Anekant Education Society's

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

BACHLOR OF BUSINESS ADMINISTRATION

(Faculty of Commerce and Management)

CBCS Syllabus

FYBBA SEMESTER 1

FOUR YEARS HONORS DEGREE PROGRAM AS PER NATIONAL EDUCATION POLICY (NEP 2020)

To be implemented from Academic Year 2023-2024

PREAMBLE

BBA (Honors) Four Year Degree Program: The Bachelor of Business Administration (Honors) Program is four-year degree Program offered by Tuljaram Chaturchand College of Arts Science and Commerce, Baramati (Autonomous). Tuljaram Chaturchand College of Arts Science and Commerce, Baramati (Autonomous) have excellent faculty, Laboratories, Library, and other facilities to provide proper learning environment. The College is accredited by NAAC with an A + grade. The Bachelor of Business Administration (BBA) total 176 credits is designed to provide a strong practical understanding of the principles, theories and tools necessary to succeed in businesses. The BBA Program focuses on imparting to Students/Learners the ability to demonstrate leadership, understand human relationships, and problem-solving abilities essential for success in any business endeavour. While designing the BBA Program, the above facts are considered and the requirements for higher studies and immediate employment are visualized. This effort is reflected in the Vision and Mission statements of the BBA Program of course, the statements also embody the spirit of the vision of Hon'ble Dr. Avinash Jagtap, Principal of Tuljaram Chaturchand College of Arts Science and Commerce, Baramati (Autonomous)e which is to usher in — "Social Transformation Through Dynamic Education"

II. Vision Statement

The BBA Department persistently strives to grow into a distinguishable position in Management Studies to create Business Graduates to become future business leaders, entrepreneurs, socially responsible professionals who fit into the dynamic corporate world with a global outlook.

III. Mission Statement

To create academic excellence, international exposure to students to make them globally competitive managers.

IV. Eligibility: 12th Pass/ 10+2

Programme Objectives :

The aim of the course is to build knowledge and understanding business among the student. The course seeks to give detailed knowledge about the subject matter by instilling them basic ideas about business operations and decision Making. The course aims at making a conceptual orientation and equip the students with the business skills as well as prepare them for management applications. this course provides an understanding of the tasks and functions of management and to acquaint the Participants with the developments in concept, Theories and practices in the overall field of management.

Program Specific Outcome [PSOs]

At the end of this course, students should be able to:

PSO1 . Ensure and understand professional augmentation taking place in the global as well as domestic business arena.

PSO2 . To reduce the gap between industry and academia, with the right blend of theory and practice.

PSO3 . To nurture their talent for becoming good leaders and assets for an organization.

PSO4. To gain an in-depth knowledge and analytical skills which will enable them to effectively and efficiently carry out various Trade and Marketing operations of an organization in the emerging globalized environment.

PSO5. Develop Critical attitude necessary for "life-long learning" through this course

PSO6. Demonstrate an understanding of management concepts, theories, models and key business terms.

PSO7 . Apply Information Technology applications for managing the business effectively

PSO8. Understand the contemporary issues and changes in the macro environment that may have an impact on the business

PSO9. Investigate the multidimensional business problems using research-base knowledge, methods and in turn make data driven decisions.

PSO10. Make sound business decisions.

BOARD OF STUDIES OF BUSINESS ADMINISTRATION

(2022-2023 to 2024-2025)

Subject : BBA

1)	Mrs. Deepali Anpat – Chairman
2)	Ms. Amruta Parlekar - Member
3)	Ms. Anita Jarande - Member
4)	Dr. Pritam Vhora - Member
5)	- Member (Expert from SPPU, Pune)
6)	Dr. Sarang Bhola - Member (Expert from other university)
7)	Dr.S.S.Mahajan - Member (Expert from other university)
8)	Mr. Sarthak Shah –Member (Representative from Industry)
9)	Mr. Sagar Gadhave - Member (Meritorious Alumni)

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Credit Distribution structure for F.Y.B.B.A (2023 Pattern) :

Sem	Major		Minor	OE	VSC,SEC,VSEC	AEC,VEC,IKS	CC	Cum. Cr./ Sem.
1	Mandatory	Elective						
		---	---					22
	BBA-101-MJM Business Demography and Business Environmental Studies.			BBA-116-OE Business Organization and Corporate Environment	BBA-121-VCE Professional Communication Skill.	ENG-131-AEC English 1	NSS/NCC/Yoga/Cultural Activity/ Sports	
	BBA-102-MJM Financial Accounting			BBA-116-OE Business Etiquette	BBA- 126-SEC Community Work [Survey and Analysis]	BBA-137-IKS Indian Management Gurus and their contributions.		
	BBA-103-MJM Micro Economics					BBA-135-VEC Environmental Science		
	Credits : 2+2+2			Credits 2+2	Credits 2+2	Credits 2+2+2	Credits 2	
2	BBA-151-MJM Principles of Management.		BBA-161-MN Business Statistics	BBA-166-OE Emotional Intelligence	BBA-171-VSC Fundamentals of computers.	ENG-181-AEC English II	NSS/NCC/Yoga/Cultural Activity/ Sports	22
	BBA-152-MJM Principles of Finance		BBA-162-MN Business Mathematics	BBA-167-OE Risk Management	BBA-176-SEC: Industry Analysis and report.	BBA-185-VEC Environmental Science		
	BBA-161-MJM Principles of Marketing							
	Credits : 2+2+2		Credits 2	Credits 2	Credits 2+2	Credits 2+2	Credits 2	
Total Credits	Credits : 12	--	Credits : 4	Credits : 6	Credits : 10	Credits : 8	Credits 4	44

Course Structure for F.Y.B.B.A (2023 Pattern) :

Semester	Course Type	Course Code	Course Name	Theory/Practical	Credits
I	Major Mandatory	BBA-101-MJM	Business Demography and Business Environmental Studies.	Theory	2
	Major Mandatory	BBA -102- MJM	Financial Accounting	Theory	2
	Major Mandatory	BBA -103- MJM	Micro Economics	Theory	2
	Open Elective	BBA -116- OE	Business Organization and Corporate Environment	Theory	2
	Open Elective	BBA-117-OE	Business Etiquette	Theory	2
	Vocational Skill Course(VSC)	BBA-121-VCE	Professional Communication Skill.	Theory	2
	Skill Enhancement Course(SEC)	BBA-126-SEC	Community Work [Survey and Analysis]	Theory	2
	Ability Enhancement Course(AFC)	ENG-131-AEC	English 1	Theory	2
	Value Education Course(VEC)	BBA-135-VEC	Environmental Science I	Theory	2
	Indian Knowledge System (IKS)	BBA-137-IKS	Indian Management Gurus and their contributions.	Theory	2
	Co – Curricular Courses (CC)		To be selected from the Basket	Theory	2
				Total Credits for Semester I	**22**
II	Major Mandatory	BBA-151-MJM	Principles of Management	Theory	2
	Major Mandatory	BBA-152-MJM	Principles of Finance	Theory	2
	Major Mandatory	BBA-153-MJM	Principles of Marketing	Theory	2
	Minor	BBA-161-MN	Business Statistics	Theory	2
	Minor	BBA-162-MN	Business Mathematics	Theory	2
	Open Elective	BBA-166-OE	Emotional Intelligence	Theory	2
	Open Elective	BBA-167-OE	Risk Management	Theory	2
	Vocational Skill Course(VSC)	BBA-171-VSC	Fundamentals of Computers	Theory	2
	Skill Enhancement Course(SEC)	BBA-176-SEC	Industry Analysis and report.	Theory	2
	Ability Enhancement Course(AFC)	BBA-181-AEC	English II	Theory	2
	Value Education Course(VEC)	BBA-185-VEC	Environmental Science	Theory	2
	Co – Curricular Courses (CC)	--	To be selected from the Basket	Theory	2
				Theory	2
				Total Credits for Semester II	**22**
				Cumulative Credits Sem1+sem2	**44**

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

(w. e. from June, 2023)

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Name of the Programme :		**B. B. A.**
Program Code	**:**	**UBBA**
Class	**:**	**F.Y.B.B.A**
Semester	**:**	**I**
Course Type	**:**	**Major and Mandatory**
Course Name	**:**	**Business Demography and Business Environment Studies**
Course Code	**: BBA- 101-MJM**	
No. of Lectures	**: 30**	
No. of Credits	**: 2**	

A) Course Objectives:

1. To develop a knowledge base for demographic and environmental factors affecting business.

2. To make the students aware of environmental problems related to business and Commerce.

3. To inculcate values of Environmental ethics amongst the students.

4. Acquaint the Students with basic concept, Principles and functions of Management.

5. To make students aware about the recent trends in Management.

6. Creating the awareness about environmental problems among people

7. Imparting basic knowledge about the environment and its allied problems.

8. Developing an attitude of concern for the environment.

B) Course Outcomes:

CO1: Students will develop strong conceptual knowledge base for demographic and environmental factors affecting business.

CO2 : Students will also gain insights into environmental problems related to business and Commerce.

CO3 : The students will be able to understand the concept of business environment its meaning, scope and importance.

CO4 : Familiarize with the nature of Business Environment and its components.

CO5 : Able to demonstrate and develop conceptual framework of Business Environment and generate interest in business.

CO6 : Outline how an entity operates in a Business Environment.

CO7 : Apply an understanding of the different modes of engagement with markets and explore the interconnections between these and the economic, legal, governmental, political, regulatory, cultural and other environments in which expanding companies operate

Unit No.1 Introduction of Demography and Demographic Environment   12

1.1 Meaning, Definition, Need.
1.2 Importance & need of Demography Studies for Business
1.3 Scope of demography, interdisciplinary approach of demography
1.4 Components of demography: Fertility, mortality and migration
1.5 Measures to calculate fertility and mortality rate
1.6 Factors affecting fertility and mortality.
1.7 Nature, Scope & Importance Demographic Environment.
1.8 Factors of Demographic Environment

Unit No.2 Rural Development & Urbanization   08

2.1 Meaning Rural Development

2.2 Meaning, definitions of urbanization

2.3 Classification of population - Urban and rural population

2.4 Factors responsible for urbanization and problems of urbanization,

2.5 Urbanization as Behavioral concept, structural concepts, demographic concept.

2.6 Urban structure and rural structure

Unit No. 3 Environment and Environmental issues related to Business   10

3.1 Meaning and definition of environment
3.2 Types of Environments
3.3 Physical and Cultural components of environment
3.4 Need of environmental studies for Business Management
3.5 Environment factors affecting Business –Physical factors – topography, climate, minerals, water resources; Cultural factors, infrastructure – technology tradition, political, social,   education Concepts .
3.6 Global warming and Kyoto Protocol, Oil Crisis and its impact on Business

Recommended Books:

1. Population Geography : R.C. Chandana, Lyall Book Depot/ Kalyani Publishers (2006)
2. Population Geography: Qazi, S. Shah, Shargi Qazi APH Publishing Corp. New Delhi

3. Environmental Geography: Dr. Savindra Singh Prayag Pustak Bhawan
4. Geography of India: Majid Hussain Tata McGraw Hill
5. Population Geography : I Singh: Alfa Publication (2006)
6. Business Demography and Environmental studies-Miss Joshi Sunita,
Dr.Jaybhaye Ravindra- Success Publication,Pune

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

(w. e. from June, 2023)

Name of the Programme : B.B.A.
Program Code   :   UBBA
Class   : F.Y.B.B.A
Semester   : I
Course Type   : Major and Mandatory
Course Name   : Financial Accounting
Course Code   : BBA-102-MJM
No. of Lectures   : 30
No. of Credits   : 2

A) Course Objectives:

1. To enable the students to acquire sound knowledge of basic concepts of
   accounting.

2. To impart basic accounting knowledge.

3. Impart the knowledge about recording of transactions and preparation of final
   accounts.

4. To acquaint the students about accounting software packages.

5. To understanding the framework of accounting as well as accounting standard

6. The ability to understand company financial statements

7. To give the overview about financial accounting

B) Course Outcomes:

CO1: The outcome of this course is to enable the students to acquire sound
   knowledge of basic concepts of accounting & practical knowledge.

CO2: Understanding of various methods of maintaining of accounts

CO3 : Develop understanding about accounting of single-entry system and
   its difference with double entry system

CO4 : Knowledge of different accounting modules

CO5 : Knowledge of preparation of final account in organization point of

view

CO6 : Understanding of preparation of subsidiary books.

CO7 : .Knowledge of journal entries and preparing ledger account

Unit No 1 : Introduction to Financial Accounting   06

   1.1 Financial Accounting-definition and Scope,

   1.2   Objectives, Accounting concepts,

   1.3   Principles and conventions.

   1.4   Accounting Standards in general: - AS1, AS2, AS6.

Unit No 2   Recording Transactions and Preparing Final Accounts   10

   2.1   Voucher system; Accounting Process, double entry system
   2.2   Journals, Ledger, Cash Book, subsidiary books,
   2.3 Trial Balance preparation of Final Accounts of Sole
         Proprietorship (Trading and Profit & Loss Account and
         Balance Sheet)

   2.4 Preparation Of Bank Reconciliation Statement.

Unit No 3   Depreciation (Transfer of Value- Appreciation)   6

   3.1 Meaning, Need, Importance of Charging Depreciation.

   3.2 Methods of Charging Depreciation - Written Down Value, Straight
         Line Method.

Unit No 4   Accounting Software   8

   4.1 Introduction meaning and Types of Accounting Software

   4.2 Tally ERP-9 (Software Details)

   4.3 Tally- Company Creation, Group Creation, Accounting
        Voucher Creation; Recording Transactions; Preparing
        Reports, Cash Book, Bank Book, Ledger accounts, Trial
        Balance, Profit and Loss Account, Balance Sheet.

Recommended Books:

   1. Fundamentals of Accounting & Financial Analysis: By Anil Chowdhry
        (Pearson Education)

2. Business Accounting-Dr.G.M. Dumbre, Dr.Kishor Jagtap, Dr.A.H.Gaikwad, Dr.N.M.Nare-Success Publication,Pune

3. Financial accounting: By Jane Reimers (Pearson Education)

4. Accounting Made Easy By Rajesh Agarwal & R Srinivasan (Tata McGraw –Hill)

5. Financial Accounting For Management: By Amrish Gupta (Pearson Education)

6. Financial Accounting For Management: By Dr. S. N. Maheshwari (Vikas Publishing)

7. Advanced Accounts – M.C. Shukla and S P Grewal (S.Chand & Co., New Delhi)

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

(w. e. from June, 2023)

Name of the Programme :   **B.B.A.**
Program Code   :   **UBBA**
Class   : **F.Y.B.B.A**
Semester   : **I**
Course Type   : **Major and Mandatory**
Course Name   : **Micro Economics**
Course Code   : **BBA-103-MJM**
No. of Lectures   : **30**
No. of Credits   : **2**

A) Course Objectives:

   1. To expose students to basic micro economic concepts.

   2. To apply economic analysis in the formulation of business policies.

   3. To use economic reasoning to problems of business.

   4. To study the basic cost structure.

   5. To analyze various types of elasticity and changes in business decisions accordingly.

   6. To analyze changes in demand pattern and decisions related to it.

   7. To study the various factors involved actively in Micro economics.

B) Course Outcomes:

CO1: The outcome of this course is to expose students to basic micro economic concepts.

CO2 : Student will be able to understanding the relationship in Economics and Business Development.

CO3: Students will be able to study the changes in business decisions with changes in environmental factors.

CO4 : Student will be able identify role of economics in society development.

CO5 : Student will be able to identify how economy works.

CO6 : Student will be able to analyze various economic problems and their causes.

CO7: Students will be able to identify the factors responsible for stable and growing economy.

Unit No. 1 Introduction to Economics 5

1.1 Meaning, Nature and Scope of Business Economics – Micro and Macro.
1.2 Basic Economic Problems.
1.3 Types of markets. And Market forces in solving economic problems.
1.4 Circular Flow of Income and Expenditure

Unit No. 2 Demand and Supply Analysis 5

2.1 Concept of Demand and demand Law.
2.2 Elasticity of Demand and their types.
2.3 Revenue Concepts - Total Revenue, Marginal Revenue, Average Revenue
2.4 Concept of Supply and Supply Law.
2.5 Factors affecting Supply.

Unit No 3 Cost Analysis 10

3.1 Concept of Cost.
3.2 Types of Cost.
3.3 Pricing under various market conditions.
3.4 Pricing Strategies used in Perfect Competition.
3.5 Price Determination under Monopoly.
3.6 Price determination under monopolistic condition.

Unit No. 4 Distribution Theory 10

4.1 Marginal Productivity Theory of Distribution
4.2 Rent: Modern Theory of Rent
4.3 Wages: Wage Determination under Imperfect Competition - Role of Trade Union and Collective
   Bargaining in Wage Determination
4.4 Interest: Liquidity, Preference Theory of Interest Profits: Dynamic, Innovation, Risk - Bearing and Uncertainty Bearing

Recommended Books:

1. Textbook of Economic Theory - Stonier and Hague; Longman Green and Co., London.

2. Introduction to Positive Economics - Richard G. Lipsey

3. Business Economics (Micro) - Dr. Girijashankar; Atharva Prakashan, Pune.

4. Micro Economics - M. L. Seth 5. Micro Economics - M. L. Jhingan; Vrinda Publications, New Delhi. 6.

Managerial Economics - Theory and Application - D. M. Mithani

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

(w. e. from June, 2023)

Name of the Programme : B.B.A.
Program   Code   : UBBA
Class   : F.Y.B.B.A
Semester   : I
Course Type   : Open Elective (OE)
Course Name   : Business Organization and Corporate Environment
Course Code   : BBA-116-OE
No. of Lectures   : 30
No. of Credits   : 2

A)   Course Objectives:

1.   To give the Practical knowledge of Business Organization & System and corporate environment

2.   To make the students aware about various activities of business, business practices and recent trends in business world.

3.   To study the challenges before the business and setting up of a business enterprise.

4.   To develop the spirit of entrepreneurship among the students.

5.   To develop students professionally handle business issue.

6.   To develop socially ethically responsible business leader

7.   To develop students to be better team worker.

B) Course Outcome:

CO1:The main outcome of this course is to aware students about various activities of business, business practices and recent trends in business world.

CO2 : An understanding of the nature, objective and social responsibilities of business

CO3 : An ability to describe the different forms of business

CO4 : An understanding of different forms of business organization.

CO5 : The students will have general idea of operation in business

CO6 : The individual will be capable of analyzing, investigating and solving business problem

CO7 : The individual analyze the source of wealth creation

Unit 1 Introduction to Business   8

1.1 meaning of Business, Nature, scope, Characteristics of Business, Objectives of Business, Essential of successful Business. Concept of business organization.

1.2 Recent Trends- Mergers and Acquisitions, Networking, Franchising. BPOs and KPOs, E-Commerce. Online trading, Patents, trademarks and Copyrights.

Unit 2 Forms of Business Organizations   6

2.1 Forms of Business Organizations -Sole proprietorship, Partnership Firm, Joint stock company, co-operative s –Definition, Features, Merits and Demerits.

Unit 3 Setting up of a Business Enterprise   6

3.1 Decision in Setting up of an Enterprise, Opportunity and ides generation, Role of creativity and innovation. licening and basic legal formalities to start a new business and challenges before the business and setting up of a business enterprise

3.2 Project Report- Business Size and Location decisions, Factors to be considered in starting a new unit, Government policies.

Unit 4 study of Domestic and Foreign Trade and corporate environment   10

4.1 Domestic Trade-concept of domestic Wholesale and Retail Trade

4.2 Foreign Trade-concept of export import, export and import procedure.

4.3 Corporate capital -Share capital-meaning, types of share merits, demerits

4.4 Corporate Meetings**:** Meeting-Meaning and Definition. Types of meeting Statutory meeting, Annual   General Meeting, Extraordinary General Meeting. Board Meeting and Resolution

Recommended Books:

1. Modern Business Organization - S.A. Sherlekar

2. Industrial Organization Management - Sherlekar

3. Business Organization and management – Y.K. Bhus han

4. Business Organization and system – Dr.M.V.Gite, Dr.R.D.Darekar,
   Prof.S.N.Nanaware, Dr.V.D. Barve- Success Publication,Pune

5. Business Environment - F. Cherunilam.

6. Business Organization & Management – C.B. Gupta.

7. Entrepreneurial Development – S.S. Khanna.

8. Organizing and Financing of Small scale Industry – Dr. V. Desa

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

(w. e. from June, 2023)

Name of the Programme : **B.B.A.**
Program Code : **UBBA**
Class : **F.Y.B.B.A**
Semester : **I**
Course Type : **Open Elective (OE)**
Course Name : **Business Etiquette**
Course Code : **BBA-116-OE**
No. of Lectures : **30**
No. of Credits : **2**

A) Course Objectives:

1. To define professional behavior and suggest standards of appearance, action, and attitude in a business environment.

2. Describe appropriate office dress.

3. Successfully navigate a business meal.

4. Develop an action plan to improve personal professionalism.

5. Business etiquette is imperative for building up good business relationships that are important for achievement and success.

6. To learn the principles of business etiquette and professional behavior

7. To understand the etiquette for making business correspondence effective.

8. To be able to present yourself confidently in various business situations.

9. Develop awareness of dining and multicultural etiquette.

B) Course Outcomes:

CO1: To understand the concept of Business Etiquette.

CO2 : To understand various kinds of etiquette.

CO3 : To understand the importance of Body Language.

CO4 : To improve the interaction that makes workplace services a creative place.

CO5 : Demonstrate an understanding of professionalism in terms of workplace behaviors and workplace relationships.

CO6 : Adopt attitudes and behaviors consistent with standard workplace
   expectations.

CO7: Presenting oneself with finesse and making others comfortable in business.

CO8 : Developing basic life skills or etiquette in order to succeed in corporate
   culture.

Unit No.1 Introduction to Etiquette   **8**

1.1 Introduction, modern etiquette and its benefits.

1.2 Classification of etiquette -. Manners, Poor manners are noticed in the youth,

1.3 Why should you practice good manners? Practicing good manners.

Unit No.2 Classification of Etiquette   **12**

2.1 Work Etiquette- -Making Introduction with Ease, applying titles and forms
   of address, remembering names, Speaking and Listening-KISS principles in
   communication.

2.2 Dining Etiquette- Coming to the table -Behaving after you are seated- Beginning
   the meal in Formal table settings -Managing meals, Distinguishing Between
   American and Continental Dining Styles, eating with grace, coping with
   difficult-to-eat foods and unusual utensils, Managing Dining Mishaps.

2.3 Dress Etiquette- Dealing with dress codes- Defining 'business casual' and
   'casual', Formal business clothes for men and women, Personal hygiene and
   Grooming.

Unit No 3: Body Language   **10**

3.1 Introduction-Body talk – Origin of Body language- Voluntary and involuntary
   body language -Forms of Body language -Parts of Body language- Uses of Body
   languages-Body language in building interpersonal relations-Body language in
   building industrial relations-reasons to study body language-improving your
   body language- Kinds of Hand Shake, four territory zones, Kinds of postures,

3.2 Gender differences- -Shaking hands with Women -Developing confidence with
   correct body language.

3.3   Skill Development: Role play activity in Dining etiquette practices.
   Drawing an illustration of Table setting., Group presentation of Etiquetts in

different countries.

Recommended Books:

1. Alex K (2010) Soft Skills, New Delhi: S Chand & Company Ltd.

2. Fox Sue (2010) Business Etiquette for Dummies, New Jersey: Wiley Publications.

3.Kumar Suresh E, Shreehari P, Savithri J (2010) Communication Skills and Soft Skills: An IntegratedS Approach, Chennai: Pearson Education.

4.Pachter Barbara &Cowie Denis (2013) Essentials of Business Etiquette, New York: McGraw Hill Education.

(w. e. from June, 2023)

Name of the Programme	: **B.B.A.**
Program Code	: **UBBA**
Class	: **F.Y.B.B.A**
Semester	: **I**
Course Type	: **Vocational Skill Courses (VSC)**
Course Name	: **Professional Communication Skill**
Course Code	: **BBA-121-VSC**
No. of Lectures	: **30**
No. of Credits	: **2**

A) Course Objectives:

1. To give detailed understanding about business environment and organization structures.
2. To develop an entrepreneurial attitude among the students.
3. To make students capable of becoming dynamic managers, capable of takingvarious decisions and communicating effectively to different groups of people.
4. To understand and gain knowledge of various manufacturing and service industries.
5. Understand and apply communication theory.
6. Critically think about communication processes and messages.
7. Interact skilfully and ethically.

B) Course Outcomes:

CO1: Develop a resume for oneself.

CO2 : Ability to handle the interview process confidently Learn the subtle nuances of an effective group discussion.

CO3 : Communicate fluently and sustain comprehension of an extended discourse.

CO4: Demonstrate ability to interpret texts and observe the rules of good writing.

CO5: To communicate contextually in specific personal and professional situations with courtesy.

CO6: To inject humors in their regular interactions.

