveness and accessibility of these services. This evaluation fosters a systematic research approach, as they investigate consumer behavior and preferences in the digital insurance landscape.

PO4: Ethical Decision-Making Ability

CO3: Identifying and classifying the types of taxes and cess under GST allows students to critically assess the ethical implications of tax categorization. This knowledge helps them understand the potential burden on different sectors and the importance of equitable tax practices that minimize unfair impacts.

CO4: Demonstrating knowledge of the registration process and requirements for various types of GST taxpayers emphasizes the ethical obligation to comply with tax regulations. Students learn to appreciate the significance of ethical behavior in ensuring fair competition and upholding the integrity of the tax system.

CO5: Analyzing the concept of supply under GST and computing tax based on the valuation of supply encourages students to make ethical decisions in tax reporting. They learn to identify the importance of honesty and accuracy in tax calculations, which are crucial for maintaining public trust in the taxation system.

CO6: Applying the rules of Input Tax Credit (ITC), including utilization and reversal mechanisms, enhances students' understanding of ethical practices in financial management. They learn to recognize the importance of ethical conduct in utilizing tax credits responsibly to prevent fraud and abuse of the system.

PO5: Critical Attitude for Lifelong Learning

CO2: Explaining the key concepts, phases, and governance of GST, including the GST Council's role, promotes curiosity about governance and policy-making. Students are encouraged to engage with ongoing discussions and developments in tax governance, fostering a critical attitude towards evolving taxation systems.

CO3: Identifying and classifying the types of taxes and cess under GST develops analytical skills that are essential for lifelong learning. Students learn to appreciate the complexity of tax structures and the need for continuous education to stay updated on tax regulations and their applications.

CO4: Demonstrating knowledge of the registration process and requirements for various types of GST taxpayers fosters a proactive learning attitude. Understanding these requirements motivates students to seek additional resources and training to ensure compliance and make informed decisions.

CO5: Analyzing the concept of supply under GST and computing tax based on the valuation of supply encourages students to approach problems critically and seek innovative solutions. This analytical mindset is crucial for adapting to changing tax laws and practices in their future careers.

CO6: Applying the rules of Input Tax Credit (ITC), including utilization and reversal mechanisms, reinforces the need for ongoing education in tax compliance. Students learn the significance of keeping up with regulatory changes, which fosters a commitment to continual professional development.

CO7: Understanding customs duties and indirect taxation on specific commodities encourages students to engage with broader economic and legal contexts. This knowledge helps them recognize the importance of lifelong learning in navigating complex issues related to customs law and taxation.

PO6: Leadership and Teamwork Skills

CO1: Understanding CRM processes and their importance in Indian banking and insurance cultivates teamwork skills, as students learn to collaborate in managing customer relationships. Effective CRM requires cross-functional collaboration, allowing students to appreciate the value of diverse roles in achieving common goals.

CO7: Recognizing the need for different types of insurance and utilizing online and app-based insurance services fosters collaboration and leadership in adapting to digital platforms. Students learn to lead initiatives

that promote customer awareness and utilization of technology, emphasizing the role of teamwork in achieving business objectives.

PO10: Entrepreneurial Mindset

CO1: Understanding CRM processes and their importance in Indian banking and insurance encourages students to think innovatively about customer relationship management. By recognizing the value of personalized customer service, students develop an entrepreneurial approach to improving customer retention and satisfaction.

CO2: Gaining knowledge of customer service roles and emerging trends in banks promotes an entrepreneurial mindset by encouraging students to explore new business opportunities in customer service innovations. Staying ahead of trends fosters the ability to anticipate market changes and capitalize on them.

CO3: Analyzing the impact of E-CRM and call centers on customer relationships enhances students' ability to identify new technologies and tools that improve customer service. This encourages creative thinking and innovation in designing solutions that leverage E-CRM for competitive advantage.

CO4: Comprehending the workings of the Ombudsman Scheme for redressal in banking and insurance helps students develop problem-solving skills, essential for entrepreneurship. Understanding regulatory frameworks and customer redressal encourages proactive thinking in developing customer-centric solutions.

CO5: Evaluating retail banking services, cross-selling opportunities, and new products enhances students' entrepreneurial ability by identifying opportunities for new products and services. This fosters a mindset of growth, innovation, and adaptability in offering tailored solutions to customers.

CO6: Understanding universal banking services and the application of technology in banking nurtures an entrepreneurial mindset by promoting the exploration of technological advancements. Students are encouraged to think creatively about integrating technology to create more efficient and innovative banking solutions.

CO7: Recognizing the need for different types of insurance and utilizing online and app-based insurance services encourages entrepreneurial thinking by exploring new ways to deliver insurance products through digital platforms. This fosters innovation in product delivery and the identification of niche markets in the insurance sector.

Class: T.Y.B.B.A.

SEM -VI

Course Code: UBBA365-C

Paper:5

Course Title: International Marketing Management

Total No of Lectures: 48

Credit: 03

A) Course Objectives:

1. To understand the concepts and principles of international marketing, including its opportunities.

2. To analyse the differences between international marketing and domestic marketing and identify the key factors influencing international marketing decisions.
3. To develop an understanding of various international market entry modes and distribution strategies, and their implications on marketing strategy.
4. To design an international product policy that considers product adaptation, standardization, and positioning.
5. To evaluate the role of pricing in international marketing, including environmental influences, transfer pricing, and global pricing policy alternatives.
6. To plan an effective international promotional strategy, including advertising, selecting an advertising agency, and other promotional tools.
7. To develop a comprehensive international marketing plan that integrates all the above elements and evaluate its effectiveness in achieving organizational objectives.

B) Course Outcome:

CO1: Analyse the opportunities and challenges in international marketing and identify the key factors influencing international marketing decisions.

CO2: Compare and contrast international marketing with domestic marketing and understand the principles of international marketing.

CO3: Evaluate the different international market entry and distribution strategies and select the most appropriate mode for a given situation.

CO4: Develop an international product policy, including product adaptation, standardization, and positioning, and analyse its implications on marketing strategy.

CO5: Design an international pricing strategy, considering environmental influences, transfer pricing, and global pricing policy alternatives.

CO6: Plan an international promotional strategy, including advertising, selecting an advertising agency, and other promotional tools.

CO7: Develop a comprehensive international marketing plan, incorporating the above elements, and evaluate its effectiveness in achieving organizational objectives.

1. **Introduction to International Marketing**

   1.1 Opportunities and challenges in International Marketing,

   1.2 International Marketing vs. Domestic Marketing,

   1.3 Principles of International Marketing,

   1.4 MNCs and TNCs.

   Total No. of Lectures- 12

2. **International Market Entry and distribution strategy**

   2.1 International market selection process

   2.2 Foreign manufacturing strategies with and without Direct Investment

   2.3 International Entry Modes and Market Entry Strategies of Indian firms

   2.4 International distribution strategy

   2.5 Factors influencing the Channel decision.

   2.6 Channel Selection decision.

   Total No. of Lectures- 12

3. **International Product Policy and Planning**

   3.1 Need for product planning, Product adaptation

   3.2 Product Standardization, International product positioning

   3.3 Product life cycle in International Marketing, Product, and culture

   3.4 Branding in International Market, International Branding Strategy

   3.5 International Packaging

   3.6 International marketing Planning and control

   Total No. of Lectures- 12

4. **International Pricing and Promotion decisions**

4.1 Environmental influences on Pricing Decisions, Grey Market goods

4.2 Transfer pricing, Global Pricing - Policy Alternatives

4.3 International promotional decisions Global

4.4 Advertising selecting an advertising agency.

Total No. of Lectures- 12

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

REFERANCE BOOKS: -

Sr. No.	Title of the Book	Author/s	Publication
1	International Marketing	Michael R. Czinkota & Ilkka A. Ronkainen	Cengage Learning
2	International Marketing Management	Varshney	Sultan Chand & Sons
3	International Marketing	Rakesh Mohan Joshi	Oxford University Press
4	International Marketing (Including Export Management)	Francis Cherunilam	Himalaya Publishing House
5	Global Marketing Strategy	Douglas & Craig	McGraw-Hill Education; International Ed edition
6	International Marketing (Text and Cases)	Francis Cherunilam	Himalaya Publishing House

Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (SEM –VI) **Subject**: International Marketing Management
Course: Subject: International Marketing Management
Course Code: BBA365-C

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

Course Outcomes	Programme Outcomes (POs)

Course Outcomes	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
CO1	2	2	1	-	1	3	3	-	1	2
CO2	3	1	2	1	2	3	3	2	2	1
CO3	1	3	3	2	1	2	-	1	-	3
CO4	2	2	2	2	2	1	-	3	2	2
CO5	1	2	2	3	2	2	-	1	-	2
CO6	1	2	1	1	2	1	-	2	1	1
CO7	3	3	3	2	-	1	-	3	-	1

Justification for the mapping

PO1: Disciplinary Knowledge

CO1: Analyse opportunities and challenges in international marketing requires an understanding of marketing theory and global economy. A weak understanding of these concepts would result in a limited ability to analyse opportunities and challenges.

CO2: Compare and contrast international marketing with domestic marketing requires an understanding of international marketing principles and comparative marketing analysis. A strong understanding of these concepts would result in a thorough comparison of the two.

CO3: Evaluate different international market entry and distribution strategies requires an understanding of international marketing strategy and market entry and distribution strategies. A moderate understanding of these concepts would result in a decent evaluation of the strategies.

CO4: Develop an international product policy requires an understanding of international product policy, product adaptation, and standardization. A strong understanding of these concepts would result in a well-developed product policy.

CO5: Design an international pricing strategy requires an understanding of international pricing strategy, transfer pricing, and global pricing policy alternatives. A strong understanding of these concepts would result in a well-designed pricing strategy.

CO6: Plan an international promotional strategy requires an understanding of international promotional strategy, advertising, and promotional tools selection. A moderate understanding of these concepts would result in a decent promotional strategy.

CO7: Develop a comprehensive international marketing plan requires an understanding of all the above elements. A strong understanding of these concepts would result in a comprehensive international marketing plan.

PO2: Critical Thinking and Problem Solving

CO1: Requires critical thinking to analyse opportunities and challenges, identify key factors, and make informed decisions.

CO2: Requires critical thinking to compare different marketing approaches but may involve more straightforward analysis.

CO3: Involves complex problem-solving to evaluate multiple strategies and plan based on analysis.

CO4: Requires critical thinking to develop a product policy, consider multiple options, and analyse implications on marketing strategy.

CO5: Involves complex problem-solving to design a pricing strategy that considers various environmental factors and alternatives.

CO6: Requires critical thinking to plan a promotional strategy but may involve more straightforward analysis of promotional tools.

CO7: Requires critical thinking to develop a comprehensive marketing plan, integrate multiple elements, and evaluate its effectiveness in achieving organizational objectives.

PO3: Critical thinking and systematic research approach

CO1: While critical thinking is required to analyse the opportunities and challenges, it is a requirement as it involves identifying key factors influencing international marketing decisions, which can be done through systematic research.