CO7: To Develop Coherence, Cohesion and Competence in Oral Discourse through Intelligible Pronunciation.

CO8: Identify Common Errors and Rectify Them

Unit No 1 : Introduction to Communication.   **8**

    1.1 meaning and definition. Process and elements in communication process.

    1.2 Need of effective communication

    1.3 Principles of Effective communication.

    1.4 Role of Communication in social and economic system

    1.5 Barriers to communication and over comings

Unit No 2 : Methods and types of Communication   **10**

    2.1 Methods of Communications: Linguistics, Non- Linguistics and Para- Linguistics.

    2.2 Verbal and Nonverbal communication.

    2.3   Oral Communication

        2.3.1   Meaning, nature and scope - Principles of effective oral communication. Techniques of effective speech - Media of oral communication (Face-to-face conversation - Teleconferences – Press Conference – Demonstration - RadioRecording - Dictaphone, Phonetics and its application in oral communication.

        2.3.2   Rumor - Grapevine - Group Discussion

        2.3.3   The art of listening - Principles of good listening.

Unit No.3 : Application of Writing and Communication Skills in Business Organization

                                                                       12

    3.1Standard Formats of Business Letter.

        3.1.1 Need and functions of business letters - Planning & layout of business letter -Kinds of business letters - Essentials of effective correspondence.

3.2 Resume Writing

3.3 Email Writing

3.4 Modern office Communication

      3.4.1 Electronic communication – Telephone, EPBAX System   Tele-

         Conferencing answering machines, E-mail, voice-mail,Fax, Internet, Audio-

         Visual aids etc.

  3.5 Group Decision-Making Process.

Recommended Books:

1.Business Communication - K. K. Sinha - Galgotia Publishing Company, New Delhi.
2.Media and Communication Management - C. S. Rayudu - Himalaya

   Publishing House,Bombay.

3. Essentials of Business Communication - Rajendra Pal and J. S. Korlhalli -
Sultan Chand& Sons, New Delhi.
4. Business Communication (Principles, Methods and Techniques) Nirmal
Singh - Deep &Deep Publications Pvt. Ltd., New Delhi.
5. Business Communication - Dr. S.V. Kadvekar, Prin. Dr. C. N. Rawal and
Prof. RavindraKothavade - Diamond Publications, Pune.
6. Business Correspondence and Report Writing - R. C. Sharma, Krishna
Mohan - TataMcGraw-Hill Publishing Company Limited, New Delhi.
7. Communicate to Win - Richard Denny - Kogan Page India Private Limited, New Delhi.
8. Modern Business Correspondence - L. Gartside - The English Language
Book Societyand Macdonald and Evans Ltd.
9 Business Communication - M. Balasubrahmanyan - Vani Educational Books.

Name of the Programme : B.B.A.
Program Code   : UBBA
Class   : F.Y.B.B.A
Semester   : I
Course Type   : Skill Enhancement Courses (SEC)
Course Name   : Community Work-I   [Survey and Analysis]
Course Code   : BBA-126-SEC
No. of Lectures   : 30
No. of Credits   : 2

A)   Course Objectives:

1.   To understand the role of Government in Education and Environmental awareness, etc.

2.   To make students aware about various NGOs working towards Education and Environmental awareness, etc.

3.   To create a sense of empathy, sensitivity towards unprivileged elements of the society.

4.   To create an urge in the students in contributing towards community development.

5.   To encourage students to adopt practices contributing to less carbon footprints.

6.   To have a holistic development of students through social activities.

7.   To create a responsible citizen toward societal development along with their own development.

B)   Course Outcome:

CO1: Understand the role of Government in Education, Environmental awareness, etc.

CO2 : Creating awareness about various NGOs working towards Education and Environmental awareness, etc.

CO3 : Create a sense of sensitivity towards unprivileged elements of the society.

CO4 : Participating in various social activities for education and environmental awareness.

CO5 : Indemnifying pollution free practices.

CO6 : Develop students holistically.

Unit No. 1 Community work through Education   **8**

    1.1 Teaching at Schools, Teaching at Orphanages, Teaching to poor children.

    1.2 study the role of government in the education sector.

    1.3 study the NGOs particularly working in education sector

Unit No. 2 : Community Work for Slums   **6**

    2.1 Learn the government facilities, NGOs which are working for the slums and try to connect to any NGO to study their work pattern .

Unit No.3 : Community Work for Environment   **8**

    3.1 Role of Govt. and NGOs which are working to save the environment, Initiatives like Clean your city drive, Cycle Day, Awareness of Dry and wet waste classification, Tree Plantation Drive, Environment awareness activities.

Unit No 4: Community Work Participation: **8**

    4.1 Participate in community service trips/events organized at institute, state level etc.

    4.2 Volunteer at events like fundraising activities, fairs, festivals, slums, nonprofit organization

    4.3 Submit a report on a particular type of Community work related to Entrepreneurship Development activity.

Recommended Books:

1   Rhonda Phillips, Rtreboniooti An Introduction to Community Development 2014

2   Manohar S. Pawar Community Development in Asia and The Pacific 200

Online Resources:

Website address

1 https://community-wealth.org/sites/clone.community-

wealth.org/files/downloads/tool-enterprise-directory.pdf

2 https://www.ahaprocess.com/solutions/community/events-resources/free-

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

(w. e. from June, 2023)

Name of the Programme: B.B.A.
Program Code : UBBA
Class : F.Y.B.B.A
Semester : I
Course Type : Indian Knowledge System (IKS)
Course Name : Indian Management Gurus and their contributions.
Course Code : BBA-137-IKS
No. of Lectures : 30
No. of Credits : 2

A) Course Objectives:

1. To give knowledge on the ethical values which helps in creating excellent business leaders.

2. To study the Indian management gurus and their contribution in management practices

3. To study resource management techniques implemented by various leaders.

4. To study methods of crises management.

5. To identify the methodology for brain storming and decision making adopted by Indian Leaders

B) Course Outcome:

CO1: Provide ethical and excellent leadership to an organization

CO2: Manage the business activities by following the ethical ways of doing business.

CO3 Manage and allocate resources in an optimum manner.

CO4 : To execute leadership in critical situations.

CO5: To learn management practices by different leaders.

Unit No.1 : Ratan Tata – Great Indian Industrialist   6

        1.1. History

        1.2. Contribution,

1.3. Case study.

Unit No 2 : Shiv Khera : Great motivational speaker   6

    2.1 History

    2.2 Contribution,

    2.3 Case study.

Unit No 3 : N.R.Nrayana Murthy: Indian Billionaire Businessman   6

    3.1 History

    3.2 Contribution,

    3.3 Case study.

Unit No 4 : C.K.Prahalad: Indian American Entrepreneur and Author   6

    4.1 History

    4.2 Contribution,

    4.3 Case study.

Unit No 5.   Ashwin Srdana : Youngest Entrepreneur and Business Tycoon in India   6

    5.1 History

    5.2 Contribution

    5.3 Case Study.

Online resources :

https://www.jagranjosh.com/articles/top-10-management-gurus-of-all-time-1471419360-1

https://www.founderjar.com/top-entrepreneurs-of-india/

https://www.topexpertsa2z.com/2017/01/management-gurus-and-their-contributions.html

https://www.scribd.com/doc/49579485/Contributions-of-Management-Gurus-to-Total-Quality-Management

https://www.toolshero.com/toolsheroes/c-k-prahalad

https://globalgurus.org/management-gurus-30-2020/#:~:text=Philip%20Kotler,School%20of%20Management%20in%20Chicago.

Examination Pattern / Evaluation Pattern

Teaching and Evaluation (for Major, Minor, AEC, VEC, IKS courses)

Course Credits	No. of Hours per Semester Theory/Practical	No. of Hours per Week Theory/Practical	Maximum Marks	CE 40 %	ESE 60%
1	15 / 30	1 / 2	25	10	15
2	30 / 60	2 / 4	50	20	30
3	45 / 90	4 / 6	75	30	45
4	60 / 120	4 / 8	100	40	60

Teaching and Evaluation (for VSC, SEC & CC courses)

- Evaluation to be done by Internal & External Experts
- No descriptive end semester written examination
- Evaluation to be done at Department level preferably prior to commencement of Theory /Practical Examinations
- Evaluation to be done on the Skills gained by student

Anekant Education Society's

Tuljaram Chaturchand College of Arts Science and Commerce, Baramati

(Autonomous)

Department of Business Administration

Course Structure for F.Y.B.B.A (2023 Pattern)

Semester	Course Type	Course Code	Course Name	Theory/Practical	Credits
1	Major Mandatory	BBA-101-MJM	Business Demography and Business Environmental Studies.	Theory	2
	Major Mandatory	BBA -102- MJM	Financial Accounting	Theory	2
	Major Mandatory	BBA -103- MJM	Micro Economics	Theory	2
	Open Elective	BBA -116- OE	Business Organization and Corporate Environment	Theory	2
	Open Elective	BBA-117-OE	Business Etiquettes	Theory	2
	Vocational Skill Course(VSC)	BBA-121-VCE	Professional Communication Skill.	Theory	2
	Skill Enhancement Course(SEC)	BBA-126-SEC	Community Work [Survey and Analysis]	Theory	2
	Ability Enhancement Course(AFC)	ENG-131-AEC	Functional English 1	Theory	2
	Value Education Course(VEC)	BBA-135-VEC	Environmental Science I	Theory	2
	Indian Knowledge System (IKS)	BBA-137-IKS	Indian Leaders and Leadership Practices	Theory	2
	Co – Curricular Courses (CC)		To be selected from the Basket	Theory	2
	for Semester 1			**Total Credits**	22
II	Major Mandatory	BBA-151-MJM	Principles of Management	Theory	2
	Major Mandatory	BBA-152-MJM	Principles of Finance	Theory	2

	Major Mandatory	BBA-153-MJM	Principles of Marketing	Theory	2
	Minor	BBA-161-MN	Principles of Human Resource Management	Theory	2
	Open Elective	BBA-166-OE	Emotional Intelligence	Theory	2
	Open Elective	BBA-167-OE	Risk Management	Theory	2
	Vocational Skill Course(VSC)	BBA-171-VSC	Statistics for Business Applications	Theory	2
	Skill Enhancement Course(SEC)	BBA-176-SEC	Industry Analysis And desk research.	Practical	2
	Ability Enhancement Course(AFC)	BBA-181-AEC	Functional English II	Theory	2
	Value Education Course(VEC)	BBA-185-VEC	Digital and Technological Solutions	Theory	2
	Co – Curricular Courses (CC)	--	To be selected from the Basket	Theory	2
Credits for Semester 2				**Total**	22
Credits Sem1+sem2				**Cumulative**	**44**

Name of the Programme: B.B.A.

Program Code: UBBA

Class: F.Y.B.B.A

Semester: II

Course Type: Major Mandatory

Course Name: Principles of Management

Course Code: BBA-151-MJM

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives:

1. To understand basic management functions.

2. The ability to explain the process of planning and decision making

3. To understand role of Manager in Business Organization.

4. To give historical perspective of Management.

5. Students will also gain some basic knowledge of recent trends and international aspects of management.

6. The ability to explain Modern Management Changes and Crisis.

B) Course Outcome:

CO1: Identify and apply appropriate management techniques for managing business.

CO2: Have a conceptual knowledge about the planning and decision making.

CO3: Integrate management principles into management practice

CO4: Specify how the managerial tasks of planning, organizing, and controlling can be executed in a variety of circumstances.

CO5: The ability to understand the requirement of good control system and control techniques.

CO6: Demonstrate the techniques for controlling and coordination

Unit No. 1 Nature of Management

1.1 Meaning, Definition, Nature, Importance & Functions of Management

1.2 Management an Art, Science & Profession

1.4 Role of Manager in Business Organization.

1.5 Management and Administration

1.6 Principles of Management.

No. of Lectures 6

Unit No. 2 Evolution of Management Thoughts

2.1 Contribution of F. W. Taylor, Henri Fayol, Elton Mayo, and Chester Barnard & Peter

Drucker to the management thought.

2.2 Various approaches to management (i.e. School of Management thought) Indian management   Thought.

2.3 Holistic Approach

No. of Lectures 6

Unit No. 3 Functions of Management

3.1 **Planning**- Meaning, Definition and Importance.

3.2 **Organizing**- Meaning, Definition and Importance.

3.3 **Staffing**- Meaning, Definition and Importance.

3.4 **Direction-** Meaning, Definition and Importance**.**

3.5 **Controlling-** Meaning, Definition and Importance**.**

No. of Lectures 10

Unit No. 4 Recent Trends in Management

4.1 Management of change, crisis.

4.2 TQM, stress, International Management.

4.3 Modern Management Behavior in Decision Making.

No. of Lectures 8

Evaluation

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

Recommended Books:

1. Management Theory & Practice – J.N. Chandan

2. Essential of Business Administration – K. Aswath apa, Himalaya Publishing House

3. . Principles & Practice of management – Dr. L.M. P rasad, Sultan Chand & Sons – New Delhi

4. Business Organization & management – Dr. Y.K. Bhushan.

5. Principles of Management, By Tripathi, Reddy Tata McGraw Hill

6. Business organization and management by Talloo by Tata Mc Graw Hill

7. Business Organization & Management – C.B. Gupta

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

<div align="center">(As PerNEP2020)</div>

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

Class: FYBBA (Sem –II)   **Subject**: Principles of Management

Course: Principles of Management   **CourseCode**: BBA-151-MJM

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

<div align="center">**Justification for the mapping**</div>

PO1: Disciplinary Knowledge

CO1: Students will Identify and apply appropriate management techniques for managing business. this outcome is directly related to the application of knowledge for business practices .

CO2: Students will understand different planning methodologies and decision-making models allow individuals to make informed choices and develop effective strategies to achieve organizational objectives.

CO3: Course outcome emphasizes the application of knowledge gained during the course to practical scenarios, ensuring that management principles are put into action to drive positive outcomes for the organization.

CO4: Course outcome highlights the ability to apply knowledge about managerial tasks in diverse Circumstances.

CO5: Student will understand the requirement of a good control system and control techniques is vital for implementing effective business practices

CO6: Course outcome will focuses on the application of techniques for controlling and coordination in business settings. By demonstrating these techniques, individuals showcase their ability to apply knowledge to effectively manage and coordinate activities within an organization, fostering efficiency, collaboration and achievement of desired outcomes.

PO2: Critical Thinking and Problem Solving

CO1: This knowledge helps students to analyze different situations in a business context and determine the most suitable management techniques to achieve desired outcomes.

CO2: Course contents helps to develop a conceptual knowledge about planning and decision making involves learning and understanding different management concepts, theories, and models related to these areas.

CO3: Students will acquire knowledge about management concepts; theories, models, and key business terms, individuals can effectively apply these principles in real-world business scenarios, aligning their actions with established management practices.

CO4: Students will analyze different situations and applying their knowledge, they can determine the most appropriate methods for planning, organizing, and controlling within various contexts.

CO5: This course knowledge enables individuals to comprehend the importance of implementing an effective control system and applying appropriate control techniques to monitor and regulate business operations.

CO6: Students will demonstrate techniques for controlling and coordination relies on understanding and applying management concepts, theories, models, and key business terms.

PO3: Critical thinking and systematic research approach

CO1: Critical thinking is involved in identifying and selecting the most appropriate management techniques for specific business situations. It requires evaluating different options, considering their pros and cons, and making informed decisions based on logical reasoning and analysis.

CO2: Critical thinking is essential in conceptualizing planning and decision-making processes. It involves analyzing different theories, models, and concepts related to planning and decision making and understanding their underlying principles and assumptions.

CO3: Students will integrate management principles into practice require critical thinking skills to analyze and evaluate how these principles can be effectively applied in real-world business scenarios. It involves considering various variables, constraints, and trade-offs to develop practical solutions.

CO4: Critical thinking plays a crucial role in specifying how managerial tasks can be executed in diverse circumstances. It involves analyzing the unique characteristics and challenges of each circumstance and developing tailored approaches and strategies accordingly

CO6: Critical thinking is involved in demonstrating techniques for controlling and coordination. It requires analyzing complex situations, identifying potential issues and challenges, and developing strategies to effectively control and coordinate activities.

PO4: Ethical Decision making ability.

CO1: Students will understand Ethical decision-making is crucial when selecting and applying management techniques.

CO2: Students will understand Ethical decision-making is embedded within the planning and decision-making process.

CO4: Ethical decision-making is critical in executing managerial tasks ethically. When planning, organizing, and controlling activities, managers need to consider ethical implications and ensure that their actions are in line with ethical standards and organizational values.

CO5: Ethical decision-making is important in understanding the requirements of a good control system.

CO6: Ethical decision-making is inherent in demonstrating techniques for controlling and coordination.

PO5: Critical Attitude for Lifelong learning.

CO1: Students will have a critical attitude for lifelong learning means continuously questioning and evaluating existing management techniques

CO2: A critical attitude for lifelong learning encourages individuals to critically examine different planning and decision-making models, theories, and frameworks

CO3: A critical attitude for lifelong learning means critically examining management principles and their applicability in real-world situations.

CO4: Course outcome involves critically analyzing different circumstances, considering external factors, and continuously seeking ways to adapt planning, organizing, and controlling techniques to achieve better results.

CO5: Course outcome involves staying updated with advancements in technology, industry practices, and regulatory requirements, and being open to adopting new control systems and techniques that improve organizational performance and compliance.

CO6: .It encourages students individually to critically assess their strengths and weaknesses, seek feedback from others, and actively seek opportunities for self-improvement through continuous learning and development.

PO6: Leadership and team work skills

CO2: Planning and decision-making are fundamental leadership skills and involve considering different Perspectives, gathering input from team members, and reaching consensus.

CO3: Student will Integrate management principles into practice is essential for effective leadership.

CO4: Student will understand how managerial tasks can be executed in different circumstances helps teams adjust their approach based on the specific needs and challenges they face.

CO5: Students need to understand the requirement of a good control system and control techniques to monitor progress, evaluate performance, and ensure accountability.

CO6: Controlling and coordination are crucial leadership skills

PO7: Political, cultural, and legal issues impact on business organizations in a global context.

CO1: Student will understand political, cultural, and legal issues are crucial for effective management in a global context.

CO4: Political, cultural, and legal influences can significantly impact how planning, organizing, and controlling are carried out in different global circumstances

CO6: Effectively controlling and coordinating activities across different cultures, legal systems, and political environments requires an understanding of how these factors impact organizational dynamics

PO8: Business Management Skills

CO2: Course outcome will developed a conceptual understanding of these processes enables managers to make informed decisions and set strategic goals for their organizations.

CO4: Planning, organizing, and controlling are key managerial tasks that need to be executed in different circumstances

CO5: A good control system is crucial for effective business management. Understanding the requirements of such a system helps managers monitor performance, identify areas for improvement, and implement appropriate control techniques to achieve desired outcomes.

PO9: Social Responsibility

CO2: Course outcome will help to make decisions and planning for the future, managers with a conceptual knowledge of social responsibility can consider the potential impacts on various stakeholders and choose actions that align with ethical and socially responsible practices.

CO4: Course outcome will help within the context of social responsibility; managers must plan, organize, and control operations in a way that promotes ethical behavior, sustainability, fairness, and community well-being

PO10 Entrepreneurial Mindset

CO1: Student will have an entrepreneurial mindset involves being proactive, innovative, and seeking opportunities.

CO2: Student will have a conceptual knowledge about planning and decision-making from an entrepreneurial perspective involves considering risks, rewards, and potential innovations when creating plans and making decisions for a business venture.

CO4: Course outcome will Specify how managerial tasks of planning, organizing, and controlling can be executed with an entrepreneurial mindset involves being open to adjusting plans, being resourceful in organizing and utilizing available resources, and demonstrating adaptability in controlling and adjusting strategies based on changing circumstances.

Name of the Program me: B.B.A.

Subject: Principles of Finance

 Program: UBBA

Class: F.Y.B.B.A

Semester: II

Course Type: Major mandatory

Course Name: Principle of Finance

Course Code: BBA-152-MJM

No. of Lectures: 30

No. of Credits: 2

A] Course Objectives:

1. To provide understanding of nature, importance, structure of finance related areas.
2. To impart knowledge regarding sources of finance for a business.
3. To understand role and importance in business Ability to understand implication of finance on business
4. To understand role and need of source of finance How different determinants of size and type of business Sources of business finance
5. To learn about imp features and their applications considering their requirements in business
6. To Understand how basic financial structure is designed To know what are the Constituents a financially sound business units
7. Analytical ability to understand implications of various constituents of capital units
8. To understand new and emerging trends in business finance Ability to understand about current issues related with new trends in business finance

B] Course Outcome:

CO1: The outcome of this course is to make student capable to use knowledge of the sources of finance & optimal capital structure in business.

CO2: To develop Competence to apply various concepts in finance for decision making

CO3: To develop rational understanding regarding role and utility of different sources of finance

CO4: To understand importance of rational and sound financial structure To understand role of capital as a determinant business success

CO5: To have right understanding how modern business is changing and what are the new trends in business finance

CO6: To know what are the constituents financially sound business units

CO7: Ability to understand about current issues related with new trends in business finance

CO8: Understand the role and importance of finance in business

CO9: Understand the emerging trend in business finance

UnitNo.1 Introduction

1. Finance- Definition- Nature and scope of finance function, Financial Management –Meaning, Approaches:-Traditional, Modern

1. Role of finance manager.

No. of Lectures8

UnitNo.2 Sources of Finance

1. External:-Shares, Debentures, Public Deposits, Borrowing from banks:-meaning, types, advantages and limitations of these sources.
2. Internal:-Reserves and surplus, Bonus shares, Retained earnings, Dividend policy; Meaning, advantages and limitations of these sources.

No. of Lectures12

Unit No.3 Capital Structure

1. Meaning- criteria for determining capital structure ,Factors affecting capital structure
2. Capitalization:-Meaning Over capitalization and Under Capitalization-meaning, causes, consequences, Remedies

No. of Lectures 6

Unit No.4 Capital Budgeting

Various capital budgeting techniques- Traditional and Discounting

Unit No.4 Recent Trends and Cases in business finance

1. Fin tech, Investment Banking, Neo Banks, discuss current Finance cases in class   meaning and nature of Venture Capital, Leasing, Microfinance   Mutual Fund

No. of Lectures 4

Evaluation

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

BOOKS RECOMMENDED

1. P.V.Kulkarni- Financial Management- Himalaya Publishing House, Mumbai.
2. S.C.Kucchal- Corporation Finance- Chaitanya Publishing House, Allahabad.
3. I.M.Pandey- Financial Management- Vikas Publishing House.
4. R.M.Shrivastava –Pragati Prakashan, Meerut.
5. M.Y. Khan and P.K. Jain - Financial Management - Tata - McGraw Hill Publishing co. Ltd., New Delhi.
6. Prasanna Chandra- Financial Management-Tata-McGraw Hill Publishing co. Ltd., New Delhi.

(As PerNEP2020)

Mapping of Program Outcomes with Course Outcomes

Class: FYBBA (Sem –II)   **Subject**: Principles of Finance

Course: Principles of Finance   **CourseCode**: BBA-152-MJM

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	P10
CO1	3									
CO2			3	3						
CO3		3			3					3
CO4	3	2						3		3
CO5						1			2	
CO6										3
CO7								3	2	3
CO8								3		
CO9									2	3

Justification for the mapping

PO1: Application of Knowledge for business practices

CO1: Theoutcomeofthiscourseistomakestudentcapabletouseknowledgeofthesourcesoffinance & optimal capital structure in business.

CO4: To understand importance of rational and sound financial structure To understand role of capital as a determinant business success

CO8: Understand the role and importance of finance in business Apply knowledge and principles to business practices in the areas of accounting, finance, marketing, management, economic and human resource management.

PO2: Understanding of Management Concepts, Theories, Models and Key Business terms

CO3: To develop rational understanding regarding role and utility of different sources of finance

CO4: To understand importance of rational and sound financial structure to understand role of capital as a determinant business success of finance or forms of business organization.

PO3: Use critical thinking and systematic research approach

CO2-To develop Competence to apply various concepts in finance for decision making Use critical thinking and systematic research approach to identify issues, collect and Examine information, evaluate evidence, and draw conclusions and find the solutions to business problems.

PO4: Ethical Decision making ability.

CO2-To develop Competence to apply various concepts in finance for decision making Students should understand the ethical implications of business decisions and be able to analyze and address ethical dilemmas.

PO5: Critical Attitude for Lifelong learning.

CO3-To develop rational understanding regarding role and utility of different sources of finance Develop Critical attitude necessary for "life-long learning" through this course. To understand the source of finance internal extern sources

PO6: Leadership and team work skills

CO5-To have right understanding how modern business is changing and what are the new trends in business finance Students should have the ability to lead and collaborate with others to achieve common goals.

PO7: Students will evaluate different political, cultural, and legal issues between management, economics, and marketing and its impact on business organizations in a global context.