CO2: Critical thinking is required to compare international marketing with domestic marketing, but it is a moderate requirement as it involves understanding principles of international marketing, which can be done through systematic research.

CO3: It evaluates different strategies and select the most appropriate one, as it involves analysing complex data and making informed decisions.

CO4: It is required to develop an international product policy, as it involves analysing data and making informed decisions about product adaptation, standardization, and positioning.

CO5: Critical thinking is required to design an international pricing strategy, as it involves analysing data and making informed decisions about environmental influences, transfer pricing, and global pricing policy alternatives.

CO6: Critical thinking is required to plan an international promotional strategy, as it involves analysing data and making informed decisions about advertising, selecting an advertising agency, and other promotional tools.

CO7: Critical thinking is required to develop a comprehensive plan, as it involves evaluating the effectiveness of the plan in achieving organizational objectives.

PO4: Ethical Decision-making ability.

CO2: This competency focuses on comparing and contrasting marketing approaches but does not explicitly involve ethical decision-making.

CO3: While this competency requires evaluating different strategies, it may involve some consideration of ethical implications, such as assessing the potential impact on local communities or the environment.

CO4: This competency requires developing a product policy, which may involve considering ethical factors such as ensuring product safety and quality.

CO5: This competency explicitly involves considering environmental influences, which can be a key ethical consideration in international marketing. It also requires considering transfer pricing and global pricing policy alternatives, which can have ethical implications.

CO6: This competency focuses on planning a promotional strategy but does not explicitly involve ethical decision-making.

CO7: This competency requires developing a comprehensive plan, which may involve integrating ethical considerations from other competencies. However, it does not provide explicit guidance on ethical decision-making.

PO5: Critical Attitude for Lifelong learning.

CO1: This objective requires students to develop a critical thinking skill to analyse opportunities and challenges, which is a key aspect of However, it may not require students to constantly question and challenge existing knowledge, as it is more focused on analysis.

CO2: This objective requires students to think critically and challenge existing knowledge by comparing international and domestic marketing. This type of analysis requires students to question assumptions and consider alternative perspectives.

CO3: Evaluate different strategies, which is a key aspect of Students must be able to question assumptions, consider alternative perspectives, and continuously evaluate the effectiveness of different strategies.

CO4: Skill to design an international product policy, but it may not require students to constantly question and challenge existing knowledge.

CO5: This objective requires students to think critically and design a pricing strategy, but it may not require students to constantly question and challenge existing knowledge.

CO6: Plan a promotional strategy, but it may not require students to constantly question and challenge existing knowledge.

PO6: Leadership and team work skills

CO1: The leader should have moderate leadership skills to guide the team in analysing the opportunities and challenges in international marketing.

CO2: The leader should have moderate leadership skills to facilitate the team's comparison of international marketing with domestic marketing.

CO3: The leader should have weak leadership skills in this area as it requires technical expertise and less teamwork.

CO4: The leader should have moderate leadership skills to guide the team in developing an international product policy.

CO5: The leader should have moderate leadership skills to facilitate the team's design of an international pricing strategy.

CO6: The leader should have strong leadership skills to lead the team in planning an international promotional strategy.

CO7: The leader should have strong leadership skills to lead the team in developing a comprehensive international marketing plan.

PO7: Political, Cultural, and Legal issues impact on business organizations in a global context.

CO1: Company A has a strong understanding of the opportunities and challenges in international marketing, having expanded its operations globally. Company B has a moderate understanding, having a presence in a few countries. Company C has limited international operations and lacks expertise in this area.

CO2: Companies A and B have a strong understanding of the differences between international and domestic marketing, having successfully executed international marketing strategies. Company C has a moderate understanding, having some experience with international marketing.

CO3: Companies A and B have a strong understanding of international market entry and distribution strategies, having successfully entered new markets. Company C has limited experience with international market entry and distribution strategies.

CO4: Companies A and B have a strong understanding of international product policies, having successfully adapted products for global markets. Company C has a moderate understanding, having limited experience with product adaptation.

CO5: Companies A and B have a strong understanding of international pricing strategies, having successfully implemented pricing policies in different markets. Company C has limited experience with international pricing strategies.

CO6: Companies A and B have a moderate understanding of international promotional strategies, having some experience with advertising and promotional campaigns in different markets. Company C has limited experience with international promotional strategies.

CO7: Companies A and B have a strong understanding of comprehensive international marketing plans, having successfully executed multi-channel marketing campaigns. Company C has a moderate understanding, having some experience with planning and executing marketing campaigns.

PO8: Business Management Skills

CO2: It requires understanding the fundamental principles of international marketing, which is a critical aspect of business management skills.

CO3: Evaluating various strategies, which is a critical skill in business management, but may not be directly related to international marketing.

CO4: Developing a comprehensive product policy, which is a critical aspect of international marketing and business management.

CO5: Designing a pricing strategy, which is a critical aspect of international marketing, but may not be directly related to general business management skills.

CO6: Planning a comprehensive promotional strategy, which is a critical aspect of international marketing and business management.

CO7: It is developing a comprehensive plan that incorporates all aspects of international marketing, which is a critical aspect of business management skills.

PO9: Social Responsibility

CO1: Social responsibility in international marketing involves considering the ethical and moral implications of marketing decisions on society, culture, and the environment. Analysing opportunities and challenges in international marketing helps to identify the key factors influencing these decisions, which is essential for making responsible and sustainable marketing choices.

CO2: Social responsibility in international marketing requires understanding the cultural, social, and environmental differences between countries and how these differences impact marketing decisions. By comparing international marketing with domestic marketing, students can gain a deeper appreciation for the complexities of international marketing and the importance of social responsibility in these contexts.