PO8: Business Management Skills

CO4-To understand importance of rational and sound financial structure to understand role of capital as a determinant business success.

CO7-Ability to understand about current issues related with new trends in business finance.

CO8-Understand the role and importance of finance in business Students will apply business management skills to solve organizational issues.

PO9: Social Responsibility

CO5-To have right understanding how modern business is changing and what are the new trends in business finance.

CO7-Ability to understand about current issues related with new trends in business finance.

CO9-Understand the emerging trend in business finance Social Responsibility: Graduates should understand the importance of corporate social Responsibility and sustainability, and possess the knowledge and skills to contribute to the betterment of society.

PO10: Entrepreneurial Mindset:

CO3-To develop rational understanding regarding role and utility of different sources of finance

CO4-To understand importance of rational and sound financial structure to understand role of capital as a determinant business success

CO6-To know what are the constituents financially sound business units

CO7-Ability to understand about current issues related with new trends in business finance

CO9-Understand the emerging trend in business finance like-venture capital, leasing, mutual fund.to understand the source of finance internal external sources

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

(w. e. from June, 2023)

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Name of the Program me: B.B.A.

Subject: Principles of Marketing

Program: UBBA.

Class: F.Y.B.B.A

Semester: II

Course Type: Major mandatory

Course Name: Principles of Marketing

Course Code: BBA-153-MJM

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives:

1. This course provides students with an overview of the marketing function.

2. The course will focus on creating value through marketing, market research, consumer behavior, pricing strategies, marketing channels.

3. The course will help the students to identify the all essentials of marketing principles.

4. The course will help the students to identify different market conditions and market structure,

5. Students will get information of identifying target market and market segmentation process.

6. The course will enhance students knowledge about marketing theories, principles, strategies and concepts and how they can be applied

7. With the help of course students are able to analyze marketing activities within the firm.

B) Course Outcomes:

CO1: To understand the role of marketing within society and within an economic system

CO2: To learn key marketing principles and terminology

CO3: To help student manager to develop a suitable marketing mix for any organization.

CO4: Students will be able to evaluate different distribution channel options and their Suitability for the company's product.

CO5: Students will be able to establish suitable promotional mix for the products.

CO6: Course will help to recognize the importance of marketing in an organization, how marketing relates to other business functions, and the role of marketing in society at large.

CO7: Course will help to identify New Product development process along with product life cycle.

CO8: Course will help to identify new tends in marketing management and role of information technology in marketing functions.

Unit No.1: Introduction to Marketing.

1.1 Marketing–Definition, Concepts Significance.
1.2 Approaches to the study of Marketing
1.3 Need of Marketing in a developing economy.
1.4 Role & functions of Marketing Manager.

No. of Lectures 4

UnitNo.2: Classification and Types of Marketing

2.1 Telemarketing, E-Marketing, Digital Marketing..

2.2 Rural Marketing Feature of rural marketing.

2.3 Suggestion for improvement of Rural Marketing.

2.4 Service Marketing.

2.5 Green Marketing. **No. of Lectures 4**

Unit No.3: Marketing Environment and Market Segmentation

3.1 Marketing Environment : Meaning, Internal and External
3.2 Factors, Political, Social, Economical, International, Technological, Multi – Cultural Environment.
3.3 Market Segmentation: Meaning, Definition, Essentials of Effective Marketing Segmentation.
Types of segmentation.

No. of Lectures10

UnitNo.4: Marketing Mix

4.1 Product Mix: Product concept, Product Characteristics, Product life Cycle Product Simplifications, elimination, diversification, New Product Development process.

4.2 Price Mix: Importance of price mix, factors affecting price, Methods of pricing.

4.3 Place Mix: Concept of Channel of distribution, Types of distribution channel, Types of distribution strategies.

4.4 Promotion Mix: Elements of promotion mix-Advertising, Types of media with merits And demerits, Concept of media mix, recent trends in promotion.

4. 5 4 C's Of Marketing Mix.

- Customer
- Cost
- Communication
- Convenience.

No. of Lectures 12

Evaluation

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

Reference Books:

1. Marketing Management By Philip Kotler
2. Marketing Management Cravens By Hills–Woodruff
3. Marketing–A Managerial Introduction By Gandhi
4. Marketing Information System By Davis– Olsan
5. Consumer Behavior By Schiffman– Kanuk
6. Principles and practice of Marketing By John Frain.

(As PerNEP2020)

Mapping of Program Outcomes with Course Outcomes

Class: FYBBA (Sem –II)   **Subject**: Principles of Marketing

Course: Principles of Marketing   **Course Code**: BBA-153-MJM

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

Course Outcomes	Programme Outcomes(POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10
CO1	3	2				2		1		2
CO2	3	2								
CO3				3	3					
CO4				3	3					
CO5										
CO6										
CO7	3				3					
CO 8		3			2					

Justification for the mapping

PO1: Application of Knowledge for business practices

CO1: Course will help the students to understand the role of marketing activities in economic system.

CO2: With the help of course content students will be able to learn key marketing principles.

CO7: Course will help the students to identify new product development process along with product life cycle.

PO2: Understanding of Management Concepts, Theories, Models and Key Business terms

CO1: Course will help the students to understand the role of marketing activities in economic system.

CO2: With the help of course content students will be able to learn key marketing principles.

CO8: Course will help to identify new trends in marketing management and role of information technology in management.

PO4: Ethical Decision making ability.

CO3: Students as a marketing manager will be able to learn and understand ethical norms while developing a marketing mix for organization.

CO4: Students will be able to identify correct and sustainable distribution channel for the product of the

PO5: Critical Attitude for Lifelong learning.

CO3: With the help of critical analysis, brain storming students will be able to identify exact combination of all factors in marketing mix.

CO4: Students will be able to identify the connectivity channels and related terms for successful placement of the product in the target market.

CO7: New product development and product life cycle will help the students to identify relation of different factors and contribution of different elements to obtain the exact goals in the life.

CO8: information technology which is going to be integral part of every one's life, students will help to identify its role in different functions of information technology and

PO6: Leadership and team work skills

CO2: With the help of different marketing principles and terms students will be able to identify how to deal with different team issues like workforce diversity, Motivation, Goal achievements etc.

PO8: Business Management Skills

CO1: With the help of course content students will be able to identify role of marketing in Business Management and economic development of organization and society itself.

SYLLABUS (CBCS as per NEP 2020) FOR F. Y. B.B.A
(w. e. from June, 2023)

Name of the Programme: B.B.A.

Program Code: UBBA

Class: F.Y.B.B.A

Semester: II

Course Type: Minor

Course Name: Principles of Human Resource Management

Course Code: BBA-161-MN

No. of Lectures: 30

No. of Credits: 2

Course Objectives:
1.   To introduce the basic concepts of Human Resource Management.
2.   To cultivate right approach towards Human Resource and their role in business.
3.   To create awareness about the various trends in HRM among the students.
4.   Students will be able to define, identify, and apply the principles of Job Analysis and Job Design.
5.   To understand different challenges of HRM among students.
6.   To analyze and apply the critical role of managers in modern organizational settings.

Course Outcome:

CO1- Understand the objectives, scope and importance of Human Resource Management.

CO2- Integrated perspective on role of HRM in modern business.

CO3- Ability to plan human resources and implement techniques of job design.

CO4- Students will be able to apply various human resource management techniques to address real world organizational challenges.

CO5- Ability to be able to define, identify, and/or apply the principles of HR's Roles in Organizations.

CO6- Students will develop an understanding of how human resource management aligns with and contributes to an organization's strategic objectives and overall success.

Unit No 1: Introduction to HRM

1.1   Introduction to HRM-Meaning, Definition, Features, Scope, Objectives.
1.2   Importance, Principles of HRM, Evolution of HRM.
1.3   Functions of HRM.
1.4   Challenges of HRM, Role of HR Manager,
1.5   Difference between HRM & Personnel Management.

No. of Lectures 10

Unit No2: Job Analysis & Human Resources Planning
2.1 Job Analysis Meaning, Definition, Objectives, Benefits, Methods, Job Analysis Components-Job Description, Job Specification, Job Evaluation

2.2 Human Resource Planning (HRP)- Meaning, Definition, Objectives, Process, Factors Influencing the Estimation of Human Resource in Organisation.

2.3 Advantages & Limitations/Barriers of HRP.

Unit No 3: Career Planning and Employee Job Satisfaction

3.1 Career Planning- Meaning, Definition, Objectives, Process, Benefits and Stages of career planning.

3.2 Employee Morale Introduction and causes of low Morale.

3.3 Job Satisfaction-Meaning, Definition.

3.4 Factors contributing to Job Satisfaction,

3.5 Measures to increase Job Satisfaction.

3.6 Advantages of Job Satisfaction and disadvantage of job satisfaction.

Evaluation

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

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: FYBBA (Sem –II)   **Subject**: Principles of HR Management

Course: Principles of HR Management   **Course Code**: BBA-161-MN

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

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3					3	3			
CO 2	2	3				2			3	3
CO 3								3		2
CO 4	3		3				2		3	
CO 5				3	3			3		
CO 6	2					3	2	2		

Justification for the mapping

PO1: Disciplinary Knowledge

CO1: The outcome focuses on the foundational understanding of HRM, which is essential for integrating HRM with other business functions.

CO2: Emphasizes the interconnected nature of HRM with other aspects of business operations, aligning with the broader integration of knowledge across business practices.

CO4: Directly relates to applying knowledge and techniques within the context of real-world organizational challenges, which is essential for business practices.

CO6: This outcome highlights the strategic alignment of HRM with overall business objectives, emphasizing its practical application in business practices.

PO2: Critical Thinking and Problem Solving

CO2: Aligns with understanding management concepts, theories, and models, as it emphasizes the interconnected nature of HRM with other aspects of business operations, providing a holistic view of HRM within the broader management framework.

PO3: Critical thinking and systematic research approach

CO4: Directly focuses on the application of critical thinking and systematic research approach to identify issues, collect information, evaluate evidence, and draw conclusions for addressing real-world organizational challenges within the human resource management context.

PO4: Ethical Decision making ability.

CO5: Particularly relevant to ethical decision-making as it requires students to understand and apply the principles of HR's roles in organizations, which includes ethical considerations in decision-making. Understanding HR's roles

involves recognizing the ethical implications of HR practices, such as recruitment, selection, training, and performance management, and being able to address ethical dilemmas that may arise in these areas.

PO5: Critical Attitude for Lifelong learning.

CO5: Understanding the principles of HR's roles in organizations, students will be equipped with the knowledge and skills to critically analyze and evaluate HR practices, which is essential for continuous learning and growth in the field of human resource management.

PO6: Leadership and team work skills

CO1: Effective Human Resource Management involves leading and collaborating with others to achieve common goals through effective teamwork and leadership.

CO2: The role of HRM in modern business involves fostering leadership skills and promoting effective teamwork to achieve shared objectives.

CO6: Emphasizes the ability to lead and collaborate with others to achieve common goals, which is an essential skill for effective human resource management.

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

CO1: Understanding the objectives and importance of HRM provides insight into the broader organizational context, including cultural and legal aspects on a global scale.

CO4: Applying HRM techniques to address challenges involves understanding and navigating global issues, aligning with the evaluation in PO7.

CO6: Recognizing the alignment of HRM with strategic objectives involves considering global factors and their impact on organizational success, aligning with the evaluation in PO7.

PO8: Business Management Skills

CO3: involves solving organizational issues, and effective planning of human resources and job design techniques are essential aspects of addressing such issues.

CO5: Understanding and applying the principles of HR's roles in organizations is a fundamental aspect of business management, aligning with the skills required in PO8.

CO6: Emphasizes the application of business management skills to solve organizational issues. Understanding how HRM aligns with strategic objectives is crucial for addressing issues and contributing to overall success.

PO9: Social Responsibility:

CO2: An integrated perspective on HRM includes considering its impact on society. Students can learn how HRM practices can contribute to societal well-being and align with corporate social responsibility.

CO4: By addressing real-world challenges through HRM techniques, students can contribute to societal well-being by promoting ethical and responsible organizational practices.

PO10: Entrepreneurial Mindset:

CO2: An entrepreneurial mindset involves recognizing the interconnection between HR and the broader business context.

CO3: Job design techniques should be seen as tools for optimizing performance and fostering innovation.

Name of the Programme: B.B.A.

Program Code: UBBA

Class: F.Y.B.B.A.

Semester: II

Course Type: Open Elective

Course Name: Emotional Intelligence.

Course Code: BBA-166-OE

No. of Lecture: 30

No. of Credit: 2

A. Course Objectives:

1. To understand the concept of emotional Intelligence.
2. To study the usefulness of emotional Intelligence concept in self growth.
3. To identify the effective of emotional Intelligence in building healthy relationships.
4. To study the different measures of emotional Intelligence.
5. To study models and components of emotional Intelligence.

B. Course Outcomes:

CO1: Course will help the students to identify Self-Awareness, Self-Management along with Social Awareness & Relationship Management.

CO2: Course will help to discover personal competence and techniques of building emotional intelligence.

CO3: Course will help to recognize different domains of emotional inelegance.

CO4: Students will be able to identify how to employ emotions for better decision making.

CO5: With the help of concept of emotional Inelegance students will be capable of using energy and   enthusiasm to motivate others.

CO6: Course will help to develop positive attitude in the students to build healthy relationship.

Unit No.1: Fundamentals of Emotional Intelligence.
1.1 Nature and Significance of emotional Intelligence.
1.2 Models of emotional intelligence: Ability, Trait and Mixed
1.3 Building blocks of emotional intelligence: self-awareness, self-management.
1.4 Social awareness, and relationship management

No. of Lectures 08

Unit No 2: Personal and social Competence

A. Personal Competence.
2.1 Self Awareness: Observing and recognizing one's own feeling Knowing one's strengths and weakness.
2.2 Self Management: Managing emotions, anxiety, fear, and anger.

B. Social Competence (3 Weeks)
2.3 Social Awareness: Others' Perspectives, Empathy and Compassion
2.4 Relationship Management: Effective communication, Collaboration, Teamwork and Conflict management

No. of Lectures 12

UnitNo.3 Emotional Intelligence: Measurement and Development

3.1 Measures of emotional intelligence.
3.2 Strategies to develop and enhance emotional intelligence

No. of Lectures 10

Evaluation

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

Recommended Books:
1. Daniel Goleman (1996) Emotional Intelligence.
2. Why it can matter more than IQ. Bantam Doubleday Dell Publishing Group.
3. Daniel Goleman (2000) Working with Emotional Intelligence. Bantam Doubleday Dell Punishing Group.
4. Liz Wilson, Stephen Neale & Lisa Spencer-Arnell (2012). Emotional Intelligence Coaching. Kogan Page India Private Limited.
    Gupta S.K. (1980), *Guidance and Counselling in Indian Education*, New Delhi: NCERT

Choice Based Credit System Syllabus (2023Pattern)

(As PerNEP2020)

Mapping of Program Outcomes with Course Outcomes

Class: FYBBA (Sem –II) **Subject**: Emotional Intelligence

Course Emotional Intelligence **Course Code** BBA-166-OE

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					
CO2					2				2	
CO3										
CO4				3					2	
CO5						3		2		

Justification for the mapping

PO1: Disciplinary Knowledge

CO1: With the help of course students will be able to create context of the topic for identifying working pattern in the organization.

PO4: Ethical Decision making ability

CO4: Students after completing the course will be able to analyze ethical norms for social and professional behaviour which are mandatory for ethical decision making in the organization

PO5: Critical Attitude for Lifelong learning.

CO1: By identifying self awareness and prerequisites for self management students can identify the standard method ob behaviour in personal as well as social life.

CO2: After completing the course students will be able to identify personal competence and can decide techniques for building emotional inelegance.

PO6: Leadership and team work skills

 CO5: emotional Intelligence will help to identify how energy can be utilized for motivating other co workers for better management of organizational functions.

PO8: Business Management Skills

CO5: Emotional Intelligence will help to identify how energy can be utilized for motivating other co workers for better management of organizational functions.

PO9: Social Responsibility

CO2: After completing the course students will be able to identify personal competence and can decide techniques for building emotional inelegance which will help to identify pattern of behaviour for society.

CO4: Students after completing the course will be able to analyze ethical norms for social and professional behaviour which are mandatory for ethical decision making in the organization.

SYLLABUS (CBCS as per NEP 2020) FOR F. Y. B.B.As
(w. e. from June, 2023)

Name of the Programme: B.B.A.

Program Code: UBBA

Class: F.Y.B.B.A

Semester: II

Course Type: Open Elective

Course Name: Risk Management

Course Code: BBA-167-OE

No. of Lectures: 30

No. of Credits: 2

A) **Learning Objectives:**

1. To understand risk and risk management.
2. To explain the impact of risk on organization
3. The ability to explain process of Risk Management
4. To understand tool and techniques of Risk Management
5. The ability to understand the Risk in Business
6. To understand the process of Risk Management

B) **Learning Outcome:**

CO1: Demonstrate knowledge of the risk faced in Organization.

CO2: Evaluated and document efficacy of risk management plan to inform future planning

CO3: Impact of risk on organization.

CO4: Demonstrate deep Knowledge of Process & different techniques of Risk Management

CO5: Demonstrate in depth knowledge of Enterprise Risk Management Process and
different types of risk in business.

Unit No.1 Introduction to Risk Management

    1.1 Concept, Definition of Risk

    1.2 Types of Risk, Impact of Risk on Organization

    1.3 Concept of Risk Management, Definition of Risk Management

    1.4 Importance of Risk Management

No. of Lectures 10

Unit No.2 Process and Techniques of Risk Management

2.1 Process of Risk Management

2.2 Tools for Risk Management

2.3 Techniques for Risk Management

2.4 Alternative Risk management approaches

No. of Lectures 10

Unit No.3 Enterprise Risk Management

3.1 Meaning, Definition of Enterprise Risk Management

3.2 Enterprise Risk Management Process

3.3 Types of Risk in Business

No. of Lectures 10

Evaluation

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

Reference Books

1. Bickel, R.D., & Lake, P.F. (1999). The rights and responsibilities of the modern university: Who assumes the risks of college life? Durham, NC: Carolina Academic Press.

2. MIller, E. T., & Sorochty, W. R. (2015). Risk Management in Student Affairs: Foundations for Safety and Success. San Francisco, CA: Jossey-Bass.

3. Fundamentals of Risk ManagementUnderstanding, Evaluating and Implementing Effective Risk Management, Kogan Page Publishers

4. Risk: A Very Short Introduction,Baruch Fischhoff, John Kadvany, John David Kadvany OUP Oxford

Choice Based Credit System Syllabus(2023Pattern)

(As PerNEP2020)

Mapping of Program Outcomes with Course Outcomes

Class: FYBBA (Sem –II)   **Subject**: Risk Management

Course: Risk Management   **Course Code** BBA-167-OE

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	2				2		1			
CO2					2		2			
CO3			2	3	2					
CO4	3	3								
CO5	2						2			2

Justification for the mapping

PO1: Disciplinary Knowledge

CO1: Students will demonstrate knowledge of risk faced in business.

CO4: Students will d e v e l o p deep know of process and different techniques used for managing risk in various fields of business i.e. Human Resource, Marketing, Financial risk.

CO5: Students will use in depth knowledge of different risk in business.

PO2: Critical Thinking and Problem Solving

CO4: Students will explore the management concepts and theories enable to gain a comprehensive understanding of the process and various techniques of risk management.

PO3: Critical thinking and systematic research approach

CO3: Students will Evaluate the effectiveness of a risk management plan requires critical thinking skills to analyze its   strengths and weaknesses. A systematic research approach involves collecting and analyzing data about the outcomes and results of the implemented plan.

PO4: Ethical Decision making ability.

CO3: Students will understand the impact of risks on an organization requires critical thinking skills to assess various factors such as financial implications, operational disruptions, reputational damage, and legal consequences

PO5: Critical Attitude for Lifelong learning.

CO1: Student will cultivate a critical attitude for lifelong learning involves actively seeking and acquiring knowledge about various organizational risks. By continuously staying informed and updated on the different risks that an organization may face, individuals can adapt and learn how to handle future challenges effectively.

 CO2: with the help of course content student will develop their A critical attitude for lifelong learning involves analyzing and assessing the effectiveness of risk management plans. By critically evaluating and documenting the performance of these plans, individuals can identify areas for improvement and garner insights to enhance future planning and risk management strategies.

 CO3: Student will understand the impact of risks on an organization from a critical perspective is essential for lifelong learning. By critically analyzing the consequences of different risks on various aspects of the organization, individuals can develop a deeper understanding of the complexities involved and continually adapt their decision-making processes based on new insights.

PO7 political, cultural, and legal issues impact on business organizations in a global context.

CO1: Student will Understand the risks faced by an organization, including political, cultural, and legal risks, is crucial for evaluating their impact on business organizations operating in a global context

CO2: Student will evaluate the efficacy of a risk management plan involves considering various factors, including the political, cultural, and legal issues that may affect its implementation and effectiveness.

CO5: Student will understand different types of risks, such as political instability or cultural misunderstandings, provides individuals with a comprehensive view of the challenges that organizations face when operating globally.

PO10 Entrepreneurial Mindset

CO5: Student will understand the ERM process and different types of risks in business provides individuals with a comprehensive perspective on organizational vulnerabilities and opportunities. This knowledge enables individuals to take calculated risks, seize opportunities, and navigate uncertainties with confidence.

Name of the Programme: B.B.A.

Program Code: UBBA

Class: F.Y.B.B.A

Semester: II

Course Type: Vocational Skill Course (VSC)

Course Name: Statistics for Business Applications

Course Code: BBA-171-VSC

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives

1. Distinguish among different scales of measurement and their implications for solving problems
2. Create tables and graphs to format, organize, and interpret data; summarize and present data
3. Calculate and analyze numerical descriptive measures for a given data set
4. Apply concepts of sample space and probability to solving problems
5. Calculate measures of central tendency and variation.
6. Calculate the mean and variance of a discrete distribution
7. Construct and interpret confidence intervals
8. Use statistical techniques to analyze and interpret data from business, social science, and science

B) Course Outcome

CO1: Summarize data sets using Descriptive statistics·

CO2: Analyse the relationship between two variables of various managerial situation

CO3: Geometrically Interpret Correlation and Regression

CO4: Distinguish types of studies and their limitations and strengths,

CO5: Describe a data set including both categorical and quantitative variables to support or refute a statement,

CO6: Perform statistical inference in several circumstances and interpret the results in an applied Context

UnitNo.1: Population &Sample and Diagrammatic Presentation

1.1 Definition and Scope of statistics

1.2 Concept of population and sample with illustration

1.3 Methods of Sampling SRSWR, SRSWOR, Stratified, Systematic (Description of sampling procedures only)

1.4 Data Condensation and graphical Methods: Raw data, Attributes and variables, classification, Frequency distribution, Cumulative Frequency Distributions (Examples)

No. of Lectures 08

Unit No.2: Measures of Central Tendency, Correlation & Regression
2.1 Criteria for good measures of central tendency
2.1.1 Arithmetic mean, Median and Mode for grouped and regrouped data, combined mean.
2.2 Concept of correlation, positive &negative correlation Scatter Diagram.
2.3 Meaning of Regression ,Two regression equations

No. of Lectures 08

Unit No.3: Time Series

3.1 Definitions and Utility of Time Series Analysis
3.1.1 Components of Time Series: Secular Trend, Seasonal Variation, and Cyclic Variation, Irregular or Erratic Variations.
3.2 Measurement of Trend: Freehand or Graphic Method, Method of Semi-averages, Moving Average Method, Method of Least Squares.

3.3 Measurement of Seasonal Variations: Method of Seasonal Averages, Ratio–to–trend Method, Moving Average method, Link Relative Method. (Only Application, No Proof required)

No. of Lectures-14

Reference Books:

1. S.C.Gupta–Fundamentals of Statistics –Sultanchand & Sons,Delhi.
2. D.N.Elhance– Fundamentals of Statistics –KitabMahal,Allahabad.
3. Business Statistics by N.D.Vohra–TataMcGrawHill
4. Fundamentals of Mathematical Statistics by V.K. Kapoor -Sultan
   Chand & Sons, Delhi

Evaluation

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

Choice Based Credit System Syllabus(2023Pattern)

(As PerNEP2020)

Mapping of Program Outcomes with Course Outcomes

Class: FYBBA (Sem II)   **Subject**: Statistics for Business Applications

Course: Business Statistics   **Course Code**: BBA-171-VSC

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	P10
CO1	3		2					2		
CO2	3		3					2		
CO3										
CO4	3									
CO5	3									
CO6	3		3							1

Justification for the mapping

PO1: Application of Knowledge for business practices

CO1: Course will help the students to by applying descriptive statistics, businesses can gain insights into various aspects such as sales, customer preferences, market trends, and financial performance.

CO2: With the help of course content students will be able to analysing the relationship between two variables are crucial for making informed business decisions.