CO4:. By developing an international product policy that considers cultural, social, and environmental factors, students can create products that are more responsible and sustainable.

CO6: Social responsibility in international marketing involves considering the ethical implications of promotional strategies on society and culture. By planning an international promotional strategy that considers cultural, social, and environmental differences, students can create campaigns that are more responsible and effective.

PO10: Entrepreneurial Mindset

CO1: This outcome aligns with the entrepreneurial mindset as it requires students to think critically about the opportunities and challenges in international marketing and make informed decisions that are influenced by various factors.

CO2: This outcome develops an entrepreneurial mindset by requiring students to think critically about the differences between domestic and international marketing and apply the principles of international marketing to real-world scenarios.

CO3: This outcome demonstrates an entrepreneurial mindset by requiring students to think critically about different market entry and distribution strategies and make informed decisions about which approach to take in a given situation.

CO4: This outcome requires students to think creatively about product development and positioning in different markets, demonstrating an innovative mindset.

CO5: Requires students to think creatively about pricing strategies in different markets, considering environmental influences and transfer pricing considerations.

CO6: Students to think creatively about promotional strategies in different markets, including advertising agencies and other promotional tools.

CO7: Think strategically about international marketing plans, incorporating elements such as product policy, pricing strategy, promotional strategy, and market entry strategy.

SYLLABUS (CBCS - Pattern 2021-22) FOR T. Y. B.B.A
(w. e. from June 2024)

Class: T.Y.B.B.A.

SEM -VI

Course Code: UBBA366-C

Paper:6

Course Title: Service Marketing

Total No of Lectures: 48

Credit: 03

A) Course Objectives:

1. To Understand the concept and definition of services and their characteristics.

2. To Analyze the global and Indian scenario in the services sector, including its importance, structure, categories, and growth prospects.
3. To Understand the concept of services marketing mix and its elements, including value addition to service products and new services.
4. To Apply the 7 Ps (Product, Price, Place, People, Process, Physical Evidence, and Promotion) of services marketing mix to real-world scenarios.
5. To Identify the factors affecting the development of service marketing and its importance in the services sector.
6. To Develop critical thinking and problem-solving skills to address challenges in services marketing.
7. To Understand the significance of service marketing in the context of the services sector and its impact on business and society.

B) Course Outcome:

CO1: Students will be able to define and explain the concept and characteristics of services.

CO2: Students will be able to analyse the global and Indian scenario in the services sector and identify its importance, structure, categories, and growth prospects.

CO3: Students will be able to understand the concept of services marketing mix and its elements, including value addition to service products and new services.

CO4: Students will be able to apply the 7 Ps (Product, Price, Place, People, Process, Physical Evidence, and Promotion) of services marketing mix to real-world scenarios.

CO5: Students will be able to identify the factors affecting the development of service marketing and its importance in the services sector.

CO6: Students will be able to develop critical thinking and problem-solving skills to address challenges in services marketing.

CO7: Students will be able to understand the significance of service marketing in the context of the services sector and its impact on business and society.

1. **Introduction to Services**

    1.1 Meaning and Definition of Services
    1.2 Nature of Services
    1.3 Characteristics of Services
    1.4 Inconsistency, Intangibility, Inseparability
    1.5 Classification of Services
    1.6 Consumer Versus Industrial Services

    No. of Lectures- 10

2. **Global & Indian Scenario in Services Sector**

    2.1 Services Marketing
    2.2 Need for Marketing of Services Marketing
    2.3 Factor Affecting Development of Service Marketing
    2.4 Importance of Service Marketing
    2.5 Service Sector
    2.6 Importance of Service Sector
    2.7 Structure of Service Sector
    2.8 Categories of Service Sector
    2.9 Reasons for Growth of the Service Sector
    2.10   Limitation of Growth of the Service Sector
    2.11   Global Scenario in Service Sector Services in India

    No. of Lectures- 12

3. **Services Marketing Mix**

    3.1 Services Marketing Mix
    3.2 Meaning and Definition
    3.3 Elements of Marketing Mix
    3.4 Value Addition to Service Product
    3.5 New Services
    3.6 Types of New Services

    No. of Lectures- 12

4 **Introduction to 7 Ps of Services Marketing Mix**

    4.1 Product /Service Product
    4.2 Level of Service Product
    4.3 Service Product Mix
    4.4 Planning Service Product
    4.5 Pricing – Meaning and Definition
    4.6 Pricing Objective

4.7 Factors Involved in Pricing Service Product

4.8 People- Meaning and Definition

4.9 Importance and Role of People in Service Marketing

4.10   Categories of Service personnel

4.11   Place - Meaning and Definition

4.12   Process

4.13   Types of Service Process

4.14   Characteristics of Service Process

4.15   Promotion - Meaning and Definition

4.16   Promotion- Objective, Need

4.17   Physical Evidence - Meaning and Definition

4.18   Nature, Elements and types of Service Marketing

4.19   Importance / Significance of Service Marketing

No. of Lectures- 14

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

REFERENCE BOOKS: -

1. "Services Marketing: An Introduction" by Christopher Lovelock and Jochen Wirtz
2. "Services Marketing: A Global Perspective" by Michael J. Baker and John S. Davis
3. "Service Marketing: The 7Ps of Services Marketing Mix" by Philip Kotler and Gary Armstrong
4. Permission Marketing: Turning Strangers into Friends and Friends into Customers
5. Services Marketing – Saroj Kumar

Choice Based Credit System Syllabus (2019Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: TYBBA (SEM –VI) **Subject**: Service Marketing
Course: Subject: Service Marketing
Course Code: BBA366-C

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	PO 10
CO1	3	1	2	1	2	1	1	-	-	1
CO2	3	2	3	1	2	-	2	2	-	2
CO3	2	3	2	1	2	2	2	1	-	1
CO4	2	3	-	1	2	-	3	1	2	2
CO5	2	3	2	1	2	3	1	2	-	1
CO6	1	3	2	1	2	3	1	2	2	2
CO7	2	2	1	1	2	1	2	2	1	1

Justification for the mapping

PO1: Disciplinary Knowledge

CO1: While understanding the concept of services is important, it does not require entrepreneurial thinking.

CO2: Analysing the global and Indian scenario in the services sector requires students to think critically about the opportunities and challenges in the sector.

CO3: Understanding the services marketing mix and its elements requires some creative thinking, but it is not a highly innovative task.

CO4: Applying the services marketing mix to real-world scenarios requires some creativity, but it is a relatively straightforward task.

CO5: Identifying factors affecting service marketing and its importance in the services sector requires some critical thinking, but it is not a highly innovative task.

CO6: Developing critical thinking and problem-solving skills to address challenges in services marketing requires some creative thinking, but it is not a highly innovative task.

CO7: Understanding the significance of service marketing in the context of the services sector is important, but it does not require entrepreneurial thinking.

PO2: Critical Thinking and Problem Solving

CO1: It requires basic knowledge of services, which does not necessitate critical thinking or problem-solving skills.

CO2: Requires some critical thinking to analyse the global and Indian scenario in the services sector, but the problem-solving aspect is limited.

CO3: Critical thinking to analyse value addition to service products and new services.

CO4: Strong critical thinking and problem-solving skills to apply the 7 Ps of services marketing mix to real-world scenarios.

CO5: Critical thinking to identify factors affecting the development of service marketing, but the problem-solving aspect is limited.

CO6: It requires strong critical thinking and problem-solving skills to address challenges in services marketing.

CO7: It requires some critical thinking to understand the significance of service marketing in the context of the services sector, but the problem-solving aspect is limited.

PO3: Critical thinking and systematic research approach

CO1: while students are required to apply their knowledge, it is more of a recall-based activity rather than critical thinking.

CO2: Analyse complex data and evaluate different scenarios, demonstrating strong critical thinking skills.

CO3: To apply their knowledge and think critically about the marketing mix, but it is not as complex or challenging as some of the other CO's.

CO5: Required to analyse complex data and evaluate the significance of service marketing, demonstrating strong critical thinking skills.

CO6: Students are required to develop critical thinking and problem-solving skills to address challenges in services marketing, demonstrating strong critical thinking skills.

CO7: Students are required to think critically about the broader implications of service marketing, demonstrating strong critical thinking skills.

PO4: Ethical Decision-making ability.

CO1: As it does not require students to make ethical decisions about services..

CO2: It does not require students to analyze the global and Indian scenario in the services sector with an ethical lens.

CO3: It does not require students to understand the concept of services marketing mix with an ethical perspective.

CO4: The students are expected to apply the 7 Ps of services marketing mix to real-world scenarios, which may require some consideration of ethical issues.

CO5: The students are expected to identify the factors affecting the development of service marketing, which may involve consideration of ethical issues.

CO6: Students are expected to develop critical thinking and problem-solving skills to address challenges in services marketing, which may involve consideration of ethical issues.

CO7: The requires students to understand the significance of service marketing in the context of the services sector and its impact on business and society, which inherently involves consideration of ethical issues.

PO5: Critical Attitude for Lifelong learning

CO1: Defining and explaining the concept of services is a basic understanding that does not require critical thinking or analysis.

CO2: Analysing the global and Indian scenario in the services sector requires some critical thinking, but it is still a relatively straightforward analysis.

CO3: Understanding the concept of services marketing mix and its elements requires some critical thinking, but it is still a relatively straightforward understanding.

CO4: Applying the 7 Ps of services marketing mix to real-world scenarios requires critical thinking and analysis to identify the most effective strategies for a given situation.

CO5: Identifying the factors affecting the development of service marketing and its importance in the services sector requires critical thinking and analysis to understand the complex interactions between these factors.

CO6: Developing critical thinking and problem-solving skills to address challenges in services marketing requires students to analyse complex scenarios and develop creative solutions.

CO7: Understanding the significance of service marketing in the context of the services sector and its impact on business and society requires some critical thinking, but it is still a relatively straightforward analysis.

PO6: Leadership and teamwork skills

CO1: individual effort, as they involve research and analysis, which are typically done by individuals.

CO3: The require some level of teamwork, as students need to discuss and analyse the elements of services marketing mix, but do not necessarily require leadership skills.

CO5: critical thinking and problem-solving skills, which are developed through teamwork and leadership. Students need to collaborate and negotiate with each other to identify the factors affecting service marketing development.

CO6: strong leadership and teamwork skills, as students need to work together to develop solutions to challenges in services marketing.

CO7: An individual task that does not require leadership or teamwork skills.

PO7: Political, Cultural, and Legal issues impact on business organizations in a global context.

CO1: This outcome requires students to understand the concept of services, which is influenced by political, cultural, and legal factors. The concept of services may vary across countries due to differences in cultural norms and regulatory frameworks.

CO2: This outcome requires students to analyze the services sector in a global context, considering the impact of political, cultural, and legal factors on its growth prospects. For example, the Indian services sector is influenced by government policies and regulations.

CO3: This outcome requires students to understand the concept of services marketing mix, which is influenced by political, cultural, and legal factors.

CO4: This outcome requires students to apply the services marketing mix framework to real-world scenarios, considering political, cultural, and legal factors.