CO4: Course will help the students to Understanding the strengths and limitations of different types of Studies, such as experimental studies versus observational studies, helps businesses evaluate the credibility and generalizability of research findings. This knowledge is crucial when conducting market research or analyzing industry reports to inform business strategies.

CO5: Course will help the students to examining data sets in relation to specific statements or hypotheses, businesses can determine if there is evidence to support their claims or if adjustments need to be made to their strategies.

CO6: With the help of course content students will be able applying statistical inference techniques, businesses can determine the impact of changes in pricing, evaluate the effectiveness of marketing campaigns, or forecast future sales.

PO3 : critical thinking and systematic research approach

CO1: Course will help the students to Summarizing data sets using descriptive statistics requires critical thinking skills to effectively compile and analyze the data. It also involves a systematic research approach in terms of gathering the necessary data and applying appropriate statistical techniques.

CO2: With the help of course content students will be able to Analyzing the relationship between two variables in various managerial situations involves critical thinking to identify patterns, trends, and potential factors influencing the relationship. It also requires a systematic research approach to gather relevant data, choose appropriate statistical methods, and draw meaningful conclusions.

CO6: Course will help to Performing statistical inference in various circumstances and interpreting the results in an applied context requires critical thinking skills to make meaningful conclusions based on the data. It also involves a systematic research approach to collect, analyze, and draw valid inferences from the data.

PO8: Business Management Skills

CO1: With the help of course content students will be able to Summarizing data sets using descriptive statistics is important in business management as it helps to make informed decisions based on the data.

CO2: Course will help the student to Analyzing the relationship between two variables is crucial in business management as it allows understanding how different factors or variables affect each other. This analysis helps to identify cause-and-effect relationships, make predictions, and develop strategies to optimize their business operations.

PO10 Entrepreneurial Mindset

CO6: The course will help the students to make predictions, draw conclusions, and make data-driven decisions based on limited or incomplete information. This enables them to take calculated risks and seize opportunities in a rapidly changing business environment.

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

(w. e. from June, 2023)

Name of the Programme: B.B.A.

Program: UBBA

Class: F.Y.B.B.A

Semester: II

Course Type: Skill Enhancement Course (SEC)

Course Name: Industry Analysis and Desk Research.

Course Code: BBA-176-SEC

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives

1. To study Meaning & Definition of Industry
2. To Study Identify and Differentiate the Industry Life Cycle
3. To determine the opportunities and threats that exists for industry within a competitive environment.
4. To appreciate how the various forces operating in a industry create or limit the chances for survival.
5. To determine the strengths and weaknesses of a firm and to determine the core competence that can be built on to establish a competitive advantage.
6. To develop a business plan that will align the capabilities of the firm the requirements of the competitive environment

B) Course outcomes

CO1: To help the students understand the dynamics of a specific industry.
CO2: To acquaint students with various issues particular to an industry.
CO3: To provide a cross-functional perspective of the functioning of a business enterprise and Industry
CO4: To students will understand concepts, procedures of Industry Analysis
CO5: To students use personal strategies to think, organize, learn about the Industry Analysis

Unit No.1: Introduction to Industry

1. Meaning & Definition of Industry
2. Characteristics of Industry - Industry

3. Industry Life Cycle – Start-up Stage, Growth Expansion Stage, Maturity & Stabilization

Stage, Declining Stage

Unit No.2: Introduction to Industry Analysis

1. Meaning & Definition of Industry Analysis

2. Industry Analysis Factors

3. Types of Analysis – SWOT analysis, PEST Analysis & Porter's Five Forces Model

No of Lectures 12

UnitNo.3   Industry Analysis Report

Preparation of Analysis Report on the basis of Industry Visit to any one product industry and one service Industry

No of Lectures 8

Evaluation

External Evaluation
Dissertation project report of Industry Visit. 1. Production Industry and Service Industry Report : 25 Marks Viva : 25 Marks
50 Marks

References:-
Books-
1. "Industry Organization" by Jean Tirole.
2. "Competitive Strategy" by Michael Porter.

E-content –
1. slideshare- ppts share by Shaikh M.I.
2. Industrial Analysis – Five Forces Model

E-Book –
1. Industry Analysis, by Doin Alken

Websites:-
1. http://library.uniteddiversity.coop/

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: FYBBA (Sem II) **Subject**: Industry Analysis & Desk Research

Course: Industry Analysis & Desk Research **Course Code**: BBA-176-SEC

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

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1		3								
CO 2	2									
CO 3							2	2		
CO 4	2	3								
CO 5			3	2				2		2
CO 6										

Justification for the mapping

PO1: Disciplinary Knowledge

CO2: Students acquaint students with various issues particular to an industry. Apply Knowledge and Principles to business practices with the help of the various types of Analysis.

CO4: Students will understand concepts, procedures of Industry Analysis. Students also aware about the current trends in marketing with respect to analyzed data

PO2: Understanding Concepts

CO1: To help the students understand the dynamics of a specific industry. A specific company model is targeted with applying the various models.

CO4: Students will understand concepts, procedures of Industry Analysis.

PO3: Critical thinking and systematic research approach

CO5: Students will use personal strategies to think, organize, learn about the Industry Analysis. Students collect all the information for a desk research and think about how to solve the problem.

PO4: Ethical Decision Making

CO5: Students will use personal strategies to think, organize, learn about the Industry Analysis. Students are able to make business decisions and analyze and resolve ethical dilemmas while preparing desk research.

PO7: Evaluation

CO3: Students will provide a cross-functional perspective of the functioning of a business enterprise and Industry. Students will evaluate various management, economics and marketing legal issues in desk research.

PO8: Business Management Skill

CO3: Students will provide a cross-functional perspective of the functioning of a business enterprise and Industry

CO5: Students will use personal strategies to think, organize, learn about the Industry Analysis and their Business Management skills.

PO10: Entrepreneurial Mindset

CO5: Students will use personal strategies to think, organize, learn about the Industry Analysis. And possess an innovative and entrepreneurial mindset.

Name of the Programme: B.B.A.

Program Code : UBBA

Class : FYBBA

Semester : II
Course Type : Value Education Course (VEC) (TH)

Course Name : Digital and Technological Solutions
Course Code : BBA-185-VEC

No. of Lectures : 30

No. of Credits : 02

Course Objectives:

- To gain. /'familiarity with digital paradigms
- To sensitize about role & significance of digital technology.
- To provide know how of communications & networks
- To bring awareness about the e-governance and Digital India initiatives
- To provide a flavour of emerging technologies - Cloud, Big Data, AI 3D printing

Course Outcome:

CO1. Knowledge about digital paradigm.

CO2. Realisation of importance of digital technology, digital financial tools, e-commerce.

CO3. Know-how of communication and networks.

CO4. Familiarity with the e-governance and Digital India initiatives

CO5. An understanding of use & applications of digital technology.

CO6. Basic knowledge of all machine learning and big data.

CO7. Knowledge about social networking.

Units	Course Contents	No. of Lectures
	Introduction & Evolution of Digital Systems: Role & Significance of Digital Technology. Information &	8

Unit - I	Communication Technology & Tools. Computer System & it's working, Software and its types. **Operating Systems:** Types and Functions. Problem Solving: Algorithms and Flowcharts. Communication Systems: Principles, Model & Transmission Media.	
Unit - II	**Computer Networks & internet:** Concepts & Applicators, WWW, Web Browsers, Search Engines, Messaging, Email, Social Networking. **Computer Based information System:** Significance & Types. E-commerce & Digital Marketing: Basic Concepts, Benefits & Challenges.	7
Unit –III	**Digital India & e-Governance:** initiatives, infrastructure, Services and Empowerment. **Digital Financial Tools:** Unified Payment interface, Aadhar Enabled Payment System, USSD, Credit/Debit Cards, e-Wallet's internet Banking, NEFT/RTGS and IMPS, Online Bill Payments and pos.	8
Unit- IV	**Cyber Security:** Threats, Significance, Challenges, Precautions, Safety Measures, & Tools **Emerging Technologies & their applications:** Overview of Cloud Computing, Big Data, internet of Things, Virtual Reality, Blockchain, Robotics, Artificial intelligence, 3-D Printing. Future of Digital Technologies.	7

REFERENCE BOOKS:

1. Fundamentals of Computers by E Balagurusamy- Tata Mc GrawHill

2. Data Communications and Networking by Behrouz A. Forouzan - McGraw Hill

3. "Cloud Computing- Principals and Paradigms" by Buvya, Broberg, and Gosciniski- Wiley

4. "E commerce" by Laudon.

5. "Artificial lntelligence- A Modern Approach by Russel and Norving" - Pearson Education.

6. "lnternet of Things" by Samuel Greengard - MIT press

7. "lntroduction to Computers by Peter Norton" - Tata McGraw Hill

8. "E-Commerce Concepts, Models, Strategies"- C.S.V. Murthy

9. "Basics of Artificial lntelligence and Machine Learning" by Dheeraj Mehrotra - Notion press.

10. "Big Data for dummies" by Hurwith, Nugent,Halper, Kaufman, Wiley & Sons - Wile

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Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati

(Autonomous)

Course & Credit Structure for S.Y.B.B.A. (2023 Pattern as per NEP-2020)

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
	Major Mandatory	BBA-201-MJM	Business Ethics	Theory	02
	Major Mandatory	BBA-202-MJM	Macro Economics	Theory	02
	Major Mandatory	BBA-203-MJM	Introduction to Database Administration & Data Mining	Theory	02
	Major Mandatory	BBA-204-MJM (A)	Principles of HRM: Functions and Practices	Theory	02
		BBA-204-MJM (B)	Management Accounting	Theory	
		BBA-204-MJM (C)	Fundamentals of Sales and Distribution.	Theory	
	Minor	BBA-211-MN	Organisational Behaviour	Theory	02
	Minor	BBA-212-MN	Dissertation Report	Practical	02
	Open Elective (OE)	BBA-216-OE	Corporate Social Responsibility	Theory	02
	Vocational Skill Course (VSC)	BBA-221-VSC	Personality Development	Theory	02
	Ability Enhancement Course (AEC)	MAR-231-AEC	भाषषक उपयोजन व लेखन कौशल्ये	Theory	02
		HIN-231-AEC	हहदी भाषा : सृजन कौशल प्राथषिक		
		SAN-231-AEC	संभाषणकौशल्पि		
	Co-curricular Course (CC)	NSS-239-CC	NSS	Theory/ Practical	02
		NCC-239-CC	NCC		
		PES-239-CC	Physical Education and Sports		
		YOG-239-CC	Yoga		
		CUL-239-CC	Cultural Activity		
	Field Project (FP)	BBA-235-FP	Field Project (FP)	Practical	02
	Generic IKS Course (IKS)	BBA-239-IKS	Indian Knowledge System(Generic)	Theory	02
				Total Credits Semester-III	**24**
IV	Major Mandatory	BBA-251-MJM	Management Information System	Theory	02
	Major Mandatory	BBA-252-MJM	Production and Operation Management	Theory	02
	Major Mandatory	BBA-253-MJM (A)	Industry Relation & Labour Laws	Theory	02
		BBA-253-MJM (B)	Banking & Finance	Theory	
		BBA-253-MJM (C)	Retail Management	Theory	
	Major Mandatory	BBA-254-MJM (A)	Strategic Human Resource Management	Theory	02
		BBA-254-MJM (B)	Business Taxation	Theory	
		BBA-254-MJM (C)	Digital Marketing	Theory	

Minor	BBA-261-MN	Employee Recruitment & HR Record Management System	Theory	02
Minor	BBA-262-MN	Dissertation Report	Practical	02
Open Elective (OE)	BBA-266-OE	Universal Human Values	Theory	02
Skill Enhancement Course (SEC)	BBA-276-SEC	International Business	Theory	02
Ability Enhancement Course (AEC)	MAR-231-AEC	भाषषक उपयोजन व लेखन कौशल्ये	Theory	02
	HIN-231-AEC	हहदी भाषा : सृजन कौशल		
	SAN-231-AEC	प्राथषिक संभाषणकौशल्यि्		
Co-curricular Course (CC)	NSS-239-CC	NSS	Theory/ Practical	02
	NCC-239-CC	NCC		
	PES-239-CC	Physical Education and Sports		
	YOG-239-CC	Yoga		
	CUL-239-CC	Cultural Activity		
Community Engagement Project (CEP)	BBA-285-CEP	Project	Practical	02
			Total Credits Semester-IV	**22**
			Cumulative Credits Semester III + Semester IV	**46**

Dr. Niranjan Shah.
Dean, Faculty of Commerce
and Management.

Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati

(Autonomous)

Course & Credit Structure for S.Y.B.B.A. (2023 Pattern as per NEP-2020)

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
	Major Mandatory	BBA-201-MJM	Business Ethics	Theory	02
	Major Mandatory	BBA-202-MJM	Macro Economics	Theory	02
	Major Mandatory	BBA-203-MJM	Introduction to Database Administration & Data Mining	Theory	02
	Major Mandatory	BBA-204-MJM (A)	Principles of HRM: Functions and Practices	Theory	02
		BBA-204-MJM (B)	Management Accounting	Theory	
		BBA-204-MJM (C)	Fundamentals of Sales and Distribution.	Theory	
	Minor	BBA-211-MN	Organisational Behaviour	Theory	02
	Minor	BBA-212-MN	Dissertation Report	Practical	02
	Open Elective (OE)	BBA-216-OE	Corporate Social Responsibility	Theory	02
	Vocational Skill Course (VSC)	BBA-221-VSC	Personality Development	Theory	02
	Ability Enhancement Course (AEC)	MAR-231-AEC HIN-231-AEC SAN-231-AEC	भाषषक उपयोजन व लेखन कौशल्ये हहदी भाषा : सृजन कौशल प्राथषिक संभाषणकौशल्पि	Theory	02
	Co-curricular Course (CC)	NSS-239-CC NCC-239-CC PES-239-CC YOG-239-CC CUL-239-CC	NSS NCC Physical Education and Sports Yoga Cultural Activity	Theory/ Practical	02
	Field Project (FP)	BBA-235-FP	Field Project (FP)	Practical	02
	Generic IKS Course (IKS)	BBA-239-IKS	Indian Knowledge System(Generic)	Theory	02
				Total Credits Semester-III	**24**
IV	Major Mandatory	BBA-251-MJM	Management Information System	Theory	02
	Major Mandatory	BBA-252-MJM	Production and Operation Management	Theory	02
	Major Mandatory	BBA-253-MJM (A)	Industry Relation & Labour Laws	Theory	02
		BBA-253-MJM (B)	Banking & Finance	Theory	
		BBA-253-MJM (C)	Retail Management	Theory	
	Major Mandatory	BBA-254-MJM (A)	Strategic Human Resource Management	Theory	02
		BBA-254-MJM (B)	Business Taxation	Theory	
		BBA-254-MJM (C)	Digital Marketing	Theory	

Minor	BBA-261-MN	Employee Recruitment & HR Record Management System	Theory	02
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Co-curricular Course (CC)	NSS-239-CC NCC-239-CC PES-239-CC YOG-239-CC CUL-239-CC	NSS NCC Physical Education and Sports Yoga Cultural Activity	Theory/ Practical	02
Community Engagement Project (CEP)	BBA-285-CEP	Project	Practical	02
Total Credits Semester-IV				**22**
Cumulative Credits Semester III + Semester IV				**46**

Name of the Programme: B.B.A.

Program Code: UBBA

Class: S.Y.B.B.A

Semester: III

Course Type: Major

Course Name: Business Ethics

Course Code: BBA-201-MJM

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives:

1. To understand the meaning and nature of ethics and recognize the importance of ethics in various contexts with the causes of unethical behavior.
2. To categorize and understand different types of business ethics for analysis of factors influencing business ethics.
3. To examine types of ethics concerning specific business functions (Marketing, HRM, Purchase, and Selling & Distribution).
4. Evaluate corporate ethics, focusing on ethical behavior and the audit of ethical practices and explore individual ethics, professional ethics, and the influence of Gandhian philosophy.
5. To analyze the global business network and its implications for ethical considerations.
6. To analyze the intersection of business ethics with environmental protection, consumer protection, and social justice.
7. To identify ethical challenges faced by managers in the 21st century.

B) Course Outcomes:

CO1: Students will grasp the fundamental meaning, nature of ethics and they will be able to distinguish between moral and ethical concepts.

CO2: Students will recognize and appreciate the significance of ethics in various spheres and they will identify potential causes of unethical behavior.

CO3: Students will understand the core principles and importance of business ethics. They will categorize and differentiate types of business ethics.

CO4: Students will analyze factors influencing business ethics. They will understand the application of ethics in specific business functions.

CO5: Students will comprehend the impact of globalization on business ethics. They will analyze the relationship among business, business ethics, and development in a global economy.

CO6: Students will understand the concept of corporate social responsibility and they will assess ethical challenges faced by managers, considering arguments for and against CSR.

CO7: Students will assess justice and economic system ethics related to environmental protection and will analyze the role of business ethics in environmental protection, consumer protection, and social justice.

Unit No. 1: Introduction to Ethics   **No of Lectures 5**

1. Meaning and Nature of Ethics.

2. Moral and Ethics.

3. Importance of Ethics.

4. Types of Ethics.

5. Causes of Unethical Behavior.

Unit No. 2: Area of Business Ethics   **No of Lectures 10**

1. Meaning, Nature and importance of Business Ethics.

2. Types of Business Ethics.

3. Factors influencing Business Ethics.

4. Types of Ethics according to functions of Business, (Marketing, HRM, Purchase, Selling & Distribution)

5. Corporate Ethics- ethical behavior and audit of ethical behavior

6. Individual ethics, Professional ethics.

7. Gandhian Philosophy of ethical behavior.

8. Social Audit.

Unit No. 3: Business Ethics in Global Economy   **No of Lectures 15**

1. Concept of Globalization.

2. Global Business Network.

3. Relationship among Business, Business Ethics and Business Development.

4. Developing Business Ethics in Global Economy.

5. Marketing ethics in foreign trade.

6. Role of Business Ethics in a developing civilized society.

7. Concept of Corporate Social Responsibility.
8. Relationship between C.S.R. and Business Ethics.

9. Justice and Economic system ethics relating to environment protection.

10. Business Ethics and environment protection.

11. Business Ethics and Consumer protection.

12. Business Ethics and Social justice.

13. Arguments for and against Corporate Social Responsibility.

14. Ethical challenges for managers in the 21st Century.

Reference Books:

1. Manuel G Velasquez: Business Ethics- concepts and cases Pearson
2. A. C. Fernando: Business Ethics- Pearson Education
3. Marianne M Jennings: Cases in Business Ethics Indian South-Western College Publishing
4. Bhanumurthy K V Ethics and Social Responsibility of Business, Pearson Education India.
5. Business Ethics, Joseph Weiss, Cengage learning
6. Business Ethics- GautamPherwani
7. Business Ethics- RituPamraj
8. Business Ethics- Prof. Agalgatti
9. Business Ethics- O. C. Ferrell, John Paul Fraedrich, Lindaferrell

Evaluation

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

Choice Based Credit System Syllabus (2022Pattern)

Mapping of Program Outcomes with Course Outcomes

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

Course: BBA   **Course Code: BBA-201-MJM**

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

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

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding:

CO1: This outcome emphasizes students grasping the fundamental meaning and nature of ethics, distinguishing between moral and ethical concepts. Students are demonstrating their fundamental knowledge and coherent understanding of ethical principles.

CO2: It focuses on students recognizing and appreciating the significance of ethics in various contexts and identifying potential causes of unethical behavior. Understanding the significance and implications of ethics requires a fundamental knowledge and coherent understanding of ethical concepts, which is provided through a fundamental knowledge and coherent understanding.

CO3: It emphasizes students' understanding of the core principles and importance of business ethics, as well as their ability to categorize and differentiate types of business ethics. This involves building a fundamental knowledge base and coherent understanding of ethical principles within the context of business.

PO2: Procedural Knowledge for Skill Enhancement:

CO4: This outcome emphasizes students' ability to analyze factors influencing business ethics and understand the application of ethics in specific business functions. Procedural knowledge for skill enhancement directly supports this outcome. By providing students with procedural knowledge, such as analytical frameworks and methodologies, they can effectively analyze factors influencing business ethics and understand how ethical principles apply in various business functions.

PO3: Critical Thinking and Problem-Solving Skills:

CO5: This outcome revolves around students understanding the concept of corporate social responsibility (CSR) and assessing ethical challenges faced by managers, considering arguments for and against CSR. The connection lies in the entrepreneurial aspect. Understanding CSR is crucial for entrepreneurs and business leaders in today's landscape. Integrating CSR initiatives into business strategies can enhance innovation, improve employability prospects, and foster a positive entrepreneurial environment.

By understanding CSR and its ethical implications, students can develop innovative solutions that not only address societal needs but also contribute to the sustainable growth of their ventures. Moreover, businesses with strong CSR commitments often have better reputations, which can enhance employability for graduates entering the workforce.

PO6: Innovation, Employability and Entrepreneurial Skills:

CO6: This outcome centers on students' understanding of corporate social responsibility (CSR) and their ability to assess ethical challenges faced by managers, considering arguments for and against CSR. Understanding CSR is crucial for entrepreneurs and business leaders in today's landscape. It can lead to innovative business models that integrate social and environmental considerations, thus contributing to sustainable development. Additionally, being aware of CSR practices and ethical challenges enhances employability by demonstrating a commitment to ethical business practices, which is increasingly valued by employers.

Entrepreneurial skills involve identifying opportunities, taking calculated risks, and creating value. Understanding CSR and ethical challenges can inspire entrepreneurs to develop socially responsible business ventures, which not only contribute positively to society but also create opportunities for innovation and sustainable growth.

PO7: Multidisciplinary Competence:

CO7: This outcome focuses on students assessing justice and economic system ethics related to environmental protection, as well as analyzing the role of business ethics in environmental protection, consumer protection, and social justice. Environmental protection, consumer protection, and social justice are multifaceted issues that require insights from various disciplines such as environmental science, economics, sociology, and ethics. Achieving multidisciplinary competence enables students to understand these issues from different perspectives and develop holistic solutions.

PO11: Ethical and Social Responsibility:

CO1: This outcome emphasizes students grasping the fundamental meaning and nature of ethics and distinguishing between moral and ethical concepts. Understanding the fundamental principles of ethics is essential for fulfilling ethical and social responsibilities. By comprehending ethical concepts, students can better navigate ethical dilemmas and make informed decisions that align with societal values and expectations.

CO2: This outcome focuses on students recognizing and appreciating the significance of ethics in various spheres and identifying potential causes of unethical behavior. Recognizing the importance of ethics is foundational to fulfilling ethical and social responsibilities. By understanding the significance of ethical behavior, students are more likely to engage in socially responsible actions and contribute positively to their communities.

CO7: This outcome involves students assessing justice and economic system ethics related to environmental protection, consumer protection, and social justice. Understanding the role of business ethics in environmental protection, consumer protection, and social justice is crucial for fulfilling ethical and social responsibilities. By analyzing these aspects, students can identify ethical challenges and advocate for responsible business practices that contribute to the well-being of society and the environment.

PO15: Environmental Awareness:

CO7: This outcome focuses on students assessing justice and economic system ethics related to environmental protection, as well as analyzing the role of business ethics in environmental protection, consumer protection, and social justice. Environmental awareness involves understanding the interconnectedness between human activities, environmental degradation, and social justice issues. By assessing justice and economic system ethics related to environmental protection, students gain insights into the ethical dilemmas surrounding environmental conservation efforts. Analyzing the role of

business ethics in environmental protection further enhances environmental awareness by highlighting the ethical responsibilities of businesses towards the environment. Understanding how business practices impact environmental sustainability fosters a deeper appreciation for environmental issues and encourages students to advocate for responsible environmental stewardship.

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: III

Course Type: Major Mandatory

Course Name: Macro Economics

Course Code: BBA-202-MJM

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives:

1. To study the behavior of working of the economy as a whole

2. To understand the basic concepts, scope, and importance of macroeconomics.

3. To apply economic reasoning to problems of business and public policy.

4. To analyze the various theories related to income, national income, and employment in an economy.

5 .To explore the concept of rural development, planning, and the role of information technology in rural development.

6. To discuss the issues of inflation, monetary policy, fiscal policy, saving, investment, and Say's law of market.

7. To study about rural development planning and information technology.

B) Course Outcome:

CO1. Students will demonstrate a profound understanding of the overall functioning of the economy encompassing key macroeconomic indicators and their interdependencies

CO2. Students will be able to explain the definition and nature of macroeconomics.

CO3. Students will be able to analyze the trends and types of inflation and understand the causes and methods of control.

CO4. Students will be able to evaluate the role of monetary and fiscal policy in shaping the economy.

CO5. Students will be able to understand the concepts of saving and investment functions in an economy.

CO6 Students will be able to discuss the significance of rural development, planning, and the challenges faced in rural areas.

CO7. Students will be able to explore the use of information technology and communication in rural development initiatives.