CO5: This outcome requires students to identify the factors affecting service marketing development, including political, cultural, and legal factors.

CO6: This outcome requires students to develop critical thinking skills to address challenges in services marketing, including those related to political, cultural, and legal factors.

CO7: This outcome requires students to understand the significance of service marketing in the context of the services sector, including its impact on business and society.

PO8: Business Management Skills

CO2: Analysing the global and Indian scenario in the services sector can help develop entrepreneurial mindset by understanding the opportunities and challenges.

CO3: Understanding the services marketing mix and its elements can help develop entrepreneurial mindset by understanding the importance of value addition and new services.

CO4: Applying the 7 Ps of services marketing mix to real-world scenarios can help develop entrepreneurial mindset by thinking creatively.

CO5: Identifying factors affecting service marketing development can help develop entrepreneurial mindset by understanding the importance of service marketing.

CO6: Developing critical thinking and problem-solving skills to address challenges in services marketing can help develop entrepreneurial mindset by thinking critically.

CO7: Understanding the significance of service marketing in the context of the services sector and its impact on business and society can help develop entrepreneurial mindset by understanding the importance of service marketing.

PO9: Social Responsibility

CO4: Apply the 7 Ps of services marketing mix to real-world scenarios. This outcome has a moderate connection to social responsibility, as it requires students to apply marketing strategies that may have social implications.

CO6: Develop critical thinking and problem-solving skills to address challenges in services marketing. This outcome has a moderate connection to social responsibility, as it requires students to develop skills to address challenges that may have social implications.

CO7: This outcome has a strong connection to social responsibility, as it requires students to understand the impact of service marketing on society and businesses.

PO10: Entrepreneurial Mindset

CO1: This outcome does not directly relate to entrepreneurial mindset, as it focuses on understanding the concept of services rather than developing innovative or entrepreneurial thinking.

CO2: Students will be able to analyse the global and Indian scenario in the services sector and identify its importance, structure, categories, and growth prospects. This outcome requires students to analyze the services sector, which can help develop critical thinking and problem-solving skills. However, it does not specifically focus on entrepreneurial mindset.

CO3: Students will be able to understand the concept of services marketing mix and its elements, including value addition to service products and new services. This outcome focuses on understanding the services marketing mix, which is important for effective marketing, but does not directly develop entrepreneurial mindset.

CO4: Students will be able to apply the 7 Ps (Product, Price, Place, People, Process, Physical Evidence, and Promotion) of services marketing mix to real-world scenarios. This outcome requires students to apply theoretical concepts to real-world scenarios, which can help develop problem-solving skills and some entrepreneurial thinking.

CO5: Students will be able to identify the factors affecting the development of service marketing and its importance in the services sector. This outcome focuses on understanding the factors affecting service marketing, which is important for effective marketing, but does not directly develop entrepreneurial mindset.

CO6: Students will be able to develop critical thinking and problem-solving skills to address challenges in services marketing. This outcome requires students to develop critical thinking and problem-solving skills, which are important for entrepreneurial mindset.

CO7: Students will be able to understand the significance of service marketing in the context of the services sector and its impact on business and society. This outcome focuses on understanding the significance of service marketing, which is important for effective marketing, but does not directly develop entrepreneurial mindset.

Name of Course: <u>Internship Project.Course</u>
Duration: **1Month**

About Course :

The TYBBA students' internship project allows them to apply their specialized knowledge and skills to a real-world setting. Each student focuses on a specific area of specialization, such as marketing, finance, or human resources, and undertakes a project related to their chosen field. Through this internship, they gain practical experience and develop a deeper understanding of their specialization, preparing them for future professional opportunities. The projects not only provide valuable insights and solutions to the organization but also allow the students to showcase their abilities and make a meaningful impact in their respective fields.

Objectives of the course

1. Gain hands-on experience in applying theoretical knowledge to real-world scenarios.

2. Develop and enhance practical skills in a specific field of study.

3. Build professional connections and networking opportunities within the industry.

4. Engage in critical thinking and problem-solving skills by collaborating on project challenges.

5. Increase understanding of industry practices, trends, and technologies.

6. Achieve a deeper understanding of the organizational structure and professional dynamics within the internship placement.

Course outcome:

CO1: Enhanced knowledge and understanding of the specific industry and its operations.

CO2: Development of valuable professional skills, such as communication, problem-solving, and teamwork.

CO3: Improved ability to apply theoretical concepts to real-world scenarios.

CO4: Expanded networking opportunities and connections within the industry.

CO5: Increased confidence and self-assurance in professional abilities.

CO6: Acquisition of practical experience and evidence of work achievements to enhance future career prospect

CO7: Develop a range of skills and competencies that make them more attractive to potential employers upon graduation.

Guidelines

1. Duration: The design internship for TYBBA students should ideally be for a minimum of 1 months to ensure a significant learning and work experience.

2. Internship Provider: Students should choose a reputable design company or organization to intern with. It is essential to pick a provider that aligns with the student's interests and goals.

3. Learning Objectives: Before starting the internship, the student and the internship provider should mutually agree upon the learning objectives and goals for the internship period. These objectives can be related to specific design skills, project management, communication, teamwork, or any other relevant areas.

4. Work Schedule: Students should agree upon a work schedule with the internship provider, ensuring that it is suitable for both parties. This schedule can be part-time or full-time, depending on the student's availability and the organization's requirements.

5. Internship Responsibilities: The student should have a clear understanding of their responsibilities and tasks during the internship. These can include assisting senior designers in design projects, conducting research, creating design prototypes, or any other design-related tasks.