Unit No 1: Introduction –Macro Economics

1.1 Definition and Nature of Macroeconomics
1.2 Scope , Importance And Limitations
1.3 Indian Economy As a Developing Economy   **No of Lectures 10**

Unit No 2: Theory Of Income , National And Employment

2.1 Say's Law of Markets.

2.2 Saving Function.

2.3 Investment Function.

2.4 Nature and characteristics of Business Cycle

2.5 Inflation – Meaning, Trends, Types, Causes and control

2.6 Concept of Deflation.

                                                                    No of Lectures 10

Unit No 3: Rural Development Planning & Information Technology

3.1 Concept of Rural Development- Meaning ,Scope and Importance of Rural Development ,Approaches of Rural Development, Needs of Rural Development
3.2 Rural Development Planning –District Rural Development Agency (DRDA)-Organization

Structure , Functions of DRDA Concept of Deflation

3.3 Rural Development and Internet , Information & Communication Technology (ICT) for Rural Development

3.4 Challenges of Rural Development

No of Lectures 10

Evaluation

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

Recommended Books:

1) Ackley G. – Macro Economics: Theory and Policy, Macmillan Publishing Company, NewYork. 1978 2) Ahuja H.L. – Macro Economics: Theory and Policy, S. Chand & Co. Ltd. New Delhi.2006 3) Gupta S.B. – Monetary Economics, S. Chand & Co. Ltd. New Delhi.2002 4) Shapiro E. – Macro Economic Analysis, Galgotia Publications, New Delhi. 1996 5 th Ed. 5) Jhingan M. L. – Macro Economic Theory: Vrinda Publications, New Delhi. 2006 6) William Branson – Macro Economics: Theory and Policy.1988 2nd Edn. 7) J. Harvey and H. Johnson – Introduction to Macro Economics 8) D. N. Dwivedi – Macro Economics – Tata McGraw Hill, New Delhi-2006 9) Fundamentals of Rural Development -Mary Tahir & Tahir Hussain- I.K International

Choice Based Credit System Syllabus (2022Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: S .Y.(III)   **Subject Macro Economics**

Course: BBA   **Course Code**: **BBA-202-MJM**

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

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

PO1: A Fundamental Knowledge and Coherent Understanding:

CO2: focus on understanding the overall functioning of the economy and the definition of macroeconomics.

CO4: involves evaluating the role of monetary and fiscal policy in shaping the economy. This can be achieved by studying the functions of central banks, government budgeting, and the impact of

monetary and fiscal policy on economic growth and stability.

PO2: Procedural Knowledge for Skill Enhancement

CO1: students demonstrating a profound understanding of key macroeconomic indicators and their interdependencies, which is essential for understanding the overall functioning of the economy.

CO3: students to analyze trends and types of inflation, as well as understand the causes and methods of control, all of which are key macroeconomic indicators that are interconnected and impact the overall functioning of the economy.

CO5: students to understand the concepts of saving and investment functions in an economy, which are important components of macroeconomics and impact the overall functioning of the economy.

PO3:Critical Thinking and Problem-Solving Skills

CO3: Problem-solving skills are crucial in analyzing trends and types of inflation and understanding the causes and methods of control. Students must be able to critically evaluate the factors contributing to inflation and propose solutions to mitigate its impact on the economy.

CO4: Students must be able to analyze the effectiveness of different policy measures and make informed judgments about their impact on economic growth and stability.

CO6. Students must be able to critically evaluate the effectiveness of different rural development initiatives and propose solutions to address the issues facing rural communities.

PO4:Communication Skills

CO7. By effectively communicating their ideas on the integration of technology and communication in rural development projects, students can collaborate with stakeholders, advocate for innovative solutions, and contribute to the advancement of rural areas

PO5: Analytical Reasoning Skills

CO1: Students demonstrating analytical reasoning skills will be able to understand the overall functioning of the economy by analyzing key macroeconomic indicators and their interdependencies. This involves critically evaluating data and trends to identify the factors that influence economic performance.

CO3: Analytical reasoning skills will enable students to effectively analyze trends and types of inflation, as well as understand the causes and methods of control. Students will be able to critically evaluate different approaches to managing inflation and assess their effectiveness.

CO5: Students demonstrating analytical reasoning skills will be able to understand the concepts of saving and investment functions in an economy by analyzing the relationship between saving, investment, and overall economic growth. They can evaluate the impact of saving and investment decisions on the economy.

PO6: Innovation, Employability and Entrepreneurial Skills:

CO6: Students who understand the challenges faced by rural communities can develop solutions that address these challenges and contribute to rural development through their entrepreneurial endeavours.

CO7: Exploring the use of information technology and communication in rural development initiatives can help students leverage technological advancements to drive innovation and entrepreneurship in rural areas. By understanding how technology can be applied to address rural development challenges, students can create businesses that harness the power of information technology to improve the lives of rural communities.

PO7: Multidisciplinary Competence

CO1: Students demonstrating multidisciplinary competence will be able to understand the overall functioning of the economy which encompasses key macroeconomic indicators.

CO2: Students with multidisciplinary competence will not only understand the definition and nature of macroeconomics but also be able to explain it in relation to other disciplines.

CO4: Students with multidisciplinary competence will be able to evaluate the role of monetary and fiscal policy in shaping the economy through a holistic lens. They will consider not just the economic implications of these policies but also the wider social and political impacts.

CO5: Students demonstrating multidisciplinary competence will understand the concepts of saving and investment functions in an economy not just in isolation but in relation to other disciplines such as sociology, psychology, and environmental studies. They will be able to analyse how saving and investment behaviour can impact the economy as a whole.

PO8: Value Inculcation through Community Engagement

CO6: Students will be able to discuss the significance of rural development, planning, and the challenges faced in rural areas.

CO7: Students will be able to explore the use of information technology and communication in rural development initiatives.

PO9: Traditional Knowledge into Modern Application

CO6: Discussing the significance of rural development and planning, as well as the challenges faced in rural areas, can benefit from traditional knowledge of agricultural practices, community development, and other relevant topics. By incorporating traditional knowledge into their discussions, students can gain a more comprehensive understanding of rural development issues.

CO7: Exploring the use of information technology and communication in rural development initiatives can benefit from understanding how traditional knowledge can inform modern technological solutions. By considering traditional practices alongside modern technology, students can analyze the potential benefits and limitations of information technology in rural development initiatives.

PO10: Design and Development of System:

CO6: Students will be able to discuss the significance of rural development, planning, and the challenges faced in rural areas

PO11: Ethical and Social Responsibility:

CO7: Exploring the use of information technology and communication in rural development initiatives can showcase how technological advancements can contribute to ethical and socially responsible economic practices. Students can consider the role of technology in addressing social issues and promoting inclusive economic growth in rural areas.

PO12: Research-Related skills:

CO1: Students would need to understand how these indicators are interrelated and how they impact the overall functioning of the economy.

CO3: Students would need to conduct research on historical trends in inflation and study different approaches to combating inflation

CO5: Students would need to research the relationship between saving and investment, as well as the impact of these functions on economic growth and development.

PO13: Teamwork:

CO7 This research can help them understand how technology can be leveraged to improve access to services, enhance communication, and drive sustainable development in rural communities.

Name of the Programme: B.B.A.
Program Code: UBBA
Class: S.Y.B.B.A
Semester: III
Course Type: Major Mandatory
Course Name: Introduction to Database Administration and Data Mining
Course Code: BBA-203-MJM
No. of Lectures: 30
No. of Credits: 2

A) Course Objectives :

1. To make the student aware about basic concepts of Database Administration.
2. To provide the detailed knowledge of purpose and need of database administration in an organization.
3. To make the student capable of understanding the concept of Data Warehousing with its advantages and disadvantages.
4. To elaborate the concepts related to data mining.
5. To make the students to understand the concept of cloud computing with its application.

B) Course Outcomes:-

CO1: Students will be able to understand the detailed concept of database management.

CO2: Students will be able to study the physical structure of database. And can identify the how data can be effectively handled in the organization.

CO3: Students will be able to understand functionality of various data mining tools.

CO4: Students will be able to understand how data analysis and storage functions are executed in the organization.

CO5: Students will learn and implement the data management concepts and tools used in the database management.

CO6: After completion of the course students will be able identify the structure of data models used in organization.

CO7: Students will get familiar with the recent trends in database administration like cloud computing.

CO8: With the help of the recent concepts , students will be able to understand how traditional methods can bereplaced by modern tools in the organization.

Unit No 1: Introduction to database Management System.

    1.1 Introduction.
    1.2 Objectives of Database Management.
    1.3 Concepts of DBMS.
    1.4 Purpose Of Database Management System.
    1.5 Advantages and Disadvantages of DBMS.   **No of lectures 5**

Unit No 2: Database Administration.

    2.1 Concept of Database Administrator.
    2.2   Purpose of Database Administration.
        2.2.1. Software installation and Maintenance.
        2.2.2   Data Extraction, Transformation, and Loading
        2.2.3 Specialized Data Handling
        2.2.4 Database Backup and Recovery
        2.2.5 Security
        2.2.6 Authentication
        2.2.7 Capacity Planning
        2.2.8 Performance Monitoring
        2.2.9 Database Tuning
        2.2.10 Troubleshooting
    2.3 Database Transactions.   **No. of lectures 10**
    2.4 ACID Properties.

Unit No 3: Data Warehousing

    3.1 Introduction to data warehouse.

    3.2 Types of data warehouse:-

      3.2.1 Enterprise Data Warehouse (EDW)

      3.2.2 Operational Data Store

      3.2.3 Data Mart:

    3.3 Components of data warehouse.

    3.4 Applications of data Warehouse

    3.5 Steps to implement data warehouse

    3.6 Advantages and Disadvantages of data warehousing.

No. of lectures 5

Unit 4: DATA MINING

4.1 Introduction.

4.2 Purpose and Use of data Mining.

4.3 Advantages and Disadvantages of Data Mining.
4.4 DATA MINING APPLICATIONS: -
      4.4.1 Banks

      4.42 Healthcare

      4.4.3 Marketing

4.5 CLOUD COMPUTING

      4.5.1 Introduction.

      4.5.2 Purpose of Cloud Computing.

      4.5.3 Advantages and Disadvantages of Cloud Computing.

                           No of lectures 10

Reference Book:

Authors: S. Sumathi, S. N. Sivanandam
Introduction to Data Mining and its Applications
Introduction to Data Mining
by PANG-NING TAN MICHAEL STEINBACH ANUJ KARPATNE VIPIN KUMAR
Introduction to Data Mining, Global Edition
by Pang-Ning Tan , Michael Steinbach
Data Mining: The Textbook
by Charu C. Aggarwal
DATA MINING CONCEPTS AND TECHNIQUES 4TH EDITION
by Jiawei Han (Author)
Advanced Data Mining Techniques
by David L. Olson (Author), Dursun Delen (Author)
Data Mining for Business Analytics, (An Indian Adaptation): Concepts, Techniques and Applications in Python
by Galit Shmueli; Peter C. Bruce; Peter Gedeck; Nitin R. Patel; O.P. Wali (Author)

Evaluation

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

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: SYBBA (SEM –III) **Subject**: Introduction to Database Administration
and Data Mining
Course: **BBA**   **Course Code:** BBA-203-MJM
Weight age: 1=weak or low relation, 2= moderate or partial relation, 3 = Strong or direct
relation

Course Outcomes	Programme Outcomes (POs)												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13
CO1	2	2		2		2	2			3	-	-	-
CO2	2	2				2			2	2	-	-	-
CO3	2	2	-	-	2	-	-	-	-		2	-	-
CO4	2	2	2	2	-	-	-	-	-	2	-	-	-
CO5	2	2	2	-	-	-	-	-	-	2	-	-	-
CO6	2	2	-	-	-	-	-	-	-	2	-	-	-
Co7	2	2	2	-	-	-	-	-	-	2	-	-	-
Co8	2	-	2	-	-	-	-	-	2	2	-	-	

Justification for the mapping

PO1: Fundamental Knowledge and coherent understanding.
CO1: After Completion of the course student will be able to learn detailed concept of database
    Management.

 CO2: Procedure for physical data structure will be analyzed after completion
of this course.

 CO3: Students will be able to learn various data mining tools after completion
of the course.

 CO4: After completion of the course students will be able to understand how
data analysis and storage functions are executed in the organization.

 CO5: Concepts of data management will be analyzed by students after
completion of the course.

CO6: After completion of the course students will be able identify the structure
of data models used in organization.

CO7: Recent trends in database management will be studied by students after completion of the course.

CO8: Traditional methods of data management will be studied by the students after completion of the course.

PO2: Procedural Knowledge for skill enhancement.

CO1: After Completion of the course student will be able to learn detailed procedures for database management.

CO2: Procedure for physical data structure will be analyzed after completion of this course.

CO3: Students will be able to learn various data mining tools after completion of the course.

CO4: After completion of the course students will be able to understand the process and methodology of data analysis and storage functions are executed in the organization.

CO5: Concepts of data management will be analyzed by students after completion of the course.

CO6: After completion of the course students will be able identify the structure of data models and process of preparation of data models used in organization.

CO7: Recent trends in database management will be studied by students after completion of the Course.

CO8: Traditional process of data management will be studied by the students after completion of the course.

PO3 : Critical Thinking and problem Solving.

CO4: With the help of course students will be able to analyze the data storage and retrival mechanism in the organization.

CO5: Concepts of data management will be analyzed by students after completion of the course.

CO6: Recent trends in database management will be studied by students after completion of the Course.

CO8: Traditional process of data management will be studied by the students after completion of the course.

PO4: Capacity strengthening skills.

CO1: After completion of the course students will be able to perform various database management skills.

CO4: After completion of the course students will be able to understand the process and methodology of data analysis and storage functions are executed in the organization.

PO5: Analytical reasoning skills :

CO1: Students will be able to learn various data mining tools after completion of the course.

PO6: Innovation, Employability and Entrpernureship development skills.

CO1: After Completion of the course student will be able to learn detailed procedures for database management.

CO2: Procedure for physical data structure will be analyzed after completion of this course.

PO7: Multidisciplinary competence.

CO1: After completion of this course students will be able to apply computer science tools for management studies.

PO9: Traditional Knowledge in to modern application.

CO2: Students will be able to identify the traditional data management tools and its modern application in the organizations.

CO8: Traditional process of data management will be studied by the students after completion of the course.

PO10: Design and development of system.

CO1: After Completion of the course student will be able to learn database management tools and it's designing.

CO3: Students will be able to learn various data mining tools after completion of the course.

CO4: After completion of the course students will be able to understand how data analysis and storage functions are executed in the organization for various information system.

 CO5: Concepts of data management will be analyzed by students after completion of the course.

CO6: After completion of the course students will be able identify the structure of data models used in organization and its use for effective data handling in the organization.

CO7: Recent trends in database management will be studied by students after completion of the course.

CO8: Traditional methods of data management will be studied by the students after completion of the course which will be converted into modern methods of data management.

PO11: Ethical and Social responsibility.

CO3: Students will identify the ethical view in data management for effective functioning of various information systems in the organization.

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

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: III

Course Type: Major Mandatory

Course Name: Principles HRM: Functions & Practices

Course Code: BBA-204-MJM (A)

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives:

1. To understand the concept, meaning, and importance of Human Resource Management (HRM).
2. To identify the functions, principles, and evolution of HRM in organizations.
3. To analyze the process of Job Analysis and its components: Job Description, Job Specification, and Job Evaluation.
4. To comprehend the significance of Human Resource Planning (HRP) and factors influencing the estimation of human resources in an organization.
5. To explore the challenges faced by HR managers and the role they play in managing human resources effectively.
6. To differentiate between HRM and Personnel Management and understand their respective roles in organizations.
7. To understand the importance of discipline and grievance handling in maintaining a positive work environment and productivity in organizations.

B) Course Outcome:

CO1. Students will be able to define HRM, explain its features, scope, and objectives in organizations.

CO2. Students will be able to identify the functions of HRM and apply principles of HRM in practical HR scenarios.

CO3. Students will be able to conduct Job Analysis, develop Job Descriptions, Job Specifications, and perform Job Evaluations effectively.

CO4. Students will be able to develop Human Resource Plans, considering factors influencing the estimation of human resources in organizations.

CO5. Students will be able to analyze and address the challenges faced by HR managers in managing human resources effectively in organizations.

CO6. Students will be able to compare and contrast HRM and Personnel Management, understanding their roles and differences in organizations.

CO7. Students will be able to understand the importance of discipline, grievance handling, and implement effective disciplinary systems and grievance procedures in organizations.

Unit No 1: Introduction to HRM

1.1 Introduction to HRM-Meaning, Definition, Features, Scope, Objectives.
1.2 Importance, Principles of HRM, Evolution of HRM.
1.3 Functions of HRM.
1.4 Challenges of HRM, Role of HR Manager,
1.5 Difference between HRM & Personnel Management.

No of Lectures 10

Unit No2: Job Analysis & Human Resources Planning

2.1 Job Analysis Meaning, Definition, Objectives, Benefits, Methods, Job
   Analysis Components-JobDescription, Job Specification, Job Evaluation.

2.2 Human Resource Planning (HRP)- Meaning, Definition, Objectives, Process, Factors
   Influencing the Estimationof Human Resource in Organisation.

2.3 Advantages & Limitations/Barriers of HRP.

No of Lectures 10

Unit 3 Employee Grievance & Discipline

3.1 Meaning & Need for Discipline
3.2 Objectives.
3.3 Causes of Indiscipline & its Actions
3.4 Essentials of a good Disciplinary System
3.5 Grievance causes & its Procedure

No of Lectures 10

Evaluation

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

Reference Books:
1. Human Resource Management by Gary Dessler
2. Human Resource Management: Gaining a Competitive Advantage by Raymond Noe, John Hollenbeck, Barry Gerhart, and Patrick Wright
3. Human Resource Management: Theory and Practice by John Bratton and Jeffrey Gold

Text Books:
1. Managing Human Resources by Wayne Cascio
2. Human Resource Management by Alan Price
3. Human Resource Management: Strategy and Practice by Alan Nankervis, Marian Baird, Jane Coffey, and John Shields

Choice Based Credit System Syllabus (NEP2020)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.BBA (Sem–III)　　　　　　　　**Subject**: Principles HRM: Functions and Practice

Course**:** BBA　　　　　　　　　　　　　　**Course Code:** BBA-204-MJM (A)

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

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

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding:

CO1: it requires students to have a fundamental knowledge and coherent understanding of Human Resource Management (HRM), including its features, scope, and objectives in organizations**.**

CO4: it requires students to develop human resource plans by considering factors influencing the estimation of human resources in organizations, which demonstrates their understanding and knowledge of HRM principles.

CO5: it requires students to analyze and address challenges faced by HR managers in managing human resources effectively**.**

CO7: it requires students to understand the importance of discipline, grievance handling, and implement effective disciplinary systems and grievance procedures in organizations.

PO2: Procedural Knowledge for Skill Enhancement:

CO3: it requires students to effectively conduct job analysis, develop job descriptions, job specifications, and perform job evaluations, which are all practical skills that can be enhanced through procedural knowledge.

CO5 : is related to PO2 as it requires students to analyze and address challenges faced by HR managers in managing human resources effectively, which can be done more efficiently with enhanced procedural knowledge.

CO6: is related to PO2 as it requires students to compare and contrast HRM and Personnel Management, understanding their roles and differences in organizations. This comparison can be made more effectively with a strong base of procedural knowledge**.**

CO7: it requires students to understand the importance of discipline, grievance handling, and implement effective disciplinary systems and grievance procedures in organizations. This involves practical skills that can be enhanced through procedural knowledge.

PO3:Critical Thinking and Problem-Solving Skills:

CO1: Critical thinking skills are essential for students to define HRM and explain its features, scope, and objectives in organizations. Students need to analyze and evaluate various aspects of HRM in order to understand its importance and impact on organizational functioning.

CO2: Problem-solving skills are crucial for students to identify the functions of HRM and apply principles of HRM in practical HR scenarios. Students need to critically analyze different HR scenarios, identify potential issues, and develop effective solutions to address them.

CO4: Critical thinking and problem-solving skills are important for students to develop Human Resource Plans considering factors influencing the estimation of human resources in organizations. Students need to analyze various factors such as workforce demographics, organizational goals, and external market conditions to develop effective HR plans.

CO5: Critical thinking skills are essential for students to analyze and address the challenges faced by HR managers in managing human resources effectively in organizations. Students need to critically evaluate different challenges and develop innovative solutions to overcome them.

PO4: Communication Skills:

CO4: Students will be able to develop Human Resource Plans, considering factors influencing the estimation of human resources in organizations.
- Communication Skills are essential in developing Human Resource Plans as it involves effectively conveying information about the organization's needs, goals, and strategies to the HR team.

CO5: Students will be able to analyze and address the challenges faced by HR managers in managing human resources effectively in organizations.
- Communication skills are essential for HR managers to convey expectations, provide feedback, and collaborate with employees to find solutions to challenges in managing human resources effectively.

CO7: Students will be able to understand the importance of discipline, grievance handling, and implement effective disciplinary systems and grievance procedures in organizations.
- Effective communication skills are essential for HR managers to handle sensitive situations, communicate expectations for behavior, and facilitate resolution of conflicts between employees.

PO5: Analytical Reasoning Skills

CO3: Analytical reasoning skills are needed to effectively conduct job analysis, develop job descriptions and specifications, and perform job evaluations in a systematic and logical manner.

PO6: Innovation, Employability and Entrepreneurial Skills:

CO2: Students will be able to identify the functions of HRM and apply principles of HRM in practical HR scenarios. students can demonstrate their ability to adapt to different situations and think critically about how HRM practices can drive organizational success.

CO3: Students will be able to conduct Job Analysis, develop Job Descriptions, Job Specifications, and perform Job Evaluations effectively. By effectively conducting job analyses and evaluations, students can identify new ways of matching talent to roles within organizations, leading to improved performance and productivity.

CO4: Students will be able to develop Human Resource Plans, considering factors influencing the estimation of human resources in organizations. By developing human resource plans that take into account various factors influencing HR estimation, students can demonstrate their ability to think strategically and creatively in HR management.

CO6: Students will be able to compare and contrast HRM and Personnel Management, understanding their roles and differences in organizations. This learning outcome is related to the PO6 in terms of fostering innovation in the field of HRM.

PO7: Multidisciplinary Competence:

CO7: This CO is directly related to it focuses on understanding the importance of discipline, grievance handling, and implementing effective disciplinary systems and grievance procedures in organizations from various disciplinary angles.

PO8: Value Inculcation through Community Engagement:

CO2: Community engagement activities can provide students with opportunities to identify HRM functions in real-world scenarios and apply HRM principles in practice. This hands-on experience can enhance their understanding of HRM concepts.

CO4: Community engagement activities can help students understand the factors influencing human resource estimation in organizations. By engaging with the community, students can gain insights into how to develop human resource plans that consider various external factors.

CO6: By engaging with the community, students can compare and contrast HRM and Personnel

Management in a practical setting. This hands-on experience can help students understand the roles and differences between the two concepts.

PO9: Traditional Knowledge into Modern Application:

CO6: Comparing and contrasting HRM and Personnel Management involves understanding their roles and differences in organizations. By examining the historical development and evolution of these two approaches to managing human resources, students can gain a comprehensive understanding of their respective strengths and weaknesses.

PO11: Ethical and Social Responsibility:

CO7: Understanding the importance of discipline and grievance handling in organizations from an ethical perspective involves implementing fair and just systems that uphold employee rights and promote a positive workplace culture. HR managers must handle disciplinary issues and grievances ethically, ensuring that all employees are treated fairly and respectfully in accordance with organizational policies and ethical standards.

PO14: Area Specific Expertise:

CO1: It is related to having area-specific expertise in HRM involves being able to define HRM, explain its features, scope, and objectives in organizations.

CO6 : It is related to having area-specific expertise in HRM involves being able to compare and contrast HRM and Personnel Management, understanding their roles and differences in organizations.

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

Name of the Programme: B.B.A.

Program Code: UBBA

Class: S.Y.B.B.A

Semester: III

Course Type: Major

Course Name: Management Accounting

Course Code: BBA-204-B-MJM

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives:

1. To understand the core principles of Management Accounting, including its definition, objectives, scope, functions, advantages, and limitations.
2. To Differentiate between Financial Accounting and Management Accounting, recognizing their unique roles and contributions to organizational decision-making.
3. To Identify and comprehend the distinctions between Cost Accounting and Management Accounting, highlighting how each serves managerial control and decision support.
4. To Apply various methods of financial statement analysis, including Comparative Statements, Common Size Statements, Trend Percentage (Horizontal Analysis), and Fund Flow Statements.
5. To comprehend the principles of Marginal Costing, including the meaning and definition of marginal cost and marginal costing.
6. To understand solve problems related to Contribution, Profit/Volume Ratio, Breakeven Point, and Margin of Safety, enhancing the ability to make informed managerial decisions using marginal costing principles.
7. To evaluate the advantages and limitations of Marginal Costing, applying concepts such as Contribution, Profit Volume Ratio (P/V Ratio), Breakeven Point (BEP), and Margin of Safety.

B) Course Outcome:

CO1: Student will able to develop a comprehensive understanding of Management Accounting principles and their practical application in organizational decision-making.

CO2: Student will able to demonstrate a discerning knowledge of the distinctions between Financial Accounting and Management Accounting, recognizing their specific roles.

CO3: Student will able to demonstrate a discerning knowledge of the distinctions between Financial Accounting and Management Accounting, recognizing their specific roles.

CO4: Student will able to demonstrate proficiency in analyzing financial statements and applying various analytical techniques for interpretation

CO5: Student will able to apply Ratio Analysis competently to assess an organization's financial performance and health.

CO6: Student will able to interpret and communicate insights derived from key financial ratios, providing a comprehensive view of liquidity, leverage, activity, and profitability.

CO7: Student will able to apply Marginal Costing principles for effective decision-making, using concepts such as Contribution, Profit Volume Ratio, Breakeven Point, and Margin of Safety.

Unit No. 1: Introduction to Management Accounting   No of Lectures 10

1. Management Accounting- Definition, Objectives, Scope, Functions, Advantages, Limitations.
2. Distinction between Financial Accounting and Management Accounting.
3. Distinction between Cost Accounting and Management Accounting

Unit No. 2: Analysis and Interpretation of Financial Statement   No of Lectures 10

1. Introduction of Schedule III as per Company Act 2013, (Statement of Profit & Loss, Statement of Balance sheet format)
2. Methods of Analysis- Comparative statements, Common size statements, Trend percentage or trend ratios (Horizontal Analysis), Fund flow Statement.
3. Introduction of Ratio Analysis- meaning, necessity & advantages of ratio analysis.
4. Types of Ratio- Liquidity Ratios, Leverage Ratios, Activity Ratios, Profitability Ratios
5. Introduction and Problems on following ratios only
   Current ratio, Quick ratio, Gross profit ratio, Net profit ratio, operating expenses ratio, Debt equity ratio, Debtors turnover ratio ,Stock turnover ratio

Unit No. 3: Marginal Costing **No of Lectures 10**

1. Marginal Costing- Meaning, definition of marginal cost and marginal costing, Advantages and limitations of marginal costing, Contribution, Profit volume ratio (P/V Ratio), Breakeven Point (BEP), Margin of Safety, problems on contribution, P/Ratio, BEP and MOS

Reference Book

Sr. No.	Title of the Book	Author/s	Publication
1	Management Accounting	L.M.Pandey	Vikas Publishing House
2	Management Accounting	S.K.R.Paul	New Book Central Agency
3	Accounting for Management	S.N.Maheshwari, S.K.Maheshwari, Sharad K. Maheshwari	Vikas Publishing House
4	Management Accounting	M.Y.Khan, P.K.Khan,	Mcgraw Hill Education
5	Management Accounting	AnthonyA.Atkinson, Robert S.Kaplan, Ella Mac Matsumura,G. Arun Kumar, S.mark. Young	Pearson Education

Evaluation

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

Choice Based Credit System Syllabus (2022Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.BBA (Sem–III)   **Subject: Management Accounting**

Course: BBA   **Course Code: BBA-204-B-MJM**

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

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

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding:

CO1: Students will grasp the fundamental meaning, nature of ethics and they will be able to distinguish between moral and ethical concepts. It ensures that students have a solid grasp of fundamental concepts, which includes ethics. By providing a foundational understanding of ethics, It enables students to comprehend the fundamental meaning and nature of ethics. It equips them with the necessary knowledge to distinguish between moral and ethical concepts effectively.

CO2: Students will recognize and appreciate the significance of ethics in various spheres and they will identify potential causes of unethical behavior. Serves as the basis for students to recognize and appreciate the significance of ethics. With a fundamental knowledge and coherent understanding of ethics provided by students can appreciate the importance of ethical behavior in various contexts. Additionally, lays the groundwork for students to identify potential causes of unethical behavior by enhancing their understanding of ethical principles.

CO3: To reconsider it or rephrase it to add a different aspect related to the distinction between financial and management accounting. For example, you could focus on understanding the different types of reports generated by each type of accounting and their intended audiences.Overall, these outcomes provide a clear framework for what students should achieve in terms of understanding management accounting principles and their application, as well as the distinctions between financial and management accounting.

PO2: Procedural Knowledge for Skill Enhancement:

CO4: By specifying that students should become proficient in analyzing financial statements. This involves understanding the structure and components of financial statements (such as the income statement, balance sheet, and cash flow statement), as well as applying various analytical techniques (such as trend analysis, vertical analysis, and horizontal analysis) to interpret the financial information accurately. Students should develop the skills to extract meaningful insights from financial data to support decision-making processes within organizations.

CO5: This outcome builds upon focusing specifically on ratio analysis, a key analytical tool used in financial statement analysis. Students should not only understand the concept of ratio analysis but also be able to calculate and interpret various financial ratios effectively. They should be able to assess an organization's financial performance and health by analyzing liquidity, profitability, solvency, and efficiency ratios. Additionally, students should be able to compare ratios over time and benchmark them against industry averages to evaluate performance relative to peers. Overall, these outcomes emphasize the development of procedural knowledge and skills related to financial statement analysis and ratio analysis, which are essential for assessing and interpreting an organization's financial performance. They provide a framework for students to enhance their analytical capabilities and make informed decisions in a business context.

PO4: Communication Skills:

CO6: Students should be able to interpret financial ratios and effectively communicate their insights to others. This involves not only understanding the calculations and interpretations of ratios related to liquidity, leverage, activity, and profitability but also being able to present these findings in a manner that is understandable to various stakeholders, such as managers, investors, or other decision-makers within the organization. Effective communication skills are essential for conveying financial information and analyses accurately and persuasively. Students who possess strong communication skills can bridge the gap between financial data and decision-makers, ensuring that the insights derived from financial analysis are effectively communicated and understood by relevant parties.

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: III

Course Type: Major Mandatory

Course Name: Fundamentals of Sales and Distribution

Course Code: BBA-204-C-MJM

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives:

1. To understand the definition and concept of sales management and its role in marketing.
2. To analyze the recent trends in sales management and how they impact the sales process.
3. To recognize the ethical and legal issues involved in sales management and learn how to address them.
4. To comprehend the importance of sales planning and control in achieving sales targets.
5. To differentiate between qualitative and quantitative methods of sales forecasting and understand how to set sales quotas.
6. To learn the process of sales control including goal setting, performance measurement, diagnosis, and corrective actions.
7. To gain an overview of sales management, its evolution, nature, and importance, as well as the impact of technology on sales and careers in sales management.

B) Course Outcome:

CO1. Understand the meaning and importance of sales management in the marketing process.

CO2. Analyze market and sales potential using qualitative and quantitative methods

CO3. Develop sales forecasts and set sales quotas effectively.

CO4. Students will be Implement sales control processes to measure performance, diagnose issues, and take corrective actions.

CO5. Evaluate the impact of technology on sales management, including the use of ERP, social platforms, Sales Force Automation Systems (SFA), and mobile technology.

CO6. Students will be Identify the objectives, functions, and emerging trends in sales management, as well as the strategic role of sales management.

CO7. Students will be able to Recognize the skills required for a career in sales management and understand potential career paths in the field.

Unit No 1: Introduction to Sale Management

    1.1   Introduction and Definition.

    1.2   Meaning

    1.3   Objectives

    1.4   Role of sales management in marketing

    1.5   Recent trends in sales management

    1.6   Ethical and legal issues involved in sales management

No of Lectures 10

Unit No2 Sales planning and control

    2.1   Sales planning: Sales forecasting – concept and methods qualitative and quantitative

    2.2   Market and Sales potential- concept and methods

    2.3   Sales quotas- concept, purpose and types

    2.4   Sales control: process of sales control- Goal setting,

    2.5   Performance Measurement, diagnosis and corrective actions

No of Lectures 10

Unit 3 Overview of Sales Management & wholesaling ,retailing & logistics management

    3.1   Meaning, Evolution, Nature and importance of sales management, strategic role of sale Management

3.2 Objective and functions of sales management, Emerging trends in Sales Management, Careers, Sales Management , careers in sales management ; skills required for sale managers

3.3 Impact of Technology on Sales: ERP, Social Platforms, Introduction of Sales Force Automation Systems (SFA) and Mobile technology in sales.

3.4 Wholesaling: Meaning, functions, classification of wholesalers, Major wholesaling activities and decisions.

3.5 Retailing: Meaning, Types of Retailers and retailing formats, Retail strategies, E-Tailing Structure and Developments in E-tailing, Advantages & Disadvantages of E-Tailing.

3.6 Concept & scope of logistics, Components of logistics – warehousing decisions, Transportation decision, Inventory management decisions: Concept of EOQ, ROP, JIT, online inventory management.

No of Lectures 10

Evaluation

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

Recommended Books:

1 .Sales and distribution management by S. L Gupata
2 . Sales and distribution management by Prabhu T.L
3. fundamentals of sale & distribution management by Bholanath Dutta
4. fundamentals of sale & distribution management by swarup Bhatnagar

Choice Based Credit System Syllabus (2022Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: S .Y.(III)   **Subject Fundamentals of Sales and Distribution**

Course: BBA   **Course Code**: **BBA-204-C-MJM**

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

Course Outcomes	Programmer Outcomes (POs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	2	-	3	-	2	-	-	-	-	-	-	3	-	-	-
CO3	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	3	-	1	-	-	-	-	-	3	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
CO7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding:

CO1: This outcome is related to PO1 as it focuses on students' ability to explain the concept and objectives of services marketing. This demonstrates the fundamental knowledge and coherent understanding of the subject matter.

CO2: This outcome is related to PO1 as it involves analyzing the reasons for the growth of the service sector and its role in the Indian economy. This requires students to have a fundamental knowledge of services marketing in order to understand its impact on the economy.

PO2: Procedural Knowledge for Skill Enhancement:

CO3: This CO relates to the PO2 as students need to have a procedural knowledge of identifying and addressing challenges faced in service marketing to enhance their problem-solving skills in the field.

PO3:Critical Thinking and Problem-Solving Skills:

CO2: Critical thinking and problem-solving skills are necessary for students to analyze the reasons for the growth of the service sector and its role in the Indian economy. Students need to critically evaluate data and information in order to understand the factors contributing to the growth of the service sector and their impact on the economy.

CO4: Critical thinking and problem-solving skills are key for students to classify different types of services and understand their importance in the market. By employing critical thinking, students can analyze the unique characteristics of different services and determine their significance in the market.

PO5: Analytical Reasoning Skills:

CO5: Students will be able to develop marketing strategies for banking and insurance services.

PO6: Innovation, Employability and Entrepreneurial Skills:
CO1: Innovation, Employability and Entrepreneurial Skills can be related to CO1 as students need to be innovative in their approach to understanding and explaining the concept and objectives of services marketing. Employability skills are also **crucial in being able to** effectively analyze and communicate the reasons for the growth of the service sector. Furthermore, entrepreneurial skills are important for students to identify and address

challenges faced in service marketing, as they may need to think creatively to come up with solutions.

PO9: Traditional Knowledge into Modern Application

CO5: Traditional Knowledge can provide students with insights into developing marketing strategies for banking and insurance services. By studying how traditional practices were used to market financial services in the past, students can learn valuable lessons on how to create effective marketing campaigns for these specific industries.

PO12: Research-Related skills:

CO2: Research skills related to this CO would involve analyzing data on the growth of the service sector in India, identifying key trends and factors contributing to its growth, and understanding the sector's impact on the overall economy through market research and data analysis.

PO14:Area Specific Expertise:

CO6: The area specific expertise related to CO6 would involve the ability to evaluate the impact of technology on services marketing. This would require knowledge of the latest technological trends in the industry, such as AI, data analytics, and digital marketing, and an understanding of how these technologies are changing the way services are marketed and delivered to customers.

Name of the Programme: B.B.A.

Program Code: UBBA

Class: S.Y.B.B.A

Semester: III

Course Type: Minor

Course Name: Organisational Behaviour

Course Code: BBA-211-MNR

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives:

1. To describe the major theories, concepts, models and frameworks in the field of Organisational Behaviour.

2. To explain determinants of Organisational Behaviour at individual, group, and organisational levels.

3. To provide knowledge about approaches to align individual, group, and managerial behaviour in order to achieve Organisational goals.

4. To understand, explain, predict, and influence behaviour to improve performance.

5. To analyze and compare different models used to explain individual behaviour related to motivation and rewards.

6. To understand the Organisation Culture and Organisation Changes.

7. To explain the key elements of Organisation Behaviour and how it affects on organisation.

B) Course Outcome:

CO1: The outcome of this course is that students should be able to remember the key concepts in Organisational Behaviour

CO2: Student should be able to understand Individual and Cultural Differences and Diversity in Organizations. At the end of Course student should able to examine.

CO3: Understand the conceptual framework of the discipline of OB and its practical applications in the organizational set up.

CO4: Deeply understand the role of individual, groups and structure in achieving organizational goals effectively and efficiently.

CO5: Evaluate and analyze various theories and models that contribute in the overall understanding of the discipline.

CO6: Develop creative and innovative ideas that could positively shape the organizations.

CO7: Understand the concept of Conflict and Conflict Management in Organisation.

Unit No. 1: Introduction to Organizational Behavior (OB)

1.   Meaning, Definition, Nature, Scope, Importance, Key Elements of OB.

2.   Models of OB, Challenges for OB

No. of Lectures 10

Unit No. 2: Individual Determinants of Organizational Behaviour

1. Individual Behavior- Influencing factors- Personal, Psychological, Organizational System & Resources & Environmental Factors.

2. Personality- Meaning, Definition, Key Determinants of Personality, Types of Personality Theories of Personality Value & Attitude- Meaning, Definition and Types.

3. Motivation-Meaning, Definition, Importance, Types, Theories Maslow's Need Hierarchy Theory, McGregor's Theory X & Theory Y, Herzberg's Two- Factor Theory

No. of Lectures: 14

Unit No. 3: Group Interaction & Organisational Behaviour

1. **Group Dynamics** - Meaning, Definition, Types, Reasons for forming Groups, Theories of Group Formation, Stages in Group Development, Group Behaviour, Group Cohesiveness

2. **Conflict -** Meaning, Definition, Traditional & Modern Views of Conflict, Organizational Performance & Conflict, Frustration Model

3. **Conflict Management-** Competing, Collaborating, Compromising, Avoiding, Accommodating.

4. **Leadership-** Meaning, Definition, Leader V/S Manager, Styles of Leadership

No. of   Lectures 14

Unit No. 4: Dynamics of Organisation"

1. **Organisational Culture** - Meaning, Definition, Levels, Formation & Sustaining Organisational Culture

2. **Organisational Change -** Meaning, Definition, Types, Forces for Change in Organisation Resistance to Change, Management of Change

No. of   Lectures 10

Suggested Text Books

1. Organizational Behavior: Text, Cases, Games K. Aswathappa Himalaya Publishing House Mumbai

2. "Organizational Behavior, Stephen P. Robbins, Timothy A. Judge, Neharika Vohra, Pearson Education, Inc., New Delhi"

3. "Organizational Behavior, S.S. Khanna, S. Chand & Company Ltd., New Delhi"

4. "Organisational Behavior: Text & Cases, Suja R. Nair, Himalaya Publishing House Mumbai"

5. Organisational Behavior, Jit S. Chandan, Vikas Publishing House Pvt. Ltd., New Delhi

Evaluation

Internal Evaluation	External Evaluation
Dissertation- Project-20Marks Viva-20 Marks	Fill in Blanks, One Sentence Questions(12) Short Notes (12) Short Answer Question(24) Long Answer Question(12)
Total-40Marks	60 Marks

Dissertation Guide Lines-

Student Should Collect the Primary Data for Dissertation relevant to their topic.

Minimum30 Sample size is required

Minimum10 Questions Questionnaires Required

Student Should Prepared Spiral Binding Project Report

Choice Based Credit System Syllabus (2023Pattern)

(As PerNEP2020)

Mapping of Program Outcomes with Course Outcomes

Class: S. Y. BBA (Sem –III)　　　　　　　**Subject**: Organizational Behavior

Course: Organizational Behavior　　　　　**Course Code**: BBA-211-MNR

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

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

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding

CO1: This aligns with fundamental knowledge as it focuses on understanding the key concepts in the field.

CO3: This also aligns with fundamental knowledge as it focuses on understanding the framework and practical applications of OB.

CO5: This aligns with coherent understanding as it involves analyzing and evaluating various theories and models to enhance understanding.

PO2: Procedural Knowledge for Skill Enhancement

CO2: Aligns with Procedural Knowledge for Skill Enhancement as it involves practical skills related to communication, teamwork, and cultural competence.

CO7: Conflict management requires specific skills and strategies to resolve disputes and maintain a harmonious work environment, making it a key aspect of procedural knowledge for enhancing skills in organizational behavior.

PO3: Critical thinking and systematic research approach

CO5: Involves evaluating and analyzing theories and models, which requires critical thinking skills to assess the relevance and applicability of these concepts in different organizational contexts. This aligns with the need for critical thinking skills to analyze information and make informed decisions.

CO6: Focuses on developing creative and innovative ideas to positively impact organizations, which also requires problem-solving skills to identify challenges, generate solutions, and implement new approaches effectively. Problem-solving skills are essential for developing innovative strategies and addressing complex issues within organizations.

PO4: Communication Skills

CO2: Involves understanding individual and cultural differences, which is closely related to communication skills. Effective communication is essential in navigating diverse organizational environments and fostering understanding among individuals with different backgrounds.

CO7: Conflict management, also requires strong communication skills. Resolving conflicts in organizations often involves effective communication to address issues, clarify misunderstandings, and reach mutually beneficial solutions.

PO5: Analytical Reasoning Skills

CO5: Analytical reasoning skills involve the ability to critically evaluate information, identify patterns, and draw logical conclusions. In the context of organizational behavior, evaluating and analyzing various theories and models requires strong analytical skills to assess their relevance, applicability, and impact on organizational dynamics.

PO6: Innovation, Employability and Entrepreneurial Skills

CO6: Developing creative and innovative ideas is essential for individuals to adapt to changing environments, create value, and drive organizational growth. It also enhances employability by showcasing the ability to think outside the box and contribute to organizational success.

PO7: Multidisciplinary Competence

CO3: Involves understanding the conceptual framework of organizational behavior and its practical applications, which requires a multidisciplinary approach to integrate knowledge from various fields to effectively apply OB concepts in organizational settings.

CO5: Focuses on evaluating and analyzing various theories and models in OB, which also requires a multidisciplinary perspective to critically assess and integrate diverse theoretical frameworks to enhance the overall understanding of the discipline.

PO8: Value Inculcation through Community Engagement

CO6: It encourages students to think critically and creatively to address real-world challenges within the organizational context.

CO7: Conflict resolution skills are essential for fostering positive relationships and collaboration within a community or organizational setting, making it a valuable aspect of value inculcation through community engagement.

PO9: Traditional Knowledge into Modern Application

CO3: It involves taking established theories and frameworks and adapting them to contemporary organizational challenges.

CO5: By critically assessing existing theories and models, students can adapt and apply them in innovative ways to address modern organizational issues effectively.

PO10: Design and Development of System

CO3: Designing and developing systems in organizational behavior involves understanding the conceptual framework of OB and applying it practically to design effective organizational structures and processes.

CO4: Designing systems within organizations requires a deep understanding of how individuals, groups, and organizational structures interact to achieve goals. This outcome aligns with the design and development of systems within an organizational context.

PO11: Ethical and Social Responsibility

CO2: Understanding individual and cultural differences and diversity in organizations is crucial for promoting ethical and socially responsible behavior within the workplace

CO4: Ethical and social responsibility considerations are essential when understanding the role of individuals, groups, and organizational structures in achieving goals. Students need to be aware of the ethical implications of their actions and decisions in order to promote responsible organizational behavior.

CO7: Understanding how to navigate conflicts ethically and responsibly is essential for maintaining a positive organizational culture and promoting fairness and justice in resolving disputes.

PO12: Research-Related skills

CO5: Research-related skills involve the ability to critically evaluate and analyze existing theories and models in the field of Organisational Behaviour.

CO6: Students should be able to apply their research findings to develop creative and innovative strategies that can positively impact organizations. By honing these skills, students can contribute to advancing knowledge and practices in the field of Organisational Behaviour

PO13: Teamwork

CO4: Teamwork is essential in achieving organizational goals as it involves individuals, groups, and organizational structures working together towards a common objective

CO6: By working together in teams, students can leverage diverse perspectives and skills to develop solutions that shape organizations in a positive way. By focusing on these outcomes, students can enhance their teamwork skills and contribute effectively in organizational settings.

PO14: Area Specific Expertise

CO3: Area Specific Expertise involves having a deep understanding of the conceptual framework of Organisational Behaviour and being able to apply this knowledge effectively in organizational settings.

CO5: Area Specific Expertise also includes the ability to critically evaluate and analyze theories and models within the field of Organisational Behaviour. By developing expertise in understanding and analyzing these theories, students can enhance their knowledge and contribute to the advancement of the discipline.

PO15: Environmental Awareness

CO2: Environmental Awareness includes recognizing and understanding the importance of individual and cultural differences within organizations. By understanding and valuing diversity, students can contribute to creating inclusive and supportive environments in organizations.

CO7: Environmental Awareness also involves understanding how conflicts can arise in organizational settings and the importance of managing them effectively. By recognizing and addressing conflicts, students can contribute to creating a positive and harmonious work environment that supports organizational goals.

<p align="center">**SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.B.A**
(w. e. from June, 2024)</p>

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: III

Course Type: Open Elective

Course Name: Corporate Social Responsibility

Course Code: BBA-216-OE

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives:
1. To understand the concept and history of Corporate Social Responsibility (CSR) and its evolution over time.
2. To analyze the factors influencing the growth of CSR and the reasons for companies to engage in socially responsible activities.
3. To examine the different types of CSR activities, their impact on development programs, and corporate responsibility towards various stakeholders.
4. To explore the importance and need for Corporate Governance and its significance in ensuring ethical business practices.
5. To compare and contrast the Corporate Governance practices in India and globally.
6. To evaluate current trends and opportunities in CSR, and understand CSR as a strategic business tool for sustainable development.
7. To analyze case studies of successful CSR initiatives by industrial units in India and identify challenges faced in implementing CSR activities.

B) Course Outcome:
CO1. Students will be able to define and explain the concept of CSR and its significance in the business world.
CO2. Students will be able to analyze the historical evolution of CSR and understand the factors influencing its growth.
CO3. Students will be able to identify and evaluate the different types of CSR activities and their impact on development programs.
CO4 Students will be able to understand the importance of Corporate Governance in ensuring ethical business practices.
CO5. Students will be able to analyze and address the challenges faced by HR managers in managing human resources effectively in organizations.
CO6. Students will be able to assess current trends and opportunities in CSR and strategize CSR as a tool for sustainable development.
CO7. Students will be able to analyze and evaluate case studies of successful CSR initiatives by industrial units in India and identify challenges in CSR implementation.

Unit No. 1 Introduction

1.1 Meaning and Definition of CSR,
1.2 History and Evolution of CSR,
1.3 Factors affecting the growth of CSR
1.4 Reasons for Social Responsibility
1.5 CSR activities – Nature, types, impact on development Programme
1.6 Corporate responsibility towards various group of stakeholder's Chronological evolution of CSR in India.

No. of Lectures 10

Unit No. 2 Corporate Governance

2.1 Introduction
2.2 Factors behind the origin of Corporate Governance Important issues and Need of Corporate
2.3 GovernanceSEBI Code of Corporate Governance
2.4 Corporate Governance in India,
2.5 Global issues in corporate Governance

No. of Lectures 10

Unit No.3 Current Trends and Opportunities in CSR

3.1 Review Current Trends and Opportunities in CSR
3.2 CSR as Strategic business tool for sustainable development.
3.3 Review of successful corporate initiatives and challenges of CSR
3.4 Case Studies of major CSR activities by any two industrial units inIndia

No. of Lectures 10

Evaluation

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

References

1. Management Theory and Practice, C.B. Gupta, Sultanchand & Sons
2. Business Ethics and Corporate Governance, workbook by ICFAI University Press.
3. Corporate Governance by Devi Singh & Subhash Garg, Excel books.
4. Accounting Standards and Corporate Accounting Practice – Ghosh T P.
5. The world guide to CSR – Wayne Visser and Nick Tolhurst
6. Corporate Social Responsibility in India – Sanjay K Agrawal
7. On-line resources to be used if available as reference material
8. Annual reports and web sites of organizations for CSR Disclosures

Choice Based Credit System Syllabus (NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.BBA (Sem–III)   **Subject**: Corporate social Responsibility

Course: BBA   **Course Code:** BBA-216-OE

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

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

Justification for the mapping
PO1: A Fundamental Knowledge and Coherent Understanding:

CO1: which is fundamental knowledge that students need to have in order to understand the broader concept of corporate social responsibility.