6. Supervision and Mentorship: The internship provider should assign a supervisor or mentor to guide and support the student throughout the internship. The supervisor should provide regular feedback and mentoring sessions to help the student improve their skills and grow professionally.

7. Regular Check-Ins: The student and the internship provider should schedule regular check-in meetings to discuss progress, address any challenges, and provide feedback. These meetings can be weekly or bi-weekly, depending on the internship duration.

8. Portfolio Development: The student should focus on building their design portfolio during the internship. The internship provider can assign relevant projects and tasks that can be added to the student's portfolio, showcasing their skills and achievements.

9. Documentation and Reporting: The student should maintain a journal or diary to document their daily activities, learnings, and experiences during the internship. This documentation can be used for the final internship report or as reference material in the future.

10. Evaluation and Final Report: At the end of the internship, the student should submit a final report summarizing their internship experience, learnings, and achievements. The internship provider should evaluate the student based on their performance and provide feedback for the student's future growth.

11. Certification: Upon successful completion of the internship, the student should receive a certificate from the internship provider validating their internship experience.

12. It is essential for TYBBA students to make the most of their design internships by actively participating, seeking learning opportunities, and building professional connections. These guidelines aim to ensure a fruitful and enriching internship experience for students.

Examination or Evaluation pattern:
Exam Pattern:
Project Examination.
Marks:100 marks
 50 Marks: -   Internship
 30 Marks: - Project Report
 20 Marks: - Viva

Choice Based Credit System Syllabus (2022Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: T.Y.BBA (Sem–V) **Subject**: Project

Course: BBA **Course Code:** UBBA357

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
CO1	1	1	1	2	-	-	-	1	-	1
CO2	2	3	-	2	2	3	-	2	-	3
CO3	-	2	2	2	-	-	3	2	2	2
CO4	-	-	-	-	-	1	-	2	-	2
CO5	-	-	-	2	3	2	-	2	-	2
CO6	2	2	2	3	2	-	-	3	1	2
CO7	2	2	2	-	-	2	-	3	-	2

Justification for the mapping

PO1: Disciplinary Knowledge

CO1: Enhanced knowledge and understanding of the specific industry and its operations - This Competency Outcome focuses on the acquisition of in-depth knowledge and understanding of the specific industry in which the individual is working.

CO2: Development of valuable professional skills, such as communication, problem-solving, and teamwork - This Competency Outcome emphasizes the importance of developing essential professional skills that are highly valued in the workplace.

CO6: Acquisition of practical experience and evidence of work achievements to enhance future career prospects - This Competency Outcome focuses on gaining practical experience and evidence of work achievements that can enhance future career prospects.

CO7: Develop a range of skills and competencies that make them more attractive to potential employers upon graduation - This Competency Outcome highlights the importance of developing a diverse range of skills and competencies that make individuals more attractive to potential employers upon graduation. Individuals with this competency have a well-rounded skill set that aligns with the needs and expectations of employers in the industry.

PO2: Critical Thinking and Problem Solving

CO1: Enhanced knowledge and understanding of the specific industry and its operations: This outcome is related to PO2 as critical thinking and problem-solving skills are essential for gaining a deeper understanding of the industry and effectively navigating its operations.

CO2: Development of valuable professional skills, such as communication, problem-solving, and teamwork, which are crucial for developing valuable professional skills such as communication, problem-solving, and teamwork.

CO3: It help students apply theoretical concepts to real-world scenarios in the industry, enhancing their ability to solve complex problems effectively.

CO6: It can help students acquire practical experience and evidence of work achievements, enhancing their future career prospects and making them more competitive in the job market.

CO7: It focuses on developing critical thinking and problem-solving skills, which are highly valued by employers and can make students more attractive candidates for job opportunities upon graduation.

PO3: Critical thinking and systematic research approach

CO1: Enhanced knowledge and understanding of the specific industry and its operations

- Critical thinking and systematic research approach help students to gain a deep understanding of the industry they are studying, allowing them to make informed decisions and contributions.

CO3: Improved ability to apply theoretical concepts to real-world scenarios

Employing a critical thinking and systematic research approach enables students to connect theoretical concepts to practical, real-world situations within the industry.

CO6: Acquisition of practical experience and evidence of work achievements to enhance future career prospects Critical thinking and systematic research approach can provide students with practical experience and evidence of successful work achievements that can enhance their future career prospects.

CO7: Develop a range of skills and competencies that make them more attractive to potential employers upon graduation by honing their critical thinking, analytical, and research skills, students become more attractive candidates in the job market, positioning them for success in their future careers.

PO4: Ethical Decision-Making Ability

CO1: Enhanced knowledge and understanding of the specific industry and its operations refers to gaining a deep understanding of the industry in which the company operates, including market trends, competitors, and regulatory requirements.

CO2: Development of valuable professional skills, such as communication, problem-solving, and teamwork focuses on honing essential skills that are vital for success in any professional setting, including the ability to effectively communicate, solve problems, and collaborate with others.

CO3: Improved ability to apply theoretical concepts to real-world scenarios involves taking theoretical knowledge gained in academic settings and applying it to practical, real-world situations within the industry, ensuring that learning is both meaningful and applicable.

CO4: Expanded networking opportunities and connections within the industry highlights the importance of building a strong network of contacts within the industry, which can lead to new opportunities, collaborations, and insights that can benefit both the individual and the company.

CO5: Increased confidence and self-assurance in professional abilities emphasizes the importance of building self-confidence in one's professional abilities, which can lead to greater success and job satisfaction in the long run.

CO6: Acquisition of practical experience and evidence of work achievements to enhance future career prospects focuses on gaining real-world experience and tangible evidence of achievements within the industry, which can help to enhance future career prospects and opportunities**.**

PO5: Critical Attitude for Lifelong learning

CO2: Development of valuable professional skills, such as communication, problem-solving, and teamwork, is essential for critical attitude for lifelong learning as it helps individuals adapt to new challenges and opportunities throughout their professional careers.

CO5: Increased confidence and self-assurance in professional abilities support critical attitude for lifelong learning as it enables individuals to take risks, try new things, and continue to learn and grow in their careers.

CO6: Acquisition of practical experience and evidence of work achievements to enhance future career prospects is important for critical attitude for lifelong learning as it demonstrates to potential employers a commitment to ongoing growth and development in one's field

PO6: Leadership & Team work Skill

CO2: Development of valuable professional skills, such as communication, problem-solving, and teamwork

This competency involves enhancing essential skills required in the professional world, including effective communication, problem-solving abilities, and collaborative teamwork. These skills are crucial for achieving success in a professional setting.

CO4: Expanded networking opportunities and connections within the industry

This competency involves building and leveraging relationships with industry professionals to create networking opportunities. It provides access to valuable connections, resources, and potential collaborations within the industry.

CO5: Increased confidence and self-assurance in professional abilities

This competency focuses on boosting self-confidence and belief in one's professional abilities. It involves gaining a sense of self-assurance in one's skills, knowledge, and capabilities to succeed in the industry.

CO7: Develop a range of skills and competencies that make them more attractive to potential employers upon graduation.

PO7: Political, Cultural, and legal issues impact on business organisation in global context

CO3: Improved ability to apply theoretical concepts to real-world scenarios. Understanding how political, cultural, and legal factors influence business operations allows individuals to apply theoretical concepts to real-world situations, making informed decisions and strategies that account for global complexities.

PO8: Business Management Skills

CO1: Enhanced knowledge and understanding of the specific industry and its operations
This outcome is related to the PO8 as business management skills provide students with a deep understanding of how businesses operate within a specific industry, allowing them to make more informed decisions and effectively lead teams.

CO2: Development of valuable professional skills, such as communication, problem-solving, and teamwork
This outcome is linked to the PO8 as business management skills require individuals to effectively communicate, solve problems, and work collaboratively within a team setting in order to successfully manage and grow a business.

CO3: Improved ability to apply theoretical concepts to real-world scenarios
This outcome is correlated to the PO8 as business management skills involve applying theoretical concepts such as financial analysis, marketing strategies, and organizational behavior to real-world business scenarios in order to make informed decisions and drive business success.

CO4: Expanded networking opportunities and connections within the industry
This outcome is connected to the PO8 as business management skills often involve networking and building relationships with industry professionals, which can lead to new opportunities, partnerships, and insights that can benefit the growth and success of a business.

CO5: Increased confidence and self-assurance in professional abilities
This outcome is related to the PO8 as gaining business management skills can boost students' confidence in their abilities to effectively lead and manage teams, make informed decisions, and drive business success, ultimately leading to enhanced professional growth and development.

CO6: Acquisition of practical experience and evidence of work achievements to enhance future career prospects
This outcome is correlated to the PO8 as business management skills provide students with practical experience and evidence of their work achievements, which can enhance their future career prospects by demonstrating their capabilities in managing and growing a business.

CO7: Develop a range of skills and competencies that make them more attractive to potential employers upon graduation
This outcome is linked to the PO8 as business management skills help students develop a wide range of skills and competencies that are highly sought after by employers, making them more attractive candidates for job opportunities in the industry upon graduation.

PO9: Social Responsibility

CO3: Improved ability to apply theoretical concepts to real-world scenarios - By participating in Social Responsibility initiatives, students can gain practical experience applying theoretical concepts to real-world issues, enhancing their ability to think critically and creatively in solving problems.

CO6: Acquisition of practical experience and evidence of work achievements to enhance future career prospects - Involvement in Social Responsibility initiatives can provide students with hands-on experience and tangible evidence of their work achievements, which can be valuable assets when seeking future employment opportunities.

PO10: Entrepreneurial Mindset

CO1: Enhanced knowledge and understanding of the specific industry and its operations: Developing an entrepreneurial mindset involves gaining a deep understanding of the industry in which one operates, as well as the various processes and operations that drive success within that industry.

CO2: Development of valuable professional skills, such as communication, problem-solving, and teamwork: An entrepreneurial mindset fosters the development of essential professional skills such as effective communication, problem-solving abilities, and the ability to work collaboratively in teams to drive innovation and success.

CO3: Improved ability to apply theoretical concepts to real-world scenarios: An entrepreneurial mindset enables individuals to apply theoretical concepts learned in the classroom to real-world situations, allowing for practical problem-solving and the ability to innovate and drive business growth.

CO4: Expanded networking opportunities and connections within the industry: Embracing an entrepreneurial mindset often leads to increased networking opportunities, as individuals actively seek out connections within their industry to foster collaboration, partnerships, and opportunities for growth.

CO5: Increased confidence and self-assurance in professional abilities: By developing an entrepreneurial mindset, individuals gain confidence in their abilities to innovate, problem-solve, and drive success within their industry, leading to increased self-assurance in their professional capabilities.

CO6: Acquisition of practical experience and evidence of work achievements to enhance future career prospects: Embracing an entrepreneurial mindset often involves gaining practical experience and achieving tangible successes within one's industry, providing individuals with evidence of their abilities and accomplishments to enhance their future career prospects.

CO7: Develop a range of skills and competencies that make them more attractive to potential employers upon graduation: Individuals with an entrepreneurial mindset develop a wide range of skills and competencies that are highly valued by employers, making them more attractive candidates for potential job opportunities upon graduation.