CO3: This CO is related to PO1 as it involves identifying and evaluating different types of CSR activities and their impact on development programs, which contributes to students' understanding of the practical implications of CSR in organizations.

CO4: Which is essential knowledge for students to grasp the broader implications of CSR in terms of governance and ethical decision-making.

CO7: Which helps students apply their knowledge of CSR to real-world scenarios and Understand the practical challenges of implementing CSR initiatives.

PO2: Procedural Knowledge for Skill Enhancement:

CO1: students being able to demonstrate the practical application of CSR concepts in real-world business scenarios. This could include developing and implementing CSR strategies within a company to promote ethical and sustainable practices.

CO4: Students could practice developing and implementing corporate governance policies within a company to promote transparency and accountability.

CO7: Students could demonstrate their procedural knowledge by analyzing and evaluating case studies of successful CSR initiatives and identifying challenges in their implementation. This could involve students developing action plans to overcome obstacles and improve the effectiveness of CSR programs in organizations.

PO3:Critical Thinking and Problem-Solving Skills:

CO1: It is related to PO3 as defining and explaining the concept of CSR requires critical thinking and problem-solving skills to understand its significance in the business world.

CO2: It is related to understanding the factors influencing its growth involves critical thinking skills to interpret and evaluate the information.

CO4: Understanding the importance of corporate governance in ensuring ethical business practices involves critical thinking skills to analyze ethical dilemmas and propose solutions.

CO6: It is related assessing current trends and opportunities in CSR and strategizing CSR as a tool for sustainable development involves critical thinking skills to analyze complex information and make informed decisions.

CO7: It is related to analyzing and evaluating case studies of successful CSR initiatives by industrial units in India and identifying challenges in CSR implementation requires problem-solving skills to propose solutions for overcoming these challenges.

PO4: Communication Skills:

CO1: Students need strong communication skills to effectively define and explain the concept of CSR to others in the business world.

CO2: Effective communication skills are required to analyze the historical evolution of CSR and communicate the factors influencing its growth to others.

CO3: Communication skills are essential for students to identify and evaluate different types of CSR activities and effectively communicate their impact on development programs.

CO4: Strong communication skills are necessary for students to understand and communicate the importance of Corporate Governance in ensuring ethical business practices**.**

CO6: Students need good communication skills to assess current trends and opportunities in CSR and effectively strategize CSR as a tool for sustainable development.

CO7: Communication skills are important for students to analyze and evaluate case studies of successful CSR initiatives by industrial units in India, as well as to effectively identify challenges in CSR implementation.

PO5: Analytical Reasoning Skills:

CO1 : analytical reasoning skills are essential for students to define and explain the concept of CSR and its significance in the business world. Students need to critically analyze and interpret information in order to understand the importance of CSR.

CO2 : analytical reasoning skills are required for students to analyze the historical evolution of CSR and understand the factors influencing its growth. Students need to be able to evaluate data and draw logical conclusions to grasp the complexities of CSR development over time.

CO4: analytical reasoning skills are vital for students to understand the importance of Corporate Governance in ensuring ethical business practices. Students need to be able to analyze and interpret governance frameworks to assess their impact on organizational ethics.

CO7 : analytical reasoning skills are necessary for students to analyze and evaluate case studies of successful CSR initiatives by industrial units in India and identify challenges in CSR implementation. Students must be able to critically assess case studies and draw conclusions based on evidence and reasoning.

PO6: Innovation, Employability and Entrepreneurial Skills:

CO1: Students will be able to define and explain the concept of CSR and its significance in the business world. and This also relates to employability skills as having a strong understanding of CSR can make students more attractive to potential employers who prioritize corporate social responsibility.

CO5: Students will be able to analyze and address the challenges faced by HR managers in managing human resources effectively in organizations. This also relates to employability skills as the ability to effectively manage human resources is a valuable skill for individuals seeking employment in HR roles.

CO6: Students will be able to assess current trends and opportunities in CSR and strategize CSR as a tool for sustainable development. This requires entrepreneurial skills to identify opportunities and employability skills to effectively implement these strategies.

PO7: Multidisciplinary Competence:

CO1: students will need to define and explain the concept of CSR, which involves an understanding of various disciplines such as business ethics, corporate governance, and social responsibility.

CO3: students will need to identify and evaluate different types of CSR activities and their impact on development programs, drawing upon knowledge of various disciplines such as economics, sociology, and environmental studies.

CO6: students will be assessing current trends and opportunities in CSR and strategizing CSR as a tool for sustainable development, which involves drawing upon knowledge from various disciplines such as business strategy, sustainability, and economics.

PO8: Value Inculcation through Community Engagement:

CO1: The concept of CSR, or Corporate Social Responsibility, it involves engaging with the community and understanding the value of contributing to social and environmental causes. Students will learn how businesses can use CSR initiatives to make a positive impact on society and build strong relationships with the community.

CO2: They will learn about the factors that have influenced the growth of CSR and how it has evolved to encompass a wide range of activities aimed at benefiting society.

CO6: it involves understanding the value of community engagement in driving positive change. Students will learn how CSR can be used as a strategic tool to create long-term benefits for both businesses and society.

CO7: Students will see how businesses have made a difference in their communities through CSR activities and the challenges they have faced in implementing these initiatives.

PO9: Traditional Knowledge into Modern Application:

CO2: Analyzing the historical evolution of CSR and understanding the factors influencing its growth can help students appreciate the importance of preserving traditional practices and knowledge in CSR activities. By studying the roots of CSR, students can identify ways to leverage traditional knowledge for the betterment of society and the environment.

CO3: Identifying and evaluating different types of CSR activities and their impact on development programs can involve incorporating traditional practices and knowledge to enhance the effectiveness of these initiatives. By understanding how traditional knowledge can contribute to positive outcomes in CSR activities, students can design more successful and culturally sensitive development programs.

CO7: Analyzing and evaluating case studies of successful CSR initiatives by industrial units in India and identifying challenges in CSR implementation can involve recognizing the role of traditional knowledge in driving successful CSR outcomes. By studying successful case studies, students can learn how traditional practices and values have contributed to the success of CSR initiatives and how they can overcome challenges in implementing CSR programs by incorporating traditional knowledge into their strategies.

PO10: Design and Development of System:

CO2: Understanding the historical evolution of CSR and the factors influencing its growth is important in the design and development of a system for CSR implementation. This knowledge can help in creating a system that is aligned with the current trends and practices in CSR.

CO4: Corporate Governance plays a crucial role in ensuring ethical business practices, which are essential for the successful implementation of CSR initiatives. The design and development of a system for CSR should incorporate measures to promote ethical behavior within the organization.

CO7: Analyzing and evaluating case studies of successful CSR initiatives can provide valuable insights into effective CSR implementation strategies. This knowledge can be used in the design and development of a system for CSR to overcome challenges and ensure successful implementation.

PO11: Ethical and Social Responsibility:

CO1: This course objective relates to PO11 as it focuses on defining and explaining the concept of Corporate Social Responsibility (CSR) and its significance in the business world. Understanding CSR is essential for businesses to operate ethically and fulfill their social responsibilities.

CO3: Identifying and evaluating the different types of CSR activities and their impact on development programs allows students to understand the practical aspects of CSR implementation.

CO4: Understanding the importance of Corporate Governance in ensuring ethical business practices is crucial for upholding ethical standards in organizations, which directly aligns with PO11 and the focus on ethical and social responsibility.

CO7: Analyzing and evaluating case studies of successful CSR initiatives by industrial units in India and identifying challenges in CSR implementation helps students understand real-world applications of CSR and the challenges businesses face in implementing ethical practices, aligning with PO11's focus on ethical and social responsibility.

PO12: Research-Related skills:

CO1: Students will need to conduct research to understand the various aspects of CSR and its impact on businesses.

CO2: Research is essential to study the historical context of CSR and the factors that have shaped its development over time.

CO6: is essential to identify and analyze current trends in CSR and develop strategies for implementing CSR initiatives effectively.

CO7: Research is necessary to study and evaluate case studies to understand the success factors and challenges faced in implementing CSR initiatives.

PO13: Teamwork:

CO4: Corporate Governance plays a crucial role in ensuring ethical business practices within an organization. Teamwork is essential in upholding ethical standards and promoting transparency and accountability in decision-making processes.

CO6: Assessing current trends and opportunities in CSR and strategizing its implementation for sustainable development requires collaboration among different stakeholders. By working together, students can develop innovative strategies and initiatives to promote CSR as a tool for long-term growth and social impact.

CO7: Analyzing and evaluating case studies of successful CSR initiatives by industrial units in India and identifying challenges in CSR implementation can be more effectively done through teamwork. By working together, students can learn from real-world examples, share insights, and develop strategies for overcoming obstacles in CSR implementation.

PO14: Area Specific Expertise:

CO5: Students need to have a strong understanding of HR practices and strategies to address these challenges and ensure the successful implementation of CSR initiatives.

CO7: Students need to have area-specific expertise in CSR practices and case study analysis to effectively assess the success and challenges of CSR initiatives in real-world contexts.

PO15: Environmental Awareness:

CO6: Students who assess current trends and opportunities in CSR can recognize the importance of environmental sustainability as a key component of CSR strategies. By strategizing CSR initiatives to include environmental awareness and sustainable development, students can contribute to the long-term success of businesses.

Name of the Programme: B.B.A.
Subject: Personality Development
Program Code: UBBA
Class   :   S.Y.B.B.A
Semester   : III
Course Type   : Major and Mandatory
Course Name   : Personality Development
Course Code   : BBA-221-VSC
No. of Lectures   : 30
No. of Credits: 2

A) **Course Objectives:**

1. To make the students aware about the dimensions and importance of effective personality.
2. To understand personality traits and formation and vital contribution in the world of business.
3. To make the students aware about the various dynamics of personality development.

B) **Course Outcomes :**

CO1: After completing the course students will be able to understand the various factors affecting the personality.
CO2: Students will be able to identity various traits in the personality development.
CO3: Students will get the detailed information about role of personality and its importance in the organization.
CO4: Students will be able to identify the different pillars of the personality.
CO5: Students can identify how personality improves the communication skills .
CO 6: Students will be able to learn different tolls that can be used to identify and improve the personality traits.
CO7: After completion of the course students will be able to identify the methodology of self assessments.
         The outcome of this course is to aware students about the dimensions and importance of effective personality and also makes them aware about the various dynamics of personality development.

Unit No.1: Introduction to personality & its development

1.1 Meaning and Definition of Personality
1.2 Needs of Personality Development
1.3 FactorsaffectingPersonalityDevelopment:Biological,Homeenvironmentandpare nts, School environment and Teachers, Peer Groups, Sibling Relationships and Mass Media ,Cultural Factors, Spiritual Factors, Public Relations

Total No. of Lectures-5

Unit No .2: Personality Traits

    2.1 Meaning and Definition: Personality Traits
    2.2 DevelopingPositivepersonalitytraits:Attitude:Factorsthatdetermineattit
        ude, Benefits of Positive Attitude and Consequences of Negative
        Attitude, Steps to build Positive Attitude
    2.3 Personality Habits: Meaning and concept of Habits
    2.4 Developing effective Habits: Behavior and Character
    2.5 Habit of highly effective people

                                                Total No. of Lectures-5

Unit No.3: Pillars of Personality Development

3.1 Introspection: Meaning and Importance, Self Introspection Skills
3.2 Self-Assessment: Meaning and Importance, Self-Assessment for Students
3.3 Self-Appraisal :Meaning ,Importance, Tips for Self-Appraisal
3.4 SelfDevelopment:Meaning,Process,Techniques,UseofSelfDevelopmen t,IndividualDevelopmentPlan
3.5 Self-Introduction: Meaning, Tips for Effective Self Introduction, Self-Acceptance,Awareness,Self-Knowledge,Belief,Confidence,CriticismandSelfExamination
3.6 Self-Concept-Meaning ,Components of Self Concept
3.7 Self Esteem: Concept, Significance of Self-esteem, Types, Steps for enhancing positive Self-esteem, Ego Management
3.8 Defining Success :Real or Imaginative ,Obstacles to Success, Factors and Qualities that make Person Successful
3.9 Concept of Failure: Reasons of Failure
3.10   Personal SWOT Analysis and STAR Analysis

Total No. of Lectures-10

UnitNo.4: Personality Formation Structure

4.1 Mind Mapping
4.2 Competency Mapping
4.3 Developing Interpersonal and Group skills
4.4 Building Positive Relationships
4.5 Strategies of Gaining Power and Influence
4.6 EnhancingPersonalitythroughEffectivecommunicationandIntentio nalListening
4.7 Effective speech: Writing and Delivering and Successful Negotiation
4.8 Manners and Etiquettes
4.9 Proper dressing for varied occasions

Total No. of Lectures-10

Reference Books:

1. BarunKMitra,PersonalityDevelopmentandSoftSkills,OxfordUniversit yPress
2. John Aurther, Personality Development, Lotus Press
3. Stephen Covey,Seven Habit so Highly Effective People,Pocket Books
4. Valerie Simanowitz, Personality Development, Open University Press
5. Jerry M Burger, Personality, Cengage Learning
6. Elizabeth B. Hurlock, Personality Development, TataMcGraw Hill
7. Murphy and Hildebrandt, Effective Business Communication, TMH
8. Friedman,Personality:ClassicTheoriesandModernResearch,3/E,Pearson

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: SYBBA (SEM –III)   **Subject**: **Personality Development**
Course: **BBA**   **Course Code:** BBA-221-VSC
Weightage: 1=weak or low relation, 2= moderate or partial relation, 3 = Strong or direct relation

Course Outcomes	Programme Outcomes (POs)												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13
CO1	3	3	-	-	-	-	2	2	-	-	2	-	2
CO2	2	2	2	2	-	-	-	-	-	-	-	-	-
CO3	2	2	2	2	-	-	-	2	-	-	2		2
CO4	3	3		3	-	-	-	-	-	-	-	-	3
CO5	2	2	2	2	-	-	-	2	-	-	-	-	2
CO6	2	2	-	2	-	2	-	2	-	-	-	-	2
C07				3		2		2	-	-	-	2	-

Justification for the mapping

PO1 : Fundamental Knowledge and coherent understanding.

CO1: The course will give the basic fundamentals of personality development and related concepts.

CO2: Various traits in personality will be identified by students.

CO3: Students will identify the role of personality in successful working in any organization.

CO4: Students after completion of the course will be able to identify different traits of personality in detail.

CO5: Course will help the students to study how personality will help to improve the Communication skills.

CO6: After completion of the course students will identify the tolls that will help to improve the Personality traits.

PO2: Procedural Knowledge for skill enhancement.

CO1: Students will be able identify the concepts in personality development and related methodologies.

CO2: Various traits in personality will be identified by students after completing the course.

CO3: Students will identify the role of personality in successful working methodology to be adopted in any organization.

CO4: Students will be able to identify the traits in personality and its importance.

CO5:Course will help the students to study how personality will help to improve the communication skill.

CO6: After completion of the course students will identify the tolls that will help to improve the personality traits.

PO3 : Critical Thinking and problem Solving.

CO2: Students with the help of this course will be able to critically identify the personality traits.

CO3: Students with the help of the course will identify the role of personality development concepts used for problem solving in organizations.

CO5: Course will help the students to study how personality will help to improve the communication skill .

PO4: Capacity strengthening skills.

CO2 : Various traits in personality will be identified by students after completing the course.

CO3: Students will identify the role of personality in successful working methodology to be adopted in any organization.

CO4: Students will be able to identify the traits in personality and its importance.

CO5: Course will improve the communication skills in the students which will improve the capacity of the students.

CO6: After completion of the course students will identify the tolls that will help to improve the personality traits.

CO7: Students will be able to analyze self assessment with the help of the course.

PO6: Innovation, Employability and Entrpernureship development skills.

CO6: Students after completing the course will be able to acquire the employability skills.

CO7: Students will be able to analyze self assessment with the help of the course

PO7 : Multidisciplinary competence.

CO1 : Students will be able to identify the various aspects of personality development.

PO1: Value inculcation through community engagement.

CO1 : The course will give the basic fundamentals of personality development and related concepts.

CO3: Students with the help of the course will identify the role of personality development concepts used for problem solving in organizations.

CO5: Course will improve the communication skills in the students which will improve the capacity of the students.

CO7: Students after completing the course will be able to acquire the employability skills.

CO7: Students will be able to analyze self-assessment with the help of the course

PO11: Ethical and social responsibility.

CO1: Students will be able to identify the various aspects of personality development and its.

CO3: Students with the help of the course will identify the role of personality development concepts used for problem solving in organizations.

PO13: Teamwork.

CO1: Students will be able to identify the various aspects of personality development and its

CO3: Students will identify the role of personality in successful working methodology to be adopted in any organization.

CO4: Students will be able to identify the traits in personality and its importance.

CO5: Course will improve the communication skills in the students which will improve the capacity of the students.

CO6: After completion of the course students will identify the tolls that will help to improve the personality traits.

Anekant Education Society's

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

BACHLOR OF BUSINESS ADMINISTRATION DEGREE

SYBBA- SEM -IV

Framed as per NEP

SYLLABUS

Applicable with effect from 2024-25

Anekant Education Society,s

Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati

(Autonomous)

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

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

SYLLABUS (CBCS as per NEP2020) FOR S.Y.B.B.A
(w.e. from June,2024)

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Major Mandatory

Course Name: Management Information System

Course Code:BBA-251-MJM

No.ofLectures:30

No.ofCredits:2

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

B) **Course Outcome :**

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

 Unit No. 1: Management Information System

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

Unit No. 2: Information, Management and Decision making

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

No. of Lectures- 06

Unit No. 3: Systems Analysis and Design

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

No. of Lectures- 05

Unit No. 4: Decision Support Systems

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

No. of Lectures- 05

Unit No. 5: Management issues in MIS

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

No. of Lectures- 06

EVALUATION: -

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

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

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

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

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding

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

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

PO2: Procedural Knowledge for Skill Enhancement

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

PO3: Critical Thinking and Problem-Solving Skills

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

PO4: Communication Skills

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

CO4: While communication is important for explaining each stage, it is more about understanding processes than interpersonal skills.
CO5: Discussing and presenting these approaches will require some communication skills, but technical understanding is the main focus.
CO6: Communicating features and benefits effectively is crucial for stakeholder buy-in and understanding the practical applications.
CO7: This outcome emphasizes the need to communicate critical information effectively to executives, necessitating strong communication skills.

PO5: Analytical Reasoning Skills

CO1: Understand the fundamental need for Management Information Systems in organizations. Understanding MIS requires some level of analytical reasoning, as students must analyze data and its impact on organizations.
CO2: Understand different decision-making models and their applications. Strongly aligned as students need analytical skills to evaluate different decision-making frameworks and choose appropriate models.
CO3: the quality and relevance of information influence managerial decisions. High alignment; analyzing the quality and relevance of data directly ties to analytical reasoning skills in decision-making processes.
CO4: Understand the stages of the Systems Development Life Cycle. Moderate relevance; while analytical skills are used, this outcome is more about understanding processes rather than pure analytics.
CO5: Some analytical reasoning is required to evaluate and compare different system building methodologies, though it's not the primary focus.
CO6: Understand the features and benefits of DSS. Directly relevant; analytical reasoning is crucial when assessing and utilizing Decision Support Systems effectively.
CO7: Strong alignment as analyzing the effectiveness of EIS in strategic decision-making directly correlates with analytical reasoning skills.

PO6: Innovation, Employability and Entrepreneurial Skills

CO1: Understanding the need for Management Information Systems (MIS) enhances employability as it equips students with knowledge essential for organizational settings. However, its direct innovation and entrepreneurial impact may be moderate.
CO2: Learning decision-making models directly correlates with innovation and employability, as decisions are core to entrepreneurial success and managing change in organizations.
CO3: The influence of information quality on managerial decisions is crucial for innovation and effective business practices, making it highly relevant for employability and entrepreneurial skills.
CO4: Understanding the Systems Development Life Cycle (SDLC) is important for innovation in project management and contributes to employability, but may not strongly relate to entrepreneurial skills directly.
CO5: Knowledge of different system-building approaches fosters innovation and equips students with practical skills, essential for careers in technology and entrepreneurship.
CO6: Understanding Decision Support Systems (DSS) enhances analytical capabilities that are important for innovative decision-making within organizations, linking moderately to employability.

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

PO7: Multidisciplinary Competence

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

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

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

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

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

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

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

PO8: Value Inculcation through Community Engagement

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

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

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

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

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

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

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

PO9: Traditional Knowledge into Modern Application

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

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

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

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

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

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

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

PO10: Design and Development of System

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

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

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

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

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

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

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

PO11: Ethical and Social Responsibility

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

PO12: Research-Related skills

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

PO13: Teamwork

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

PO14: Area Specific Expertise

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

PO15: Environmental Awareness

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

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Major

Course Name: Production and Operations management.

Course Code: BBA-252-MJM

No. of Lectures:30

No. of Credits:2

A) Course Objectives:

   a.   To focus on basic terms related to production and operations management.

   b.   To analyses product design concepts, Production layouts and Plant locations.

   c.   To elaborate the concepts of production planning, productivity and ergonomics.

   d.   To study the concepts of quality management.

   e.   To study the role of technology in current production process.

A) Course Outcome:

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

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

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

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

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

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

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

Unit No1: Introduction

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

No of Lectures 6

Unit No 2: Product Design and product Development

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

No of Lectures 6

Unit No 3: Production planning and control:

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

No of Lectures 6

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

b. Objectives of ergonomics.

c. Components of ergonomics.

Unit No 5: Quality Management:

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

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

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

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

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

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

No of Lectures 6

EVALUATION: -

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

References:

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

2. Work Study ZO Publication

3. Production &Operations Management R S Goel

4. A Key to Production Management Kalyani Publicaion, Ludhiyana

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

6. Modern Production and Operation Management El woods Butta

Choice Based Credit System Syllabus (2023Pattern)

Mapping Program Outcomes with Course Outcomes

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

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

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

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

Justification for the Mapping

PO1: A Fundamental Knowledge and Coherent Understanding

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

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

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

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

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

PO3: Critical Thinking and Problem-Solving Skills

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

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

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

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

PO4: Communication Skills

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

PO5: Analytical Reasoning Skills

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

PO7: Multidisciplinary Competence

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

PO8: Value Inculcation through Community Engagement

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

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

PO9: Traditional Knowledge into Modern Application

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

PO10: Design and Development of System

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

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

PO11: Ethical and Social Responsibility

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

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

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

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

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

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

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

PO12: Research-Related Skills

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

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

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

PO13: Teamwork

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

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

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

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

PO14: Area-Specific Expertise

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

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

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

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

PO15: Environmental Awareness**

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

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

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

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

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

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Major Mandatory

Course Name: Industry Relation & Labour Law

Course Code: BBA-253-MJM (A)

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives:

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

B) Course Outcome:

CO1. Students will be able to define industrial relations, explain its importance, and describe its scope in the context of modern industry.

CO2. Students will be able to analyze the growth, objectives, functions, and role of trade unions in globalized content.

CO3. Students will be able to identify the role of personnel and industrial relations managers in promoting peaceful industrial relations.

CO4. Students will be able to differentiate between statutory and non-statutory conflict resolution mechanisms and explain their applicability in real-world scenarios.

CO5. Students will be able to explain the concept and benefits of workers' participation in management, including forms, levels, and roles.

CO6. Students will be able to apply knowledge of the Industrial Dispute Act, 1946, to case studies or real-world scenarios, including strike, lockout, layoffs, retrenchment, and grievance redressal machinery

CO7. Students will be able to analyze the provisions and implications of the Factories Act, 1948, on workplace safety, health, welfare, leave with wages, and working hours of adults.

Unit No 1: Introduction Industry Relation & Industry Dispute.

1.1. Industrial Relation-Definition, Importance & Scope

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

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

1.4. Industrial Dispute-Nature of Industrial Dispute.

1.5. Causes of Industrial Dispute.

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

No of Lectures10

Unit No2: Workers Participation in Management

2.1. Concept & Pre-requisites.

2.2. Forms & Levels of Participation

2.3. Benefit of workers participation in management

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

Dispute

No of Lectures 10

Unit 3 Industrial Dispute Act, 1946.

3.1. Definitions.

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

3.3 Strike & lockout, Lay-off and retrenchment.

3.4 Grievance Redressal Machinery.

No of Lectures 7

Unit 4 Factories Act 1948.

4.1 Provisions regarding Safety

4.2 Provisions regarding Health

4.3 Provisions regarding Welfare

4.4 Provisions regarding Leave with Wages

4.5 Working hours of adults

No of Lectures 5

Evaluation

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

Reference Books:

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

Choice Based Credit System Syllabus (NEP2020)

Mapping of Program Outcomes with Course Outcomes

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

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

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

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

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding:

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

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

PO2: Procedural Knowledge for Skill Enhancement:

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

PO3: Critical Thinking and Problem-Solving Skills:

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

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

PO4: Communication Skills:

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

PO5: Analytical Reasoning Skills

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

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

(A)COURSE OBJECTIVES:

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

2. To explore the evolution of banking in India.

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

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

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

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

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

(B)COURSE OUTCOMES: -

CO1: Understand the basic concept and definition of banking.

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

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

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

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

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

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

UNIT 1. INTRODUCTION

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

1.2.Evolution of banking in India

1.3.Structure of banking system in India

UNIT 2. FUNCTIONS OF BANKS

2.1. Primary functions- Accepting deposits and granting loans

2.2. Secondary functions- Public utility services andagency services.

UNIT 3. REGULATORY AUTHORITIES IN INDIA

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

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

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

UNIT 4. TECHNOLOGY IN BANKING

4.1.Need And Importance of Technology in Banking.

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

EVALUATION: -

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

REFERENCES: -

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

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

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

Justification for Mapping

PO1: A Fundamental Knowledge and Coherent Understanding.

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

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

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

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

PO2: Procedural Knowledge for Skill Enhancement

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

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

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

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

PO3: Critical Thinking and Problem-Solving Skills

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

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

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

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

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

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

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

PO4: Communication Skills.

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

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

and current trends, enhancing engagement with the material.

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

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

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

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

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

PO5: Analytical Reasoning Skills

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

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

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

PO6: Innovation, Employability, and Entrepreneurial Skills

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

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

PO7: Multidisciplinary Competence

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

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

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

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

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

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

PO8: Value Inculcation through Community Engagement

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

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

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

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

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

PO9: Traditional Knowledge into Modern Application

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

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

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

PO10: Design and Development of Systems

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

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

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

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

PO11: Ethical and Social Responsibility

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

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

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

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

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

PO12: Research-Related Skills

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

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

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

PO13: Teamwork

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

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

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

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

PO14: Area Specific Expertise

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

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

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

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

PO15: Environmental Awareness

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

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

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

environmentally responsible investments.

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

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

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

(w. e. from June 2024)

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Major Mandatory

Course Name: Retail Management

Course Code: BBA-253-MJM (C)

No. of Lectures: 30

No. of Credits:2

A) Course Objectives:

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

B) Course Outcome:

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

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

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

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

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

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

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

1. **Introduction to Retailing**

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

   Total No. of Lectures- 06

2. **Retailing Strategies**

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

   Total No. of Lectures- 08

Unit 3. Managing the Retail Business

   3.1 Implementing Retail Marketing Plan

   3.2 Brief Human Resource Requirements

   3.2 Developing Product and Branding Strategies

   3.3 Developing Merchandise Plans

   3.4 Merchandising Strategy

   Total No. of Lectures- 08

Unit 4. Future of Retailing

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

   Total No. of Lectures- 08

Evaluation

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

Reference Books:

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

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

Choice Based Credit System Syllabus (NEP2020)

Mapping of Program Outcomes with Course Outcomes

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

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

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

Justification for the mapping

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

PO1: A Fundamental Knowledge and Coherent Understanding

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

PO2: Procedural Knowledge for Skill Enhancement

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

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

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

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

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

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

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

PO3: Critical Thinking and Problem-Solving Skills

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

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

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

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

PO4: Communication Skills

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

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

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

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

PO5: Analytical Reasoning Skills

CO1: Analytical reasoning skills are necessary to understand and describe the structure of the retail industry, requiring students to analyze and categorize different types of retailers, market segments, and channels.
CO2: Analytical reasoning skills are essential for analyzing market trends and the retail life cycle, as students

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

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

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

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

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

PO6: Innovation, Employability and Entrepreneurial Skills

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

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

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

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

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

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

PO7: Multidisciplinary Competence

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

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

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

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

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

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

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

PO8: Value Inculcation through Community Engagement

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

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

PO9: Traditional Knowledge into Modern Application

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

PO10: Design and Development of System

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

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

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

PO11: Ethical and Social Responsibility

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

PO12: Research-Related skills

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

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

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

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

PO13: Teamwork

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

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

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

PO14: Area Specific Expertise

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

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

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

PO15: Environmental Awareness

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

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

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

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Major Mandatory

Course Name: Strategic Human Resource Management

Course Code: BBA-254-MJM (A)

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives:

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

B) Course Outcome:

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

Unit No 1. Role of SHRM & Strategic Approach

1.1. Role of SHRM

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

1.2.Strategic approach

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

No of Lectures 08

Unit No2: Human Resource Environment

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

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

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

No of Lectures 10

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

Strategies Separations

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

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

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

No of Lectures 10

Evaluation

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

Reference & Text Books:

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

Choice Based Credit System Syllabus (NEP2020)

Mapping of Program Outcomes with Course Outcomes

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

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

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

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

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding:

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

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

PO2: Procedural Knowledge for Skill Enhancement:

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

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

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

PO3: Critical Thinking and Problem-Solving Skills:

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

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

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

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

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

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

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

PO4: Communication Skills:

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

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

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

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

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

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

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

PO5: Analytical Reasoning Skills

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

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

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

PO6: Innovation, Employability and Entrepreneurial Skills:

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

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

PO7: Multidisciplinary Competence:

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

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

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

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

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

PO8: Value Inculcation through Community Engagement:

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

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

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

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

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

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

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

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

PO9: Traditional Knowledge into Modern Application:

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

PO10: Design and Development of System

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

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

PO11: Ethical and Social Responsibility:

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

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

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

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

social and environmental responsibilities.

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

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

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

PO12: Research-Related skills

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

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

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

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

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

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

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

PO13: Teamwork

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

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

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

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

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

PO14: Area Specific Expertise:

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

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

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

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

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

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

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

PO15: Environmental Awareness

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

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

A) COURSE OBJECTIVES:

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

A) COURSE OUTCOMES:

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

UNIT 1. INTRODUCTION TO INCOME TAX ACT 1961.

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

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

Different heads of Income: -

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

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

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

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

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

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

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

UNIT 4. OTHER IMPORTANT ASPECTS OF INCOMETAX ACT 1961

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

EVALUATION: -

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

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

Mapping of Program Outcomes with Course Outcomes

Class: SYBBA (Sem –IV)   **Course Title:** Business Taxation

Course: Business Taxation   **Course Code**: BBA-254-MJM[B]

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

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

Justification for Mapping

PO1: A Fundamental Knowledge and Coherent Understanding

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

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

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

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

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

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

PO2: Procedural Knowledge for Skill Enhancement

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

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

PO3: Critical Thinking and Problem-Solving Skills

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

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

PO4: Communication Skills

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

PO5: Analytical Reasoning Skills

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

PO6: Innovation, Employability and Entrepreneurial Skills

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

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

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

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

PO10: Design and Development of System

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

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

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

(w. e. from June 2024)

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Major Mandatory

Course Name: Digital Marketing

Course Code: BBA-254-MJM (C)

No. of Lectures: 30

No. of Credits:2

A) Course Objectives:

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

B) Course Outcomes:

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

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

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

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

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

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

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

1. Introduction to Digital Marketing

1.1 Concept and meaning of Digital Marketing, Digital Marketing Process

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

1.3 Concept of Engagement, Visitors Engagement, its

1.4 Importance and examples of engagement. Bringing Targeted Traffic

1.5 Inbound and outbound marketing

1.6 Converting Traffic into Leads, Types of Conversion,

1.7 Understanding Conversion Process Tools of Digital Marketing

No. of Lectures-06

2. Digital Marketing Planning and Structure:

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

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

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

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

2.5 Auditing, Designing Word Press Website.

No. of Lectures-08

3.Social Media Marketing

3.1 Introduction of Social Media Marketing, Procedure and Fundamentals

3.2 face book Marketing

3.3 Google Ad Words

3.4 YouTube Marketing

3.5   Email Marketing

3.6 Content Writing

No. of Lectures-06

4.Computer Laboratory Work

4.1 Creating Search Engine Campaign Ads Creating Display Campaign

4.2 Optimizing Display Campaign

4.3 Creating Face book Advertising Campaign and other social

4.4 media campaign Create Remarketing Campaign

4.5 PR, Digital Marketing, Event Management, Advertising

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

4.7 Prepare the MARCOM strategy

No. of Lectures-10

Evaluation

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

Reference Books:

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

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

Email Marketing, Ian Brodie

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

Choice Based Credit System Syllabus (NEP2020)

Mapping of Program Outcomes with Course Outcomes

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

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

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

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

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding

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

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

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

CO4: Technical skills beyond fundamental knowledge.

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

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

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

PO2: Procedural Knowledge for Skill Enhancement

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

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

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

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

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

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

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

PO3: Critical Thinking and Problem-Solving Skills

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

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

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

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

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

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

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

PO4: Communication Skills

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

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

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

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

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

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

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

PO5: Analytical Reasoning Skills

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

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

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

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

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

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

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

PO6: Innovation, Employability and Entrepreneurial Skills

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

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

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

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

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

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

PO8: Value Inculcation through Community Engagement

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

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

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

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

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

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

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

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

PO9: Traditional Knowledge into Modern Application

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

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

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

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

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

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

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

PO10: Design and Development of System

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

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

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

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

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

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

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

PO11: Ethical and Social Responsibility

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

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

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

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

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

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

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

PO12: Research-Related skills

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

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

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

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

development process is more technical and practical than research oriented.

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

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

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

PO13: Teamwork

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

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

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

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

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

CO6: Collaboration is essential in creating and optimizing campaigns.

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

PO14: Area Specific Expertise

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

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

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

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

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

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

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

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

PO15: Environmental Awareness

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

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

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

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

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

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

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Minor

Course Name: Employee Recruitment & HR record Management System

Course Code: BBA-261-MN

No. of Lectures: 30

No. of Credits: 2

A) Course Objectives:

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

B) Course Outcome:

CO1. Explain the concept of manpower planning, its importance, and the need for effective planning in an organization.

CO2. Analyze the importance of accurate manpower planning in achieving organizational objectives.

CO3. Compare traditional and new methods of recruitment, including talent acquisition strategies.

CO4. Analyze the factors affecting recruitment, including their impact on the hiring process.

CO5. Identify the essentials of a good record, including principles of record keeping.

CO6. Analyze the importance of accurate employee record management in HR decision-making.

 CO7. Apply employee record management principles to a real-world scenario.

Unit No 1: Manpower Planning and Forecasting.

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

1.2.Process, Techniques of Manpower Forecasting,

1.3.Factors influencing estimation of Manpower.

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

No of Lectures10

Unit No2: Recruitment and Selection

2.1. Recruitment: Meaning, Definition, Need,

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

and Disadvantages,

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

2.4 . Difference between Recruitment and Talent Acquisition.

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

No of Lectures 10

Unit 3 Employee Record Management.

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

3.2. Precautions in Maintaining Records.

3.3 Importance of Employee records.

3.4 Types of Employee records.

No of Lectures 10

Evaluation

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

Reference Books:
1 Human Resource Management L. M. Prasad Sultan Chand & Company Ltd. New Delhi
2 Human Resource Management K. Ashwathappa Tata McGraw Hill New Delhi
3 Personnel Management C. B. Mamoria Himalaya Publishing House Mumbai
4 Personnel & Human Resource Management A.M. Sharma Himalaya Publishing House Mumbai
5 Human Resource Management S. S. Khanka Sultan Chand & Company Ltd. New Delh

Mapping of Program Outcomes with Course Outcomes

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

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

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

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

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding:

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

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

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

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

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

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

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

PO2: Procedural Knowledge for Skill Enhancement:

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

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

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

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

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

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

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

PO3:Critical Thinking and Problem-Solving Skills:

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

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

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

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

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

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

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

PO4: Communication Skills:

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

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

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

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

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

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

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

PO5: Analytical Reasoning Skills

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

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

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

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

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

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

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

PO6: Innovation, Employability and Entrepreneurial Skills:

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

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

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

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

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

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

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

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

PO7: Multidisciplinary Competence:

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

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

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

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

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

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

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

PO8: Value Inculcation through Community Engagement:

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

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

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

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

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

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

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

PO9: Traditional Knowledge into Modern Application:

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

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

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

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

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

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

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

PO10: Design and Development of System

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

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

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

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

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

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

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

PO11: Ethical and Social Responsibility:

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

workforce management with ethical standards and social values.

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

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

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

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

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

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

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

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

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

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

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

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

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

PO13: Teamwork

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

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

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

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

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

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

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

PO14: Area Specific Expertise:

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

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

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

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

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

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

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

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

Course Type: Minor

Course Name: Dissertation Report

Course Code: BBA-262-MN

No. of Credits: 2

About Course :

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

A) Course Objectives:

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

B) Course Outcome

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

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

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

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

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

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

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

Project Requirements:

1. The project should be completed in groups of maximum 3 members.
2. The project report should be submitted in a bound format, with a minimum of 30 pages and a maximum of 50 pages.
3. The project report should include the following sections:
    * Introduction
    * Literature Review
    * System Design and Development
    * Implementation and Testing
    * Results and Conclusion
    * References
    * Appendices
4. The project report should be written in a clear and concise manner, with proper headings, subheadings, and bullet points.
5. The project report should include screenshots, diagrams, flowcharts, or other visual aids to support the discussion.
6. The project report should be free of plagiarism and grammatical errors.

Examination & Evaluation Pattern

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

Viva Voce:

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

Name of the Programme: B.B.A.

Program Code: BBA

Class: S.Y.B.B.A

Semester: IV

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

Course Code: BBA-266-OE

No. of Lectures:30

No. of Credits:2

Course Objectives:

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

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

3. To ensure sustained happiness and prosperity.

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

Course Outcome:

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

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

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

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

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

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

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

Unit 1: Introduction

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

1.2 Understanding the concept of Self-Exploration.

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

1.4 Continuous Happiness and Prosperity- t basic Human Aspirations

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

1.6 Understanding Happiness and Prosperity correctly.

No.of lectures : 6

UNIT-2: Understanding Harmony in the Human Being

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

2.2 Understanding the needs of Self and Body.

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

2.4 Understanding the characteristics and activities of 'I'.

2.5 Understanding the harmony of I with the Body:

No.of lectures : 6

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

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

3.2 Understanding Values in Human-Human Relationship.

3.2 Core foundational values of relationship.

3.3 Understanding the Meaning of Vishwas.

3.4 Difference between Intention and Competence.

3.5 Understanding the Meaning of Samman.

3.6 Understanding the Harmony in the Society.

No.of lectures : 6

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

4.1 Understanding the Harmony in the Nature,

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

4.3 Holistic Perception of Harmony at All Levels of Existence.

No.of lectures : 6

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

5.1 Natural Acceptance of Human Values

5.2 Concept of ethical human conduct.

5.3 Basis for humanistic education, humanistic constitution and humanistic universal

order, competence in professional ethics.

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

No.of lectures : 6

Evaluation

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

Choice Based Credit System Syllabus(NEP2020)

Mapping of Program Outcomes with Course Outcomes

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

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

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

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

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding

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

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

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

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

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

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

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

PO2: Procedural Knowledge for Skill Enhancement

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

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

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

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

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

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

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

PO3: Critical Thinking and Problem-Solving Skills

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

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

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

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

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

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

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

PO4: Communication Skills

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

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

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

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

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

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

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

PO5: Analytical Reasoning Skills

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

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

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

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

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

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

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

PO5: Analytical Reasoning Skills

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

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

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

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

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

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

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

PO6: Innovation, Employability and Entrepreneurial Skills

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

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

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

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

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

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

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

PO7: Multidisciplinary Competence

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

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

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

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

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

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

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

PO8: Value Inculcation through Community Engagement

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

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

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

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

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

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

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

PO9: Traditional Knowledge into Modern Application

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

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

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

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

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

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

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

PO10: Design and Development of System

CO1: Understanding design and development of systems requires recognizing fundamental values, but the focus is more on design than on values.

CO2: Self-exploration directly ties into understanding how systems are designed and developed, particularly by considering user perspectives and needs.

CO3: While harmony is important, it is a broader concept that may not directly correlate with system design principles.

 CO4: The concept of societal harmony can influence system development focusing on community systems or social platforms, but it's less direct than other outcomes.

CO5: Co-existence is relevant to systems thinking, particularly in collaborative and integrative design, although not the primary focus.

CO6: Ethical considerations are crucial in system design; understanding these principles directly impacts how systems should be developed and implemented.

CO7: While the outcomes of systems can relate to happiness and prosperity, this focus is not central to the technical aspects of system design and development.

PO11: Ethical and Social Responsibility

 CO1: Value education encompasses ethical considerations, fostering a strong foundational understanding of ethics and responsibility.

CO2: Self-exploration can lead to a greater understanding of one's ethical beliefs and responsibilities, but it is more personal and less directly tied to social responsibility.

CO3: Understanding family harmony is essential in promoting ethical behavior and social responsibility within familial relationships.

CO4: Society's harmony is closely tied to ethical and social responsibility, making this understanding crucial for ethical citizenship.

CO5: Co-existence is foundational to social responsibility, as it emphasizes mutual respect, understanding, and ethical interactions among diverse groups.

CO6: Professional ethics are critical for responsible behavior in the workplace, making this outcome strongly aligned with social responsibility.

 CO7: While happiness and prosperity can be related to ethical living and social responsibility, this CO is broader and may not directly relate to ethical principles.

PO12: Research-Related skills

CO1: Understanding value education may involve some level of research and critical thinking to analyze different educational processes and their impacts.

CO2: Self-exploration often involves research skills such as introspection, analysis of personal experiences, and evaluation of outcomes, linking strongly to research methodologies.

CO3: Researching family dynamics and the concept of harmony may require investigative skills and analysis of various frameworks within familial relationships.

CO4: This concept necessitates substantial research to understand societal behaviors, structures, and the principles of harmony.

CO5: Research skills are essential to analyze co-existence across cultures and societies, examining various case studies and theoretical frameworks to understand these dynamics.

CO6: Analyzing professional ethics requires strong research skills to evaluate ethical dilemmas, understand legal frameworks, and apply theory to practice.

CO7: This involves some research methodology to analyze different indicators of happiness and prosperity.

PO13: Teamwork

CO1: Understanding value education is fundamental to teamwork, as it fosters shared values and ethics among team members.

CO2: Self-exploration is crucial for effective teamwork, as it helps individuals understand their strengths and weaknesses, enhancing collaboration.

CO3: While family harmony supports teamwork principles, its direct impact may not be as significant as teamwork in broader contexts.

CO4: Understanding societal harmony can indirectly benefit teamwork by promoting collaborative and inclusive attitudes, though it's not a direct focus.

CO5: Coexistence relates to teamwork in terms of working together harmoniously, but the connection is more contextual than direct.

CO6: Students will be able to identify the need for professional ethics after completing the course Professional ethics are important for teamwork, ensuring respect and integrity among team members, but the link is indirect.

CO7: The course will help the student to study the concept of happiness and prosperity.

PO14: Area Specific Expertise

CO1: Understanding the basic process of value education is fundamental to area-specific expertise, as it encompasses essential values relevant to various disciplines.

 CO2: Self-exploration is critical in developing personal insights, which is essential for area-specific expertise in applying learned concepts effectively.

CO3: While family harmony contributes to personal development, its direct link to area-specific expertise may be more indirect, focusing more on interpersonal skills.

CO4: Understanding harmony in society can inform area-specific expertise, but this concept may be broader than direct application in specific fields.

CO5: Knowledge of co-existence is useful for various fields but less directly related to specific expertise without contextual application.

CO6: Professional ethics are foundational for any specific area of expertise, ensuring students understand ethical standards in their chosen fields.

CO7: While understanding happiness and prosperity has value, its direct application to area-specific expertise is less pronounced compared to ethical or value-based foundations.

PO15: Environmental Awareness

CO1: Understanding value education can create awareness about environmental values, but it is only moderately related to environmental awareness.

CO2: Self-exploration can lead to a deeper understanding of one's relationship with the environment, but the connection is moderate.

CO3: While family harmony can foster values, its direct link to environmental awareness is weak.

CO4: Understanding societal harmony can involve awareness of environmental well-being, but the connection isn't strong enough to rate it higher.

CO5: Co-existence directly relates to environmental awareness, as it involves understanding how to live in harmony with nature and other species.

CO6: Professional ethics can include environmental responsibilities, but the direct correlation with environmental awareness is moderate.

CO7: Happiness and prosperity increasingly consider environmental sustainability, linking this outcome to environmental awareness, but it is a moderate connection.

Name of the Programme: B.B.A.
Program Code: BBA
Class: S.Y.B.B.A
Semester: IV
Course Type: Skill Enhancement Course
Course Name: International Business
Course Code: BBA-276-SEC
No. of Lectures: 30
No. of Credits: 2

A) COURSE OBJECTIVES: -

1. To understand the fundamental nature and theories of international trade.

2. To analyze the Ricardo and Heckscher-Ohlin theories in global trade.

3. To comprehend the role and significance of multinational corporations in international business.

4. To explore the mechanisms of exchange rates and their determination.

5. To study the objectives and functions of the IMF and World Bank in global finance.

6. To evaluate the structure, functions, and significance of WTO and regional economic groupings.

7. To assess India's foreign trade composition, direction, and case studies in international business.

B) COURSE OUTCOMES: -

CO1: Gain knowledge of the core concepts and theories of international trade.

CO2: Analyze the impact of multinational enterprises on international business.

CO3: Understand exchange rate mechanisms and their effects on global finance.

CO4: Develop an in-depth understanding of the IMF and World Bank's role in the global economy.

CO5: Critically evaluate regional trade agreements and their economic impact.

CO6: Gain insights into India's foreign trade trends since 2000.

CO7: Apply theoretical knowledge through case studies in international marketing, finance, and HRM in the Indian context.

UNIT 1: INTRODUCTION

1.1. Nature

1.2. Theories' of International

Trade1.3.Ricardo's Theory

1.4.Heckscher-Ohlin Theory

UNIT 2. MULTINATIONAL ENTERPRISES

2.1. Meaning of International Corporation

2.2. Role and Importance of Multinational Corporations in international business

UNIT 3. INTERNATIONAL FINANCE

3.1. Meaning of Exchange Rate

3.2. Determination of Exchange Rate-Fixed, Flexible and Managed

3.3. Concept of Spot Rate, Forward Rate and Futures

3.4. Balance of Trade and Balance of Payments

3.5. International Monetary Fund (INF)-Objectives and Functions

3.6. World Bank -Objectives and Functions

UNIT 4. REGIONAL ECONOMIC GROUPING

4.1. Evaluation, Structure and Functions of WTO

4.2. European Union (EU)

4.3. North American Free Trade Agreement (NAFTA)

4.4. Association of South East Asian Nations (ASEAN)

4.5. South Asian Association for Regional Cooperation (SAARC)

UNIT 5. INDIA'S FOREIGN TRADE

5.1. Composition and Direction of India's Foreign Trade since 2000

5.2. Case studies in International Business with references to Indian Economy on:

a) International Marketing

b) International Finance

c) International Human Resource Management

EVALUATION: -

Internal Evaluation	External Evaluation
Unit test(10)	Fill in the blanks, One Sentence Questions (10)Short answer question (12)
Mini project /Assignment/Presentation(10)	Long answer questions (8)
20	**30**

REFERENCE BOOKS: -

1."International Business: Competing in the Global Marketplace" by Charles W.L. Hill and G.Tomas M. Hult.

2. "International Economics: Theory and Policy" by Paul R. Krugman, Maurice Obstfeld, andMarc Melitz

3. "India's Foreign Trade: Trends and Prospects" by Biswajit Nag

4. "International Finance: Theory and Policy" by Paul R. Krugman and Maurice Obstfeld

5. "The World Economy: Trade and Finance" by Yarbrough and Yarbrough

6. "International Economics" by Dominick Salvatore

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of program outcome with course outcome.

Class: SYBBA (Sem IV)   **Course Title:** International Business

Course: International Business   **Course Code: BBA-276-SEC**

Weightage:1=weak or low relation,2=moderate or partial relation,3=strong or direct relation

Course Outcomes	Programme Outcomes (POs)														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1															
CO2		2	2							2					
CO3									2						
CO4				1											
CO5										2					
CO6					2	1									
CO7															

Justification for the mapping

PO1: A Fundamental Knowledge and Coherent Understanding

CO2: Apply system design principles to real-world scenarios.

PO3: Critical Thinking and Problem-Solving Skills

CO2: Critical Thinking and Problem-Solving Skills useful to the principles of real-world scenarios in International Business.

PO4: Communication Skills

CO4: Define decision support systems (DSS) and their components.

PO5: Analytical Reasoning Skills

CO6: Critically evaluate and compare different approaches to solving information system-related problems through case studies.

PO6: Innovation, Employability and Entrepreneurial Skills

CO6: Present and communicate findings from case studies effectively.

PO9: Traditional Knowledge into Modern Application

CO3: Propose strategies for addressing and mitigating MIS-related problem

PO10: Design and Development of System

CO2: Develop solutions to business problems through effective system analysis and design.

CO5: Propose strategies for effective management of MIS resources and processes